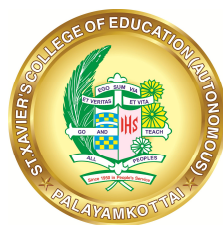


Annual Quality Assurance Report (AQAR) 2016-2017

Submitted by



St. Xavier's College of Education (Autonomous)

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

Palayamkottai, Tirunelveli – 627002.

Tamil Nadu



Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

1. Details of the Institution

1.1 Name of the Institution

St. Xavier's College of Education

1.2 Address

St. John's College Road

Palayamkottai

City/Town

Tirunelveli - District

State

Tamil Nadu

Pin Code

627 002

Institution e-mail address

sxcbcd1@gmail.com & sxcedeanofstudies@gmail.com

Contact Nos.

0462-2577630, 0462-4264475

Name of the Head of the Institution:

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

Tel. No. with STD Code:

0462-2577630

Mobile:

08300101683

Name of the IQAC Co-ordinator:

Dr. M. Antony Raj

Mobile:

09442768855

IQAC e-mail address:

sxceiqac@gmail.com

1.3 NAAC Track ID (For ex. MHC0GN 18879)

SXCE 14785

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

EC/PCRAR/63/49

1.5 Website address:

www.stxaviersbedcollege.org

Web-link of the AQAR:

<http://stxaviersbedcollege.org/aqar.html>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	Five Stars	–	2000	2000-2005
2	2 nd Cycle	A+	–	2007	2007-2012
3	3 rd Cycle	A	3.67	2012	2012-2020

1.7 Date of Establishment of IQAC: DD/MM/YYYY

17/08/2004

1.8 AQAR for the year (for example 2010-11)

2016 - 2017

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

- i. AQAR _ 2015-2016 submitted on 20.12.2016
- ii. AQAR _ 2014-2015 submitted on 19.12.2015
- iii. AQAR _ 2013-2014 submitted on 09.09.2015
- iv. AQAR _ 2012-2013 submitted on 06.04.2015
- v. AQAR _ 2011-2012 submitted on 14.12.2012

1.10 Institutional Status

University	State	<input type="checkbox"/>	Central	<input type="checkbox"/>	Deemed	<input type="checkbox"/>	Private	<input type="checkbox"/>
Affiliated College	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>				
Constituent College	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>				
Autonomous college of UGC	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>				
Regulatory Agency approved Institution	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>				

(eg. AICTE, BCI, MCI, PCI, NCI, NCTE)

Type of Institution	Co-education	<input checked="" type="checkbox"/>	Men	<input type="checkbox"/>	Women	<input type="checkbox"/>
	Urban	<input checked="" type="checkbox"/>	Rural	<input type="checkbox"/>	Tribal	<input type="checkbox"/>
Financial Status	Grant-in-aid	<input checked="" type="checkbox"/>	UGC 2(f)	<input checked="" type="checkbox"/>	UGC 12B	<input checked="" type="checkbox"/>
	Grant-in-aid + Self Financing	<input checked="" type="checkbox"/>	Totally Self-financing	<input type="checkbox"/>		

1.11 Type of Faculty/Programme

Arts	<input type="checkbox"/>	Science	<input type="checkbox"/>	Commerce	<input type="checkbox"/>	Law	<input type="checkbox"/>	PEI (Phys Edu)	<input type="checkbox"/>
TEI (Edu)	<input checked="" type="checkbox"/>	Engineering	<input type="checkbox"/>	Health Science	<input type="checkbox"/>	Management	<input type="checkbox"/>		
Others (Specify)	<input type="text" value="-"/>								

1.12 Name of the Affiliating University (*for the Colleges*)

Tamilnadu Teachers Education University, Chennai.

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State /Central Govt. / University	<input type="text" value="Central Government"/>		
University with Potential for Excellence	<input type="text" value="-"/>	UGC-CPE	<input type="text" value="-"/>
DST Star Scheme	<input type="text" value="-"/>	UGC-CE	<input type="text" value="-"/>
UGC-Special Assistance Programme	<input type="text" value="-"/>	DST-FIST	<input type="text" value="-"/>
UGC-Innovative PG programmes	<input type="text" value="-"/>	Any other (<i>Specify</i>)	<input type="text" value="-"/>
UGC-COP Programmes	<input type="text" value="-"/>		

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="8"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="-"/>
2.3 No. of students	<input type="text" value="2"/>
2.4 No. of Management representatives	<input type="text" value="4"/>
2.5 No. of Alumni	<input type="text" value="1"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="1"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="2"/>
2.8 No. of other External Experts	<input type="text" value="2"/>
2.9 Total No. of members	<input type="text" value="20"/>

2.10 No. of IQAC meetings held 2 (29th September 2016 & 10th March 2017)

2.11 No. of meetings with various stakeholders: No. Faculty
Non-Teaching Staff/Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

- (1) Social Media
- (2) Website Creation
- (3) SPSS Essentials

2.14 Significant Activities and contributions made by IQAC

Organized a National level Seminar on Social Media: Influence on Youth in their Psycho-social Behavioural Functions (SIYPBF).

Organized a Workshop on Creating Website as Staff Development Programme.

Extended Moral support to organize Institutional Seminars on Basic Legal Awareness, Management of Dengue, HIV and AIDS Awareness, Adiction and De-addiction and Transgender Awareness.

Organized a Discourse on Globalization.

Conducted Entry & Exit Behaviour tests for the prospective teachers.

Evaluated the professional development of Staff with the help of Student.

Published IQAC Newsletter.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
To arrange hostel facility for girls.	The Britto hostel was renovated and girls students are admitted there.
To establish Smart Classroom.	All the classrooms are equipped with ICT facilities.
To train Staff members to develop their Blogs and Websites.	One day workshop on 'Creating our own website' was organized on 23 rd December 2016 for the staff.
To place the entry and exit behaviour results of B.Ed., M.Ed. and M.Phil. students on the desk of staff and IQAC meetings.	The evolved report was placed in the staff and IQAC meetings.
To encourage the staff members to integrate discussion and sharing method along with the use of ICT in their regular teaching.	Staff are encouraged to integrate this method and IQAC monitors.
To call different departments of our college to arrange departmental guest lectures.	Guest lectures have been arranged via subject clubs of the different departments.
To encourage the staff and students to utilize the E-resources available in the E-corner of our library.	The e-resources in the e-corner are utilized and the gate register is maintained.
To start NET coaching.	UGC NET preparatory programme was organized from 16 th to 18 th December 2016.
To purchase recent softwares for library.	Have applied for.
To apply for projects from UGC and other agencies.	Staff have been encouraged to apply for projects and three of them are working on it.

* The Academic Calendar of the year 2016-2017 is given as Annexure I.

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

- Workshop on Website Creation for Staff.
- Seminar on Research Methodology for M.Ed. Scholars.
- NET/SET Coaching Class for PG students.
- Uploading Self Instructional Material (SIM) in the College Website.
- Yoga Training all through the year.
- Arts and Science Exhibition.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
Ph.D.	1	-	-	-
PG	1	-	-	-
UG	1	-	-	-
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	1	-	-	-
Others (M.Phil.)	1	-	-	-
Total	5	-	-	-

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

1.2 (i) Flexibility of the Curriculum: CBCS/**Core/Elective option**/Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	3
Trimester	-
Annual	1 M.Phil (Part-Time)

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

At the end of every year students give their feedback on syllabus.

The IQAC gives its suggestions on the syllabi.

The staff express their views on syllabi through staff meeting and annual review meeting.

These reviews are taken to Board of Studies, Academic Council and Governing Body meetings. Thus the syllabi is revised and updated regularly.

* The syllabi of B.Ed. M.Ed. and M.Phil. Courses for the academic year 2016-2017 are given as Annexure II.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

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Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	12	7	2	-	3

2.2 No. of permanent faculty with Ph.D. 9

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	-	-	-	-	-	-	-	-	-	-

2.4 No. of Guest and Visiting faculty and Temporary faculty 3 - 8

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	3	24	2
Presented papers	-	26	2
Resource Persons	-	9	2

2.6 Innovative processes adopted by the institution in Teaching and Learning:

ICT enabled / supported learning (Use of IWB., Visualizer and LCD).

Peer Learning (discussion among the peers with the pre-preparation of given topics).

Accessing e-books (St. Xavier's Informatics Centre).

Strengthening Language Proficiency (Intensive English Course, Tongue Twister and Classroom dialogues).

Learning by doing (Arts and Aesthetics).

Self-learning (Use of Computer Lab and Self instructional material).

Self-instructional material (In the College Website).

Use of e-resources (Edmodo)

Paperless Assignments for students

2.7 Total No. of actual teaching days 204
during this academic year

2.8 Examination/ Evaluation Reforms initiated by 3
the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development

As member of Board of Study	As Faculty	As Curriculum Development workshop
20	20	-

2.10 Average percentage of attendance of students 96.12%

2.11 Course/Programme wise distribution of pass percentage :

I Semester Marks Percentage (2015 -2016) - REAPPEAR

B.Ed. – 2016-2017

Subject Code	50-59		60-74		75 and Above		Fail		Total
	NO	%	NO	%	NO	%	NO	%	
BCPF	1								1
BPM1							1		1
BPGE1							1		1

Note:-

BCPF – Philosophical Foundations of Education,
 BPGE1- General English Education, BPM1 – Mathematics Education
TOTAL REAPPEARED - 2 PASS – 1 FAIL - 2

.....
M.Phil (Full-time) – 2016-2017
II Semester Marks Percentage (2016 -2017)

Subject Code	50-59		60-74		75 and Above		With Held		Total
	NO	%	NO	%	NO	%	NO	%	
MPH3			2						2
DISSERTATION									
MPHDI			1	50	1	50			2
MPHDE					2	100			2
MPHDV			1	50	1	50			2
MPHDC			1	50	1	50			2

TOTAL APPEARED – 2

TOTAL PASS - 2

M.Phil (Part-time) – 2015-2017

II Year Marks Percentage (2015 -2017)

Subject Code	50-59		60-74		75 and Above		With Held		Total
	NO	%	NO	%	NO	%	NO	%	
MPH3	2		9						11
DISSERTATION									
MPHDI			3	27.3	4	36.3	4	36.4	11
MPHDE					7	63.6	4	36.4	11
MPHDV					7	63.6	4	36.4	11
MPHDC			1	9	6	54.6	4	36.4	11

Note:-

MPH3 – Educational Policy Planning and Management

MPHDI – Dissertation Internal, MPHDE – Dissertation External,

MPHDV - Dissertation Viva voce, MPHDC – Dissertation Viva voce

TOTAL APPEARED - 11 TOTAL PASS – 7 TOTAL WITH HELD – 4

I Year Marks Percentage (2016 -2018)

M.Phil (Part-time) – 2016-2018

Subject Code	50-59		60-74		75 and Above		Fail		Total
	NO	%	NO	%	NO	%	NO	%	
MPH1	1	25	2	75					3
MPH2			3	100					3

Note:-

MPH1 Advanced Educational Research and Statistics

MPH2 Education of the Special Group Children

TOTAL APPEARED - 3

TOTAL PASS - 3

.....

M.Ed.

II Semester Mark Percentage (2016 -2018)

Subject Code	50-59		60-74		75 and Above		Fail		Total
	NO	%	NO	%	NO	%	NO	%	
MPAR			2	100					2
MPIS			1	50	1	50			2
MSEC			1	50	1	50			2
MSIE			1	50	1	50			2
Teacher Education (Internal)									
MTES					2	100			2

Note:-

MPAR - Advanced Research Methodology, MPIS - Introduction to Statistics
MSEC – Early Childhood Care and Education, MSIE - Inclusive Education,
MTES – Internship in Special School

TOTAL APPEARED - 2

TOTAL PASS - 2

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M.Ed. IV Semester Mark Percentage (2015 -2017)

Subject Code	50-59		60-74		75 and Above		Fail		Total
	NO	%	NO	%	NO	%	NO	%	
MSSM	1	11.1	5	55.6	3	33.3			9
MSEP			5	55.6	4	44.4			9
MSII			6	66.7	3	33.3			9
MSHG	1	11.1	6	66.7	2	22.2			9
RESEARCH									
MRDP			1	11.1	8	88.9			9
MRDI			1	11.1	8	88.9			9
MRDE					9	100			9
MRDV					9	100			9

Note:-

MSSM - School Management , MSEP- Educational Management and Planning
MSII - ICT and instructional system, MSHG- Higher Education in Globalized Context
MRDP – Dissertation preparation , MRDI – Dissertation Internal, MRDE – Dissertation External

TOTAL APPEARED - 9

TOTAL PASS - 9

II Semester Marks Percentage (2016 -2018)

B.Ed.

Subject Code	50-59		60-74		75 and Above		Fail		TOTAL
	NO	%	NO	%	NO	%	NO	%	
CORE PAPERS									
BCSS			24	31	53	69			77
BCIE	9	12	50	65	17	22	1	1	77
BCIT	12	16	50	65	15	19			77
BCAL	17	22	56	73	4	5			77
OPTIONAL - I									
BPE2	1	3	23	72	8	25			32
BPT2			4	50	4	50			8
BPM2	1	6	9	56	5	31	1 (AAA)	6	16
BPP2	1	8	10	77	2	15			13
BPB2			1	50	1	50			2
BPC2					1	100			1
BPH2			2	40	3	60			5
OPTIONAL - II									
BPGE2	8	12	43	62	16	23	2	3	69
BPGT2			3	38	5	63			8
ELECTIVES									
BEPH			6	22	21	78			27
BEGC					25	100			25
BELI			7	28	18	72			25
BEHD	1	4	6	23	19	73			26
BEEE			9	33	18	67			27
BEVE			10	42	14	58			24

TOTAL APPEARED - 77

TOTAL PASS – 73

ABSENT – 1

TOTAL FAIL – 4

Note:-

BCSS Schooling, Socialization and Identity BCIE Innovations in Education BCIT ICT (Digital Pedagogy) BCAL Assessment of Learning BPB2 Biological Science Education – II BPC2 Computer Science Education – II BPE2 Special English Education – II BPH2 History Education - II BPM2 Mathematics Education -II BPP2 Physical Science Education - II BPT2 Special Tamil Education - II BPGE2 General English Education – II	BPGT2 General Tamil Education - II BEPH Physical and Health Education BEGC Guidance and Counselling BELI Library and Information Science Management BEHD Human Rights and Duties Education BEEE Environmental Education BEVE Value Education
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Subject Code	50-59	%	60-74	%	75 and Above	%	Fail	%	TOTAL
ENGLISH									
BCSS			12	38	20	63			32
BCIE	3	9	20	63	8	25	1	3	32
BCIT	2	6	20	63	10	31			32
BCAL	5	16	25	78	2	6			32
BPE2	1	3	23	72	8	25			32
BPGE2	4	13	14	44	13	41	1	3	32
MATHS									
BCSS			5	31	11	69			16
BCIE	2	13	9	56	5	31			16
BCIT	2	13	12	75	2	13			16
BCAL	3	19	12	75	1	6			16
BPM2	1	6	9	56	5	31	1	6	16
BPGE2	1	6	13	81	2	13			16
PHYSICAL SCIENCE									
BCSS			2	15	11	85			13
BCIE	1	8	11	85	1	8			13
BCIT	3	23	10	77					13
BCAL	6	46	7	54					13
BPP2	1	8	10	77	2	15			13
BPGE2	1	8	12	92					13
BIOLOGICAL SCIENCE									
BCSS			1	50	1	50			2
BCIE			1	50	1	50			2
BCIT	1	50			1	50			2
BCAL	1	50			1	50			2
BPB2			1	50	1	50			2
BPGE2	1	50			1	50			2
HISTORY									
BCSS			3	60	2	40			5
BCIE	2	40	3	60					5
BCIT	1	20	3	60	1	20			5
BCAL	2	40	3	60					5
BPH2			2	40	3	60			5
BPGE2	1	20	3	60			1	20	5

TAMIL									
BCSS			1	13	7	88			8
BCIE	1		5	63	2	25			8
BCIT	3		5	63					8
BCAL			8	100					8
BPT2			4	50	4	50			8
BPGT2			3	38	5	63			8
COMPUTER SCIENCE									
BCSS					1	100			1
BCIE			1	100					1
BCIT					1	100			1
BCAL			1	100					1
BPC2					1	100			1
BPGE2			1	100					1

IV Semester Marks Percentage (2015 -2017)

B.Ed.

Subject Code	50-59		60-74		75 and Above		Fail		TOTAL
	NO	%	NO	%	NO	%	NO	%	
CORE PAPERS									
BCCS			17	28	43	72			60
BCVE	12	20	41	68	7	12			60
BCSP	2	3	50	83	8	13			60
OPTIONAL - I									
BPB4			2	50	2	50			4
BPE4	8	33	14	58	2	8			24
BPH4			2	67	1	33			3
BPM4	1	8	10	77	2	15			13
BPP4			7	54	6	46			13
BPT4			1	33	2	67			3
OPTIONAL - II									
BPGE4	9	16	42	74	6	11			57
BPGT4			1	33	2	67			3
ELECTIVES									
BEGI	1	3	10	32	20	65			31
BEEC	1	3	16	55	12	41			29
BEPE			1	5	19	95			20
BESM			10	53	9	47			19
BEHE			12	57	9	43			21

TOTAL APPEARED - 60

TOTAL PASS - 60

Note:-

BCSS -Curriculum and School
 BCVE - Vision of Education in India: Concerns and Issues
 BCSP - Soft Skills and Personality Development and Issues
 BPB4 - Biological Science Education
 BPE4 - Special English Education IV
 BPM4 - Mathematics Education
 BPP4- Physical Science Education IV
 BPT4 - Special Tamil Education IV
 BPGE4 - General English Education IV
 BPGT4 - General Tamil Education IV
 Electives 3 : BEGI - Gender Issues in Education, BEEC - Education of Exceptional Children
 Electives 4 : BESM - School Management, BEHE- Higher Education, BEPE - Peace Education

Subject Code	50-59	%	60-74	%	75 and Above	%	Fail	%	TOTAL
ENGLISH									
BCCS			7	29	17	71			24
BCVE	7	29	13	54	4	17			24
BCSP			19	79	5	21			24
BPE4	8	33	14	58	2	8			24
BPGE4	3	12.5	18	75	3	12.5			24
MATHS									
BCCS			4	31	9	69			13
BCVE	4	31	8	62	1	8			13
BCSP	1	8	11	85	1	8			13
BPM4	1	8	10	77	2	15			13
BPGE4	2	15	11	85					13
PHYSICAL SCIENCE									
BCCS			1	8	12	92			13
BCVE			12	92	1	8			13
BCSP	1	8	11	85	1	8			13
BPP4			7	54	6	46			13
BPGE4			7	54	6	46			13
BIOLOGICAL SCIENCE									
BCCS			2	50	2	50			4
BCVE	1	25	3	75					4
BCSP			4	100					4
BPB4			2	50	2	50			4
BPGE4			4	100					4

HISTORY									
BCCS			3	100					3
BCVE			3	100					3
BCSP			3	100					3
BPH4			2	67	1	33			3
BPGE4	2	67	1	33					3
TAMIL									
BCCS					3	100			3
BCVE			1	33	2	67			3
BCSP			2	67	1	33			3
BPT4			1	33	2	67			3
BPGE4			1	33	2	67			3

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- IQAC represents in all committee meetings and gives suggestions for quality improvements.
- Conducts staff enrichment programmes.
- Gives suggestion to introduce new relevant papers.
- Monitors the quality of curriculum through the valuation of the output of the curriculum.
- Publishing the activities of the college through newsletter.
- Suggests innovative curricular and co-curricular activities for the all-round development of the prospective teachers.
- Conducts Entry and Exit behaviour test through online for B.Ed. students to check their teaching attitude.
- Recommends innovative evaluation reforms such as online exams, change of question pattern etc.
- Receives feedback from the students and staff regularly on the programmes implemented.
- Receives feedback from the Stake holders and evaluates the overall programme.
- Organizes workshop / Seminar / Guest Lecture on new innovative methods of teaching.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	20
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by this institution	38
Summer / Winter schools, Workshops, etc.	29
Others	-

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	05	02	-	02
Technical Staff	1	02	-	02

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- Promotes Research climate by organizing Research Methodology Seminars for Students and Staff.
- Encourages the faculty members to write Research articles.
- Motivates Research Scholars to write Research Proposals and Synopsis.
- Asking Research Scholars to prepare Course work.
- Conducting Research colloquium regularly.
- Abstract of Research as Xavier Journal of Research Abstracts (JXRA).
- Journal of Research and Reflection on Education (RRE).

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.4 Details on research publications

	International	National	Others
Peer Review Journals	-	14	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	-	26	-

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Spend
Major projects	-	-	-	-
Minor Projects	-	-	-	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects <i>(other than compulsory by the University)</i>	-	-	-	-
Any other (Specify)	-	-	-	-
Total	-	-	-	-

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	-	2	-	-	2
Sponsoring agencies	-	Management	-	-	Management

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year:

From funding agency From Management of University/College
 Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

3.18 No. of faculty from the Institution who are Ph.D. Guides and students registered under them (2016 – 2017)

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
 National level International level

3.22 No. of students participated in NCC events:

University level State level
 National level International level

3.23 No. of Awards won in NSS:

University level State level
 National level International level

3.24 No. of Awards won in NCC:

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.25 No. of Extension activities organized

University forum	<input type="text" value="-"/>	College forum	<input type="text" value="20"/>		
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="-"/>	Any other	<input type="text" value="-"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Arts and Science Exhibition
- Awareness on Alcoholism
- Blood Identification Camp
- Community Service Camp at Samathuvapuram Village, Tirunelveli.
- Extension Lectures
- Intra mural Cultural Competitions
- Legal Awareness
- Medical Camp for the Villages
- Mother Theresa Evening Study Centre (MOTESC)
- NET Coaching Class
- Social Project
- Subject Club
- TNTET Coaching
- Transgender Awareness
- Visit to Amerseva Sangam
- Yoga Training

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	3.72 Acre	-	-	-
Class rooms	10	-	-	-
Laboratories	5	-	-	-
Seminar Halls	3	-	-	-
Library	-	-	-	-
Office of the Controller of Examination	-	Renovated	Management	4,08,427.00
Research Centre	-	Renovated	Management	32,542.00
Music Room	1	-	-	-
No. of important equipments purchased (\geq 1-0 lakh) during the current year.		Teaching Aids	Autonomy	1,16,898.00
Value of the equipment purchased during the year (Rs. in Lakhs)		Lab Materials	Autonomy	95,759.00
Others		Furniture	Autonomy	73,390.00
		Office Equipments	Autonomy	88,000.00

4.2 Computerization of administration and library

Free Wi-Fi access to library users.
Kindle e-readers.
NLIST to Staff and Research Scholars.
On-line Access of E-journals & Reviews.
Updating Rovam LMS Software.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	18261	24,45,299.00	1342	1,51,711.00	19603	25,97,010.00
Reference Books	1932		58		1990	
Journals	40	36,927.00	03	500.00	43	37,427.00
e-Books	93809	5,000.00	30,44,595	-	31,38,404	5,000.00
e-Journals	6219		18	-	6237	
Digital Database	2		-	-	-	
CD & Video	128	32,533.00	117	992.00	245	33,525.00
Others (specify) DAI	55	11,34,731.00	-	-	55	11,34,731.00

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Library	Language Lab	Student's Service Centre	Offices	Departments	Others
Existing	96	47	11	10	1	14	09	2+2
Added	-	-	-	-	-	-	-	-
Total	96	47	11	10	1	14	09	4

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

<ul style="list-style-type: none"> • Wi-Fi enabled campus. • Training on Website Creation. • Training on Web 2 Tools. • Certificate Course in web designing on demand. • Short term Computer course for Children from MOTESC (TECHCHIL).

4.6 Amount spent on maintenance in lakhs : (2016 – 2017)

i) ICT	1,16,898.00
ii) Campus Infrastructure and facilities	5,36,728.00
iii) Equipments	88,000.00
iv) Furniture	73,390.00
Total :	8,15,016.00

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Assessing the teaching aptitude of prospective teachers by an entry behaviour test through online.
- Giving orientation to the students on course, academic expectation, facilities, services and evaluation in the beginning of the academic year.
- Personality Development programme for new entrants.
- To enhance the basic LSRW skills through Intensive English Bridge Course and ELT workshop.
- TNTET coaching.
- Orientation on Socially Useful and Productive Work (SUPW) to develop positive attitude towards work.
- Supplementing classroom teaching through library works.
- Preparation of prospective teachers for their real classroom experience through micro, demo and peer teaching.
- Organizing ICT based staff development programmes to motivate the staff to be digital natives.

5.2 Efforts made by the institution for tracking the progression

- Facilitating the students progression through mechanisms like Career Guidance and Placement Cell and Grievance Redressals Cell.
- Providing Value Added Courses like Human Rights Education, Environmental Education, Value Education and Peace Education.
- Supporting students through scholarship.
- Helping the students to qualify in the national level exam NET and State Level Exams like SET and TNTET.
- Promoting social responsibilities through Social Project and Community Camp.
- Organizing seminars on Legal Awareness, HIV and AIDs Awareness, Addiction and De-addiction to foster holistic development.
- Promoting active participation of the student in club activities, Christmas, Pongal, Women's Day and Intra-mural Cultural Competitions to make them as good citizens.

5.3 (a) Total Number of students

B.Ed.	M.Ed.	M.Phil. (P.T.)	M.Phil. (F.T.)
78	2	3	2

Men	No	%
	41	83.95

Women	No	%
	44	16.05

(b) No. of students outside the state

2

(c) No. of international students

-

	Last Year (2015 – 2016)						This Year (2016 – 2017)					
	General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
B.Ed.	3	14	2	41	2	60	6	11	-	61	-	78
M.Ed.	3	-	-	6	-	9	-	1	-	1	-	2
M.Phil.	1	3	-	8	-	12	-	-	-	5	-	5

Dropout % 1

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

- NET/SET Preparatory Programme on Education.
- NET/SET Coaching on Library Science.
- Display of Information about various competitive examinations by CGPC on bulletin boards.
- Training on TNTET by CGPC.
- Providing employment newspaper and magazines related to competitions in the library.
- E-magazine 'AASAAN' to develop creative writing.

No. of students beneficiaries

85

5.5 No. of students qualified in these examinations

NET	2	SET/SLET	-	GATE	-	CAT	-
IAS/IPS etc	-	State PSC	-	UPSC	-	Others /TET	2

5.6 Details of student counselling and career guidance

- Guidance and Counselling through tutor ward system.
- Providing Career Information by CGPC.
- Special talk on “How to face Interview” by CGPC.

No. of students benefitted

5.7 Details of campus placement

<i>On campus</i>		<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
13	295	41	7

5.8 Details of gender sensitization programmes

- Women’s Day Celebration.
- Counselling for women students.
- An interaction with Transgender.
- Special talk on Human Sexuality and Sex Education.
- Elective paper on Gender Issues in Education.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/University level National level International level

No. of students participated in cultural events

State/University level National level International level

5.9.2 No. of medals/awards won by students in Sports, Games and other events

Sports : State/University level National level International level

Cultural: State/University level National level International level

5.10 Scholarships and Financial Support

Sl. No.	Name of the Scholarship	Amount
1.	Jesuit Educational Support Scholarship	Rs. 73,000/-
2.	Alumni Association Scholarship (10 No.)	Rs. 10,000/-
3.	TN Govt. Post Matric. Scholarship:	
	<u>B.Ed. 1st Year:</u>	
	Hindu SC scholarship (6 No.)	Rs. 68,400/-
	Christian Dalith scholarship (9 No.)	Rs. 54,300/-
	<u>B.Ed. 2nd Year:</u>	
	Hindu SC scholarship (13 No.)	Rs. 67,180/-
	Christian Dalith scholarship (5 No.)	Rs. 28,600/-
	<u>M.Ed.</u>	
	1 st Year Christian Dalith scholarship (1 No.)	Rs. 10,531/-
	2 nd Year Christian Dalith scholarship (1 No.)	Rs. 6,391/-

5.11 Student organised / initiatives

Fairs : State/University level National level International level

Exhibition: State/University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

* Installing Aqua Guards in the 1st and 2nd Floors.

* Providing more chairs for the Ladies Retiring Room.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

- Our College aims at the integral formation of prospective teachers and the promotion of educational research and the service of our youth for the establishment of a just and humane society.
- To impart a sound formation in all levels such as academic, social, physical, emotional and religious.
- To cultivate more self-confidence.
- To help them develop their potentials and enhance their self-image.
- To mould and motivate the would-be teachers towards vision of excellence.

- To strengthen their ability in communicating their views effectively.
- To equip the teachers with thorough theoretical input and provide them practical training so that the teaching-learning process becomes effective.
- To develop soft skills among the trainees.
- To train the teachers in ICT based methodology.
- To acquire and imbibe the values of leadership quality through various cultural activities.
- To make the students understand and to experience the reality of downtrodden.
- To impart the values of brotherhood, social justice and dignity of labour.
- To produce a band of committed teachers who would be agents of social change.

6.2 Does the Institution has a management Information System

The institution has separate software for each department.

- Students' information system in the administrative office.
- Rovam LMS Software for Library.
- Short Messaging Service in the Library.
- Official College Website.
- Students database at CGPC.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- Updating of syllabus every year in tune with emerging local and global needs.
- Updating practicum for B.Ed., M.Ed. and M.Phil. students to suit the professional needs of teachers.
- Choice based elective papers.
- A separate paper for Strengthening English Language Proficiency.
- Tongue twister programme.
- Short term course on Web Designing.
- Intensive Micro teaching practice.
- Training on Lesson plan preparation.
- Peer Teaching.

6.3.2 Teaching and Learning

- Participating Learning Methods.
- Enhancing experiential learning via field visit.
- Use of Digital Resources for Teaching and Learning.
- Course Plan.
- Digital Lesson Plans.
- Use of Digital Resources for Individualised learning (St. Xavier's Informatic Centre).
- Teachers familiarity with digital teaching learning systems.

6.3.3 Examination and Evaluation

- Maintaining transparency in evaluation and publication of results.
- Regularity in the conduct of internal and external examinations.
- Analysing the level of difference between internal and external marks in the awards committee.

6.3.4 Research and Development

- Well established Centre for Research.
- Evolved appropriate rules and regulations for research scholars.
- Sharing the research facilities with neighbouring institutions.
- Organized an international workshop on 'Research in 21st Century'.
- Publishing Seminar Proceedings with ISBN No.
- Research Methodology seminar for M.Ed. and M.Phil. research scholars.
- Research colloquium for research scholars twice in a semester.
- Publishing Xavier Journal of Research Abstract (XJRA).
- Publishing the Journal of Research and Reflection on Education (RRE).

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Added Books in Reference and Book bank.
- St. Xavier's Informatic Centre (SXIC) in the library.
- Added E-books in the Kindle.
- Free Wi-Fi access in the library.
- Added more physical facilities (4 closed book selves).
- Digitalized gate register.
- Imaging and documenting damaged rare books on education.
- Updating the automation of library (RLMS).
- Added three National journals.

6.3.6 Human Resource Management

- The staff, students and other stake holders are encouraged in institutional planning and administration.
- Registration fee paid by Management for Publishing Research Papers.
- Placing staff and students in various committees.
- Motivating the Staff to go for outreach programmes.
- Two Faculty Development Programmes.

6.3.7 Faculty and Staff recruitment

The following were recruited through Management Selection Committee:

1. Mr. U. Subramanian, Assistant Professor in Tamil.
2. Mrs. G. Kokila Selva Kumari, Assistant Professor in Education.
3. Mrs. M. Balasaraswathi, Assistant Professor in English.
4. Rev. Fr. J. Martin George, Assistant Professor in Education.
5. Mrs. J. Annie, Assistant Professor in Computer Science.
6. Mr. D. Namasivayam, Assistant Professor in Performing Arts.

6.3.8 Industry Interaction / Collaboration

- Block Resource Centres of Government Schools for ALM/ABL.
- Collaboration with SALIS-Tirunelveli Chapter for Two day UGC NET-SET preparatory programme.
- Collaboration with JCERT for the workshop on English Language Teaching (ELT).
- Collaboration with JMAAD for Deaddiction awareness programme.
- Collaboration with SALIS-Tirunelveli Chapter for Two day National Conference on 'Electronic Resources and Academic Libraries: Exploring new trends, technologies, practices, services and management' (NCERAAL-2016).
- Collaboration with Department of Visual Communication of St. Xavier's College (Autonomous) for a two day national seminar on 'Social Media: Influence on Youth in their psycho-social Behavioural Functions' (SIYPBF-2017).

6.3.9 Admission of Students

- Admitted the students based on the norms of Tamil Nadu & TNTEU (Tamil Nadu Teachers Education University).
- Preference to Dalits.
- Preference to economically poor.
- Reservation of Government of Tamil Nadu followed.

6.4 Welfare schemes for

Teaching	Workshop, Seminar, Staff Enrichment Programme.
Non-teaching	Residential Quarters.
Students	Rector, Principal, Alumni and Students' Welfare Scholarship, Academic awards.

6.5 Total corpus fund generated

-

6.6 Whether annual financial audit has been done

Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Two member Audit Team	Yes	Governing Body, IQAC and Management
Administrative	Yes	JD and AG Audits	Yes	Management

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- | |
|--|
| <ul style="list-style-type: none"> • Conducting internal and external examinations in different modes. • Declaration of results at the earliest. • Prompt action on the possible errors in the result statement. • Objective evaluation of papers by professors from in and outside state. • Special provisions for re-appearing/Recounting/Revaluation. • Conducting supplementary examination. • Xerox copy of Examination Answer Sheets on demand. |
|--|

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

- Suggest innovative ideas in curriculum, evaluation and methods by sending members to Governing Body, Board of Studies and Academic Council.
- Helps in the review of Autonomy.
- Employs some mechanisms to check and monitor the admission process.

6.11 Activities and support from the Alumni Association

- Active participation through college Developmental Council, BOS, AC, IQAC, CGPC and other Committees.
- Provides Alumni Scholarship for UG students every year.
- Conducts General Body Meeting of previous batch students every year on the day of 'Sangaman'.

6.12 Activities and support from the Parent – Teacher Association

- Parents are invited during admissions where an orientation is given by the college on the course and the expectation of the college thus seek their fullest co-operation.
- At the end of every Semester, the mark sheets are handed over to the parents in the Parent teachers meet in view of bringing them closer to the college.
- Parents are appointed in important committees like IQAC and Student's Welfare Committee.

6.13 Development programmes for support staff

- Updating the systems with high configuration.
- Hands on experience on e-filing / documentation.
- Training in safety measures.
- Training on establishing paperless office.

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Encouraging students on green practices (plastic free).
- Maintaining green landscaping with trees and plants by student's council.
- Extension lectures on waste management.
- Special lecture on rain water harvesting.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the Functioning of the institution. Give details.

- Use of Web Tools in Teaching.
- Focusing on prospective teachers public ethical behaviour by citizenship training.
- Introducing Sports Biomechanics in physical and health education.
- Academic and Administrative Audit.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year.

Plan of Action for the Academic Year - *Enclosed (Annexure III)

Action Taken Report - *Enclosed (Annexure IV)

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)
*Enclosed (Annexure V)

- Go Green Activities
- Academic and Administrative Audit
- Mother Theresa Evening Study Centre
- Community Camp at Samathuvapuram
- Yoga Training
- Intensive English Course
- Tutor Ward System

7.4 Contribution to environmental awareness / protection

- Environmental awareness day in the first day of the community camp.
- Observing health and hygienic awareness day.
- Social project on effects of monsoon failure and total uprooting of caruvelam trees.
- Motivating students to maintain a plastic free campus.
- Encouraging students to use bicycle as a green practice.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

8. Plans of institution for next year

- Establishing a techno-based conference hall.
- Introducing bio-metric attendance system.
- Establishing a media laboratory.
- Introducing dual degree programme.
- ISO certification.

*Name: Dr. M. Antony Raj
Coordinator, IQAC,
St. Xavier's College of Education,
Palayamkottai – 627 002.*

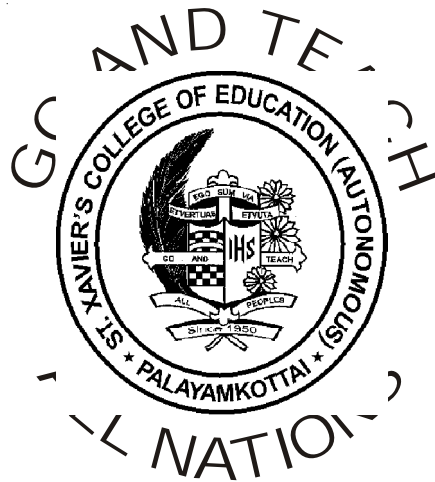
*Name: Rev. Dr. D. Thomas Alexander, S.J.
Chairperson, IQAC
St. Xavier's College of Education,
Palayamkottai – 627 002.*

_____***_____

St. Xavier's College of Education
(AUTONOMOUS)

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

PALAYAMKOTTAI - 627 002.



COLLEGE CALENDAR

2016-2017

PERSONAL MEMORANDA

Name :

Programme : Year : I / II

Sub. group : Section

Reg. No:.....Library No:.....

Hostel No:Room No:.....

Date of Birth:Blood Group:.....

Home Address :

.....

.....

.....

Phone No. : Parents:

Self:

E-Mail :

Any other particulars:

.....

.....

.....

St. Xavier's College of Education
(Autonomous)
[Re-accredited (3rd cycle) at 'A' Grade by NAAC with CGPA : 3.67]
PALAYAMKOTTAI.

Address of the College : John's College Road, Palayamkottai (T.K),
Tirunelveli (Dt.), Tamil Nadu - 627 002.

Name of the Educational Society of St. Francis Xavier

Agency : (Regd.No.3 of 1920-21)

College Telephone No. : 0462-2577630

Fax No. : 0462-2577631

E-mail Address : sxcbcd@yahoo.com

Web : www.stxaviersbedcollege.org

Name of the Secretary : Rev. Fr. G. John Gualbert, S.J.

Address & Telephone No. : St. Xavier's College of Education (Autonomous),
Palayamkottai - 627 002.
0462-4264475

Name of the Principal : Rev. Dr. D. Thomas Alexander, S.J.

Residence Telephone No. : 0462-4264218

Hostel : 0462-4264496

Year of establishment : 1950

Full details of courses offered and year of affiliation for each

B.Ed. (1950) - 30 Seats

B.Ed. (1966) - 100 Seats

B.Ed. (2006) - 100 + 50 Seats

B.Ed. (2015) - 100 Seats (As per NCTE 2014 Act)

Course / sanctioned strength :

M.Ed. (1969) - 15 Seats

M.Ed. (2004) - 15 + 10 Seats

M.Ed. (2008) - 25 + 25 Seats

M.Ed.(2010) - 50 + 20 Seats

M.Ed. (2015) - 50 Seats (As per NCTE 2014 Act)

M.Phil. (1989)- Full time 15 (Self-Financed)

- Part time 15 (Self-Financed)

Ph.D.(1992) - 4 per approved guide

Affiliated to :

1950 - 1966 - Madras University, Chennai.

1966 - 1990 - Madurai Kamaraj University, Madurai.

1990 - 2008 - Manonmaniam Sundaranar University, Tirunelveli.

2008 - 2009 onwards - TamilNadu Teachers Education University, Chennai.

College Code No : 12821 (Tamilnadu Teachers Education University)

SUCCESSION LIST

RECTORS

1948 - 51	Rev. Fr. P. Rayappar, S.J.
1951- 56	Rev. Fr. J. Santiago, S.J.
1956	Rev. Fr. I. Thomas, S.J.
1956 - 60	Rev. Fr. K.A. Soosai, S.J.
1960 - 65	Rev. Fr. Vincent Miranda, S.J.
1965 - 70	Rev. Fr. J. Santiago, S.J.
1970 - 73	Rev. Fr. M. Vattakunnel, S.J.
1973 - 77	Rev. Fr. J. Srinivasan, S.J.
1977 - 82	Rev. Fr. L. John, S.J.
1982 - 88	Rev. Fr. M.A. James, S.J.
1988 - 91	Rev. Fr. A. Victor, S.J.
1991 - 94	Rev. Fr. A. Michael, S.J.
1994 - 97	Rev. Fr. S. Peter Xavier, S.J.
1997 - 03	Rev. Fr. A. Albert Muthumalai, S.J.
2003 - 07	Rev. Dr. Antony A. Pappuraj, S.J.
2007 - 13	Rev. Fr. Britto Vincent, S.J.
2013 -	Rev. Dr. J. Danis Ponniah, S.J.

SECRETARIES

1950 - 55	Rev. Fr. A. Bonhoure, S.J.
1955 - 58	Rev. Fr. W. Utarid, S.J.
1958 - 63	Rev. Fr. Thomas Thundyl, S.J.
1963 - 70	Rev. Fr. Arul Joseph, S.J.
1970 - 73	Mr. J.A. Right
1973 - 85	Rev. Dr. Joseph Srinivasan, S.J.
1985 - 99	Rev. Dr. I. Vedanayagam, S.J.
1999 - 07	Rev. Dr. S. Sebastian, S.J.
2007 - 13	Rev. Dr. D. Thomas Alexander, S.J.
2013 - 15	Rev. Dr. A. Lourdusamy, S.J.
2015 -	Rev. Fr. G. John Gualbert, S.J.

PRINCIPALS

- 1950 - 55 Rev. Fr. A. Bonhoure, S.J.
1955 - 58 Rev. Fr. W. Utarid, S.J.
1958 - 63 Rev. Fr. Thomas Thundyl, S.J.
1963 - 70 Rev. Fr. Arul Joseph, S.J.
1970 - 73 Mr. J.A. Right
1973 - 85 Rev. Dr. Joseph Srinivasan, S.J.
1985 - 99 Rev. Dr. I. Vedanayagam, S.J.
1999 - 07 Rev. Dr. S. Sebastian, S.J.
2007 - 15 Rev. Dr. D. Thomas Alexander, S.J.
2015 - 16 Rev. Dr. S. Amaladoss Xavier, S.J. (In-charge)
2016 - Rev. Dr. D. Thomas Alexander, S.J.

THE SOCIETY OF JESUS (S.J.)

The Founder of S.J.

The Founder of the Society of Jesus, St. IGNATIUS LOYOLA, born in 1491, was the last child of a large Basque family in Spain. The name LOYOLA came from the ancestral castle that was the family heritage. Ignatius was trained to arms and to the etiquette of court life. He enlisted himself in the border wars with France and was badly wounded in a battle. As he lay convalescing at Loyola, he read the Gospel narratives and the lives of saints and was inspired to follow Christ by giving up all worldly ambitions and trappings of power and embracing a life of poverty, sacrifice and service after the example of his saintly mentors.

He began this new life at the age of 31. He spent a year of severe penance and intense prayer in a solitary cave on the banks of the river Cardoner near the town of Manresa.

He recorded his experiences in the book of the Spiritual Exercises, which became the soul and centre, the rule and character of every Jesuit who came after him. Reflecting on the crisis in the Church of his time, he felt that the need of the hour was for learned and holy priests, free of greed and ambition and ready to serve the poor and to give witness to the love of Christ for men. To achieve this objective, he set himself in right earnest to study from grammar school to college and University in the various Spanish centres of learning and finally took his Master's Degree from the Sorbonne University, Paris.

After completion of his studies in Philosophy and Theology he was ordained a priest in 1537. He won over a group of brilliant and like-minded University men (one of whom was St. Francis Xavier), moulded them by the Spiritual Exercises and welded them into a religious fraternity which became the Society of Jesus or Jesuits in 1540 as they popularly came to be known in course of time.

Madurai Jesuit Province

St. Xavier's College of Education is run by the Society of Jesus. The Society of Jesus (the Jesuits) is a world wide organisation of religious men, numbering about 24,400 who work out of 1825 houses in 112 countries, of whom over 3747 are working in the 16 provinces of India.

In Tamil Nadu, at Madurai in 1609, the Portugal Jesuits started their mission under the leadership of Robert De Nobili. But unfortunately in 1773, the society of Jesus was suppressed due to some political interferences and later restored in 1814. After the restoration, the new Madurai Mission was nurtured by French Jesuits. It was on 4th February 1929, the anniversary of the Martyrdom of St. John De Britto, that the Madurai Mission was elevated to the status of Vice-Province, dependent on the Toulouse Province. A few years later, it was raised to an independent province on 15th August 1952 with Fr. Humbert Pinto (1899-1981) as the Acting Provincial. At the time of transfer of power by the French to Indians, there were 400 Jesuits of whom 300 were Indians.

Today in Madurai province, there are more than 500 Jesuits, spilled all over the Tamil Nadu, in Nine University Colleges, Nine Higher Secondary Schools, Two technical institutes, Three community colleges, Five Social Action Centers and other sectors like Communication, Formation, Pastoral, Spiritual and Inter-Faith Dialogue.

Jesuit Education - New Orientations

Jesuit Education in the Madurai Province (Tamil Nadu) today draws its inspiration from the two epoch-making statements, viz, the vision Statement and Preamble to Jesuit Higher Education, that originated in the Madurai Province Meet of 1985.

Excerpts from the Vision Statement

"We understand that the contemporary equivalent of the mission of salvation is the integral liberation of man which is crystalized for us today in an ardent desire to work **towards liberation together with the poor.**

The preferential option for the poor means that we cast our lot with them through concerted social action. Our love is, indeed for all human beings, but it assumes different forms. We love the oppressed by espousing their cause and we love the oppressor by emancipating him from his greed and domination which dehumanize him".

Excerpts from the Preamble to Higher Education 1985

"Our educational institutions will shape our students into agents of social change, preparing them for concerted social action and thus

paving the way to mass movements which will bring about the desired liberation."

They will in their admission policies actualize our preferential option for the poor by "giving a privileged place to the weak who are poor economically and academically and form them as men for others". Stamped with the Ignatian hallmark of excellence and relevance, "they will challenge the existing educational system into reorienting it in order to respond to the crying needs of today's society. They will also promote research in the branches of arts, sciences and relevant pedagogy which would help to build a just social order".

Excerpts from the Document of General Congregation - 34

"We recognize that Universities remain crucial institutional settings in Society. For the poor, they serve as major channels for social advancement. In and through Universities, important debates take place about ethics, future directions of economics and politics and the very meaning of human existence that shape our Culture".

Excerpts from the Document of General Congregation - 35

The complexity of the problems we face and the richness of the opportunities offered demand that we engage in building bridges between the rich and the poor establishing advocacy links of mutual support between those who hold political power and those who find it difficult to voice their interests. Our intellectual apostolate provides an inestimable help in setting up these bridges, offering us new ways of understanding in depth the mechanisms and links among our present problems. Many Jesuits in educational, social promotion and research institutions together with others engaged directly with the poor are already committed to this work.

This congregation urges all Jesuits and all partners engaged in the same mission, particularly the universities and research centres, to continue promoting studies and practices focusing on the causes of poverty and the improvement of the environment. We should find ways in which our experiences with refugees, the poor, and the displaced, on the one hand, and people who work for the protection of the environment, on the other hand, could interact with those institutions so that the research result and advocacy would be of practical benefit to society and to the environment.

OUR COLLEGE

St. Xavier's College of Education is one of the three educational Institutions owned by the Society of St. Francis Xavier, a body registered under the Societies Registration Act, (S.No.3 of 1920-21) having its office at Palayamkottai. The College was started in 1950 as St. Xavier's Teachers' Training College at St. Xavier's (Autonomous) College Campus by Rev. Fr. Bonhoure S.J. as its first Principal. The college has established its mark of excellence on the educational map of India by hard and strenuous efforts of Rev. Fathers, Rev. Brothers and lay collaborators.

THE COAT OF ARMS

The three branches of Palm leaves on the right side of the emblem signify that our institution is situated in Tirunelveli District. The ear of rice corn arched on the left side of the emblem represents Maruthanilam. The local symbol connected by a cross highlights the fact that ours is a Christian Institution. At the middle and bottom of the cross, the college motto '**Veritate Lumen et Vita**' (Light and Life through Truth) is inscribed.

The shield at the front of the cross, has two divisions. On the right IHS, the Jesuit motto, is inscribed. The squares on the left indicate the spiritual, moral, emotional and intellectual development that education fosters in a person. The emblem thus means that St. Xavier's College of Education is a Jesuit institution of higher learning, established in the Tirunelveli District for the all round development of its pupils.

VISION, MISSION AND STRATEGIES

Our Vision for a New Society

St.Xavier's College of Education envisages a new society based on brotherhood, social justice and dignity of the downtrodden, which would be possible on earth only by future citizen of India. This intum presupposes the presence of potential and committed teachers, who would form and mould the little ones of our country. Thus the vision of our college is expressed in the following way:

Our College aims at the integral formation of prospective teachers and the promotion of educational research at the service of our youth for the establishment of a just and humane society.

Our Mission

(Towards Prospective Teachers and Teacher Educators)

- ◆ To impart a sound formation in all dimensions such as academic, social, physical, emotional and religious.
- ◆ To help them in developing their potentials, soft skills, self - image and self confidence.
- ◆ To mould and motivate them towards vision of excellence.
- ◆ To strengthen the ability of communicating their views effectively.
- ◆ To equip them with thorough theoretical input and provide them practical training so that the teaching-learning process becomes effective.
- ◆ To train them in ICT based methodology.
- ◆ To make them acquire and imbibe the values of leadership quality through various campus activities.
- ◆ To impart the values of brotherhood, social justice and dignity of labour and make them the agents of social change.

Our Strategies

- ◆ Preference for dalit and rural poor students
- ◆ Special social exposure programmes during the academic year
- ◆ Extension Lectures and Co-curricular Activities
- ◆ Spiritual Journey in search of meaning and Life Orientation Programmes
- ◆ Special coaching in Communicative English
- ◆ Developing Cultural Ethos and Talents and Celebration of Important National days
- ◆ Cultural and Educational Tours
- ◆ Intensive Teaching Practice and Experimentation of New Methods and Techniques.
- ◆ Training on ICT skills and Use of Modern Technology and Language Lab.

Core Values

- ◆ Promoting the culture of questioning, analysing and learning.
- ◆ Sensitizing the teacher and students towards social realities.
- ◆ Empowering the students and staff with creative mind and professional skills so as to excel as a group in future.
- ◆ Balanced development of mind and hearts towards an egalitarian society.
- ◆ Striving for quality in all endeavours of teaching - learning process.
- ◆ Developing the spirit of international brotherhood and a sense of commitment to the nation
- ◆ Moulding the teacher-students to be the torch - bearers and the carrier of culture for the (younger) future generation.

CHRONOLOGY OF EVENTS

- 1950 - 1951 The College was started and affiliated to the University of Madras with an intake of 30 students in B.Ed. programme. Rev. Fr. Bonhoure, S.J. took charge as the Principal. Optional subjects offered were English, Maths, Science and Social Studies.
- 1955 - 1956 Rev. Fr. Utarid, S.J. became the principal.
- 1958 - 1959 Rev. Fr. Thomas Thundil, S.J. succeeded Rev.Fr.Utarid as the principal.
- 1963 - 1964 Rev. Fr.Arul Joseph, S.J. became the Principal.
- 1966 - 1967 The college became affiliated to the Madurai Kamaraj University. Intake of students was enhanced to 100.
- 1967 - 1968 Bellarmine House, the Hostel for the B.Ed., students was opened.
Venue of the college was shifted to the present campus.
- 1969 - 1970 M.Ed. programme was started.
- 1970 - 1971 Mr. J.A. Right took charge as the Principal.
- 1971 - 1972 St. Xavier's Training College became St. Xavier's College of Education.
- 1973 - 1974 Rev. Fr. Dr. Joseph Srinivasan, S.J. succeeded Mr. J.A. Right as the Principal.
- 1975 - 1976 Silver Jubilee celebration of the college was celebrated.
- 1980 - 1981 English as an Optional II was introduced.
- 1984 - 1985 Biological Science as an Optional II was introduced.

- 1985 - 1986 Rev. Fr. Dr. I. Vedanayagam took charge as the principal.
- 1989 - 1990 M.Phil. (Education) programme was started. Computer Centre started offering courses.
- 1990 - 1991 The College was affiliated to the Manonmaniam Sundaranar University.
- 1992 - 1993 Ph.D. (Education) programme was started.
- 1995 - 1999 Golden Jubilee Block was constructed.
- 1999 - 2000 Rev. Fr. Dr. S. Sebastian S.J. became the Principal. The college was assessed and accredited with Five Stars by the NAAC. Golden Jubilee celebration was inaugurated.
- 2000 - 2001 Golden Jubilee of the college was celebrated. New Library Block was constructed.
- 2001 - 2002 Publication of a research journal "Research and Reflections on Education " was started.
- 2001 - 2002 A spacious Audio Visual hall with all modern equipments was born. A full-fledged Language Laboratory was established. Golden Jubilee Arch was constructed and blessed.
- 2002 - 2003 Approved to be one of the eight IGNOU B.Ed., Programme Study Centres in Tamil Nadu.
Installation of the statue of our Lord.
- 2003 - 2004 A Two - floor building, accomodating a dining Hall and Ten living rooms, was constructed for the hostel students.
- 2004 - 2005 Additional intake of M.Ed., Students from 15 to 25 seats.
- 2005 - 2006 Additional intake of B.Ed., Students from 100 to 150 seats.
- 2006 - 2007 UGC Confered the autonomy status on our College.
Tamil and Computer science were introduced as an optional subjects.
The College got permanent affiliation from Manonmaniam Sundaranar University.
The College was re-accredited with A+ grade by NAAC.
- 2007 -2008 Rev.Fr. D. Thomas Alexander, S.J., succeeded Rev. Dr. S. Sebastian, S.J., as Secretary and the Principal. The second floor of Jubilee Block was completed.
- 2008 - 2009 Additional intake of M.Ed students from 25 to 50 Seats. College was affiliated to (Newly started) Tamilnadu Teachers Education University, Chennai.

- 2009 - 2010 Introduction of Public Addressing System, Beautification of Front Garden with tiles & ISSN Number for the Journal. Review of Autonomy by Tamilnadu Teachers Education University.
- 2010 - 2011 NCTE sanctions additional intake of 20 M.Ed., students, raising the total to 70.
- 2011 - 2012 New Room was built for M.Phil. at the Northern side of Auditorium in the Second Floor.
- 2012 - 2013 The college was re-accredited (3rd Cycle) by NAAC at 'A' Grade with CGPA 3.67.
UGC Review committee extended the Autonomous status of the College for the period of Six years, upto 2017-2018.
- 2013 - 2014 Fr. Dr. A. Lourdusamy, S.J. took charge as the Secretary of the college. A room for the college Secretary was established with Air Condition.
The open stage in the college quadrangle was extended.
- 2014 - 2015 Dean's office was renovated with Wooden Racks and flooring mat. A Software for bulk SMS, including attendance and announcements to staff and students was established in the Dean's office.
Foundation stone was laid for the new library.
- 2015 - 2016 Fr. G. John Gualbert, S.J. took charge as the Secretary of the College.
Rev. Dr. D. Thomas Alexander, S.J. went on leave for his Post Doctoral Degree programme to USA.
Rev. Dr. S. Amaladoss Xavier, S.J. took charge as Principal incharge of the College.
The college switched over to 2 year B.Ed. and 2 year M.Ed. programme according to NCTE Rules and Regulations, 2014 Act. Accordingly B.Ed. programme had 2 units (50 per unit) and M.Ed. programme had 1 unit (50 per unit).
The opening of new library building in the name of Fr. Utarid, S.J.
- 2016-2017 Change in Admission group from 'Boys only' to 'Co-education'.
Rev. Dr. D. Thomas Alexander, S.J. resumed as Principal after his Post Doctoral Degree programme.

ACCREDITATION BY NAAC

The National Assessment and Accreditation Council, an Autonomous Institution of the University Grants Commission has been assessing the performance of the Universities and Colleges. It sent a Peer team comprising Dr. Malla Reddy as Chairman and Mrs. Mercy Abraham as member to our College on 12th and 13th March 2000 to assess our college on seven Criteria namely : (i) Curricular Aspects (ii) Teaching-Learning and Evaluation (iii) Research (iv) Consultancy and Extension (v) Infrastructure and Learning Resources (vi) Student Support and Progress (vii) Organisation and Management and (viii) Healthy Practices. Highly satisfied with our performance, our college was accredited with **FIVE STARS** (the maximum credit) on 17th April 2000 by the NAAC on the recommendations of the Peer team for a period of five years.

RE-ACCREDITATION (2nd CYCLE) BY NAAC

The NAAC peer team, headed by Prof.C.Seshadri, Former Principal, Regional Institute of Education, Mysore, visited our college on 22nd and 23rd March 2007 to make an assessment of the college as part of the re-accreditation process. Based on the report and recommendations presented by the peer team, NAAC re-accredited our college with **A+ GRADE** on 31st March 2007 for a period of five years from 2007-08.

RE-ACCREDITATION (3rd CYCLE) BY NAAC

The NAAC peer team, headed by Prof. Dr. P. Ramaiah, Emeritus Professor of UGC, visited our college on 28th and 29th December 2012 to make an assessment of the college as part of the re-accreditation process. Based on the report and recommendations presented by the peer team, NAAC re-accredited (3rd Cycle) our college with 'A' grade with CGPA of 3.67 for a period of five years from 2012-2013.

EXTENSION OF AUTONOMY BY UGC

The UGC Expert Committee headed by Shri. A.K. Dogra, visited our College on 27th April 2006 for grant of Autonomous status to our college. Based on their recommendations, the UGC conferred the status of Autonomy on our College and it was formally inaugurated on 28th August 2006.

The UGC Expert Committee headed by Dr. (Mrs) Kavitha Sharma visited our College on 04nd and 05rd February 2013 to review and evaluate the Autonomous status of our college. Based on their recommendations, the UGC extended the status of Autonomy to our College for the period of six years, upto 2017-2018.

ADMISSION

This institution is primarily meant for the education of catholic graduates and post graduates. However, admission is made open to others without distinction of caste or creed or religion. Our preference in admission is towards the poor and for those who work in rural areas or wish to work for the benefit of the poor. The government norm is strictly followed in admissions.

AFFILIATION AND COURSE DETAILS

When the College was established in the year 1950 it was affiliated to Madras University. Later it had its affiliation from Madurai Kamaraj University and Manonmaniam Sundaranar University till 2007 and 2008. Currently it is affiliated to the Tamilnadu Teachers Education University, Chennai from 2008 - 09 onwards. It offers B.Ed., M.Ed., M.Phil (Full time & Part time) and Ph.D. (Full time & Part time) Programmes in Education.

BACHELOR OF EDUCATION - B.ED.

Duration: 2 years (4 Semesters)

1. Major shift in Teacher Education Programme

The teacher education programme has become more sensitive to the emerging demands of the school system. To provide more scope for student teachers to reflect on their experiences and empower teachers as agents of social change, the duration of the teacher education programme has been extended for two years as per NCTE Act 2014. Within this duration our college aims to prepare the student teachers for the role of being a human facilitator in teaching and learning, to enable learners to discover the talents, to realise their physical and intellectual potentiality to fullest and to develop character and desirable social and human values needed to function as responsible citizens of our nation.

2. Eligibility for Admission to the Course

A Candidate (Men or Women) shall be eligible for admission into the course leading to the Degree of Bachelor of Education (B.Ed) provided:

The Candidate who has taken a B.A/B.Sc., under 10+2+3 pattern, in school subjects that are offered in the recognised secondary schools in Tamil Nadu, B.Litt, or a Post-Graduate degree in the subject taken at the UG level of the Universities in Tamil Nadu or a degree of some other University accepted by the Syndicate in Tamil Nadu Teachers Education University as equivalent thereto with the subject concerned as the major in Part III of his/her Bachelor's Degree Examination with the minimum of 50% marks in Part III (Major and Allied subjects) for O.C, 45% for B.C, 43% for M.B.C and 40% marks for S.C./S.T. This foresaid minimum qualification is applicable to the candidate who seeks admission into the B.Ed course with the P.G qualification in the concerned subject also.

Reservation of seats and other concessions for the S.C., S.T., M.B.C., B.C and other special categories of candidates notified by the Govt. of Tamil Nadu may be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

3. Duration

The course of study shall be for two years which consists of four semesters. The total number of working days of an academic year will be 200 days inclusive of Practice Teaching, School/ Community based activities and exclusive of Admission and Examination work. The course work for an academic year will be 1200 hours.

4. Courses of study

By having understood the emerging national concern and major shifts proposed by NCTE our college has outlined a differentiated and diversified curriculum which gives a varied mode of interactive learning engagement in line with the requirements of visualizing greater autonomy to the prospective teachers.

The Curriculum components have been visulised in four clusters indicated as Part I, II, III & IV.

Part - I: Core Courses

This includes core courses to provide the conceptual and contextual understanding of education and schooling drawn from cognate diciplines that is essential for a teacher.

The courses under this part are:

1. Basics in Education
2. Learner and Learning
3. Schooling, Socialisation and Identity
4. Innovations in Education
5. Digital Pedagogy
6. Assessment for Learning
7. Curriculum and School
8. Vision of Education in India: Concerns and Issues
9. Soft Skills

Part - II: Pedagogy Courses

This pedagogy courses represent the essential functional understanding and competencies required in a teacher. Each candidate has to choose any two school subject-oriented methodology paper. All graduates shall offer their respective major subject of study as one optional. The second optional can be either English or Tamil. Graduates and Post-Graduates who have offered Tamil or English as their main subject of study can offer both the optionals from the same subject namely, Tamil or English as the case may be. These papers may be chosen from the subjects offered in the Tamil Nadu schools at the secondary / higher secondary level. The courses under Part - II are:

1. English
2. Tamil
3. Mathematics
4. Physical Science
5. Biological Science
6. History
7. Computer Science / Computer Applications.

These papers will enable a student teacher not only recognise one's previous understanding of one's subject of specialisation but also become conversant with necessary competencies to visualise it in the real class room.

Part - III: Experiences for Social and Environmental Sensitivities (ESES)

Teachers in schools encounter pedagogically complex situations as well as opportunities for bringing about additional shifts in their students to a variety of social and environmental issues. By giving the following papers as Experiences for Social and Environmental Sensitivities, our college aims to develop a greater sensitivity to the greater extent about social and environmental issues. Following are the courses offered as Experiences for Social and Environmental Sensitivities.

1. Physical and Health Education
2. Guidance and Counselling
3. Library Management
4. Human Rights Education
5. Environmental Science
6. Value Education
7. Physical and Health Education
8. Education for the Exceptional Children
9. Gender Issues in Education
10. School Management
11. Higher Education
12. Peace Education

Part - IV: Experience for Teacher Enrichment (ETE)

Through this course the prospective teachers can get a variety of experiences which develop their sensibilities and equip them for effective functioning as teachers. Following are the courses offered as Experience for Teacher Enrichment.

1. Strengthening Language Proficiency
2. Arts and Aesthetics
3. Health and Physical Education
4. Learning Resources

A. Practical Activities in the school

- Micro, Demo, Peer and Preliminary teaching for a period of 4 weeks in the first year.
- Intense Internship or Practice Teaching for a period of 16 weeks in the second year in a High / Higher Secondary school.
- Case Study / Action Research on a problem found during the Intensive Teaching Practice.
- Utilization of Learning Resources.
- Preparation and maintenance of Lesson Plans and Other Educational Records.
- Preparation of Instructional Aids such as Maps, Charts, Diagrams etc.
- Community Service Programme.
- Active Participation in School and Community based Activities.
- Pedagogical analysis of advanced and ordinary level subjects.
- Community survey and preparation of report.
- Participation in community games and festivals.
- Organization of games and sports.
- Organization of supplementary educational activities.
- Sessional work in major and ordinary subjects and their evaluation.
- Addressing Assemblies & Debates.
- Promoting cleanliness / hygiene in school and college.
- Preparation of tests to evaluate performance and all kinds of abilities.
- Evaluation of students answer scripts.
- Socially Useful Productive Work (SUPW).
- Reporting about the total B.Ed. programme as an integrated paper.
- Citizenship training activities.
- Red Cross and Consumer Club.
- Evaluation of Text Books and Reading Materials.
- Communication Skills Training.
- Organisation of Literary and Subject Club Activities.
- Organisation of Tours and Field Trips.
- Any other need based activity.

B. Extension Activities (2 Credits)

The extension activities done by B.Ed. students namely Social Project and Mother Theresa Evening Study Centre (MOTESC) are awarded credits in the B.Ed. Programme.

(i). Mother Theresa Evening Study Centre (MOTESC) (1 Credit)

Objectives

The sacrificial service of our college students in terms of teaching and coaching the poor children has the following objectives.

The prospective teacher

- Acquires new outlook of the society in which he lives.
- Experiences the reality of the poor intelligent children.
- Harvests the rich experience of tutoring the slow learners.
- Experiments the new methodologies of teaching the children.
- Contributes his share for the growth and development of the society.
- Extends the teaching practice as a follow up in the society.

Practice

The prospective teachers visit the study centres at Child Jesus Higher Secondary School and Government Hostel for Boys, three kilometers away from our institution, in the evening from 05.30 to 07.30 daily except Sundays.

Every day five students are assigned to visit the centres for providing academic teaching and coaching to the children of I to XII standard. The group consists of first year teacher trainees belonging to different disciplines so that the children having difficulties in all the subjects can be satisfied. The co-ordinator visits the centres every day and registers the attendance of the students in the card specially printed for the programme.

Norms

- a) According to the strength of each optional in the college, the proportional number of students will be sent to the centres. It will be changed according to the need and availability of the students.

- b) Minimum Five students will be sent daily to each centre in order to meet the academic need of the group.
- c) For every visit, the student teacher has to get the signature of the teacher concerned during or after his visit to the centre.
- d) Every student has to complete at least 10 visits in their B.Ed. course period, so that the candidate can cover **25 hours** which will help him earn **1 credit** (Including the one day visit of MOTESC students to the College).

Title of the Activity	Credit	Visits (Hrs)	Celebrations (Hrs)	Report Writing (Hrs)	Total Hours
MOTESC	1	14	6	5	25

(ii). Social Project (1 Credit)

The main aim of education is to help the students become aware of their own personality and their roles in the society. The quality education created the base for better society. Through education the students understand the nature, diversity and functioning of society. The teachers help them discover the ways and means to find solutions for the social problems. Unfortunately they fail to apply their skills and knowledge in analysing the social problems while they are in the service. Hence there is a widening of the gap between the students and the society.

In order to make the education meaningful, it is necessary to create interaction between the students and the society. Keeping this in mind the college has introduced a social project for second year B.Ed. students.

Objectives

The objectives of the social project are as follows:

- To make the students get direct (real life) experience with the society.
- To train the teacher trainees to critically and analytically view real problems of the society.
- To make the students aware of the social issues / problems.

- To make the students understand the importance of social research.
- To connect the institution with the wider society.

Mode of Operation

- The staff members who are in-charge of this programme have a discussion with the students about the social issues around them. They select five topics based on their discussion.
- The students are divided into groups. Each group consists of 10 students.
- The tools for the social project are constructed by the B.Ed. students and validated by the faculty members of our college.
- After the validation process of the tools, the data collection is done by the groups. A separate day is allotted for data collection and that day is called ‘**Social Project Day**’. The students visit in and around Tirunelveli area under the guidance of staff-in charge to collect data from the target group. The students are paid for their conveyance and refreshment.
- The scoring and data entry are done by the students, after the data collection. The data analysis is conducted by the students under the ample guidance of teacher educators.
- The result of the social project is prepared in the format of Book and published by St. Xavier’s College of Education with ISBN number during the Annual Day Celebration. It will be useful for the policy-makers, educationists, researchers and students to understand the social issues and problems of the people in Tirunelveli area.

Norms

- This extension activity is performed in the fourth semester.
- The credit and distribution of hours are proposed as follows:

Title of the Activity	Credit	Introduction of Issues (Hrs)	Preparation of Tools (Hrs)	Data Collection and Analysis (Hrs)	Total Hours
Social Project	1	3	7	15	25

- Every student has to submit their social project on the specific topic in the form of report as a record.
- This will be evaluated through Viva-Voce Examination

C. Certificate Course in Web Designing (Optional)

A Certificate course in web designing is conducted by the college in the fourth semester beyond the class hours. It is fully optional to the B.Ed., M.Ed., and M.Phil Students. Certificate is issued by the college for the successful candidates, after the examination.

5. Curriculum Transaction

The focus of curriculum transaction would be on self-study and independent learning or 'Learning to Learn'; transaction through lecturer should be minimum in number but art of preparing and delivering lectures will have to be learnt. Seminars, Workshops, laboratory and library techniques, group discussion, fieldwork, use of ICT, Preparation of learning materials and other kinds of projects, their evaluation by peer groups and teachers etc., would be the main methods of curriculum transaction.

Internship will be arranged for acquiring the knowledge about how the schools function. During this period they will be required to teach sufficient lessons under the supervision of the teacher educator and the mentor teacher (Subject teacher in the practice teaching school concerned). The teacher educator will discuss with the student teacher his/her performance and will provide feedback for improvement. The main objective of the internship programme would be the participation of the student teacher in all the activities of the school and acquire their knowledge so that when he takes up the job of a teacher, the school and its climate may not appear unfamiliar to him and he may prove his utility from the day one itself.

6. Evaluation

Evaluation would be of a comprehensive and continuous nature. Its purpose would be to improve the performance of student teacher and improve teaching competencies and performance skills. It should be formative and summative in nature. The art of self-evaluation and evaluation by peer groups will have to be learnt by prospective teachers who will have to be convinced about the advantages of the continuous evaluation.

7. Eligibility for Admission to the Examination

A Candidate shall be admitted to the B.Ed. Degree examination only if he/she forwards, along with his/her application for Examination, satisfactory evidence of having qualified for a degree in the Universities in Tamil Nadu or that of some other University accepted by the Syndicate as equivalent thereto in the form of a certificate of equivalence/recognition/eligibility issued by the University concerned in Tamil Nadu, and also produces a certificate that he has undergone a course of study as prescribed herein after in a College of Education affiliated to the University, having put in not less than 80 percent of attendance.

DISTRIBUTION OF CREDITS : B.Ed. Programme

8. Program Content :

The program consists of a theory component and a practicum component.

I. THEORY COMPONENT

(A) First Semester :

(L- Lecture; T- Tutorial; P/PW – Practical / Project work.)

(1 credit = 25 Hours)

S.No.	Subject	Credit	L	T	P/PW	Total
I.	Core Courses					
	1. Basics in Education	3	50	10	15	75
	2. Learner and Learning	3	50	10	15	75
II.	Pedagogy Courses					
	1. Pedagogy of School Subject	3	50	10	15	75
	2. Pedagogy of School Subject	3	50	10	15	75
III.	Experience for Teacher Enrichment					
	1. Strengthening Language Proficiency	2	20	-	30	50
	2. Arts and Aesthetics	2	20	-	30	50
	3. Health and Physical Education	2	20	-	30	50
IV.	Intensive Observation	6	10	-	140	150
	Total	24	270	40	290	600

(B) Second Semester:

(L- Lecture; T- Tutorial; P/PW – Practical / Project work)

(1 credit = 25 Hours)

Sl. No	Subject	Credit	L	T	P/PW	Total
I. Core Courses						
1.	Schooling, Socialisation and Identity	3	50	10	15	75
2.	Innovations in Education	3	50	10	15	75
3.	Digital Pedagogy	3	50	10	15	75
4.	Assessment for Learning	3	50	10	15	75
II. Pedagogy Courses						
1.	Pedagogy of School Subject	3	50	10	15	75
2.	Pedagogy of School Subject	3	50	10	15	75
III. Experience for Social and Environmental Sensitivity						
1.	Physical and Health Education, Guidance and Counselling, Library Management (any one)	2	20	-	30	50
2.	Human Rights Education, Environmental Science, Value Education (any one)	2	20	-	30	50
IV. Experience for Teacher Enrichment						
1.	Modern Theatre Skills	2	20	-	30	50
Total		24	360	60	180	600

(C) Third Semester:

Internship programme for 16 weeks in the third semester.

(D) Fourth Semester:

(L- Lecture; T- Tutorial; P/PW – Practical / Project work.)

(1 credit = 25 Hours)

Sl. No	Subject	Credit	L	T	P/PW	Total
I Core Courses						
1.	Curriculum and School	3	50	10	15	75
2.	Vision of Education in India: Concerns and Issues	3	50	10	15	75
3.	Soft Skills	3	50	10	15	75
II. Pedagogy Courses						
1.	Pedagogy of School Subject	3	50	10	15	75
2.	Pedagogy of School Subject	3	50	10	15	75
III. Experience for Social and Environmental Sensitivity						
1.	Education for the Exceptional Children / Gender Issues in Education	2	30	10	10	50
2.	School Management, Higher Education, Peace Education	2	30	10	10	50
3.	Social Project	1	-	-	25	25
4.	MOTESC	1	-	-	25	25
IV. Experience for Teacher Enrichment						
	1. Utilization of Library Resources	1	-	-	25	25
V. Reporting						
	(Comprehensive Reporting & Evaluation)	2	10	-	40	50
Total		24	320	70	210	600

SUMMARY

Sl. No	Particulars	Credits	No. of Hours			
			L	T	P/PW	Total
I.	Theory Component					
1.	Core Courses (9)	27	450	90	135	675
2.	Pedagogy Courses (6)	18	300	60	90	450
3.	Experience for Social and Environmental Sensitivity (6)	10	100	20	130	250
4.	Experience for Teacher Enrichment (5)	9	80	-	145	225
II.	Practicum Component					
1.	Group - A	20	30	-	470	500
2.	Group - B	6	20	-	130	150
3.	Group - C	4	10	-	90	100
4.	Group - D	2	10	-	40	50
Total		96	1000	170	1230	2400

DISTRIBUTION OF MARKS

THEORY COMPONENT

Part - I: Core Courses

S. No	Group A	Internal	External	Max - Marks	Sem. Exam Duration
1.	Basics in Education	30	70	100	3 hours
2.	Learner and Learning	30	70	100	
3.	Schooling, Socialisation and Identity	30	70	100	
4.	Innovations in Education	30	70	100	
5.	Digital Pedagogy	30	70	100	
6.	Assessment for Learning	30	70	100	
7.	Curriculum and School	30	70	100	
8.	Vision of Education in India: Concerns and Issues	30	70	100	
9.	Soft Skills	30	70	100	
Total		270	630	900	

Part - II: Pedagogy Courses

S. No	Group B	Internal	External	Max - Marks	Sem. Exam Duration
1.	Pedagogy of School Subject	30	70	100	3 Hrs
2.	Pedagogy of School Subject	30	70	100	
Total (Sem.I, II & IV)		180	420	600	

Part - III: Experiences for Social and Environmental Sensitivity

S. No	Group C	Internal		External		Max - Marks
		Modes of Evaluation				
		CIA/Other Modes of Evaluation - I	CIA/Other Modes of Evaluation - II	Project	Viva Voce	
1.	Physical and Health Education, Guidance and Counselling, Library Management	25	25	25	25	100
2.	Human Rights Education, Environmental Science, Value Education	25	25	25	25	100
3.	Education for the Exceptional Children / Gender Issues in Education	25	25	25	25	100
4.	School Management, Higher Education, Peace Education	25	25	25	25	100
Total		100	100	100	100	400

Part - IV: Experiences for Teacher Enrichment

S. No	Group D	Internal		Max - Marks
		Modes of Evaluation		
		Written Test in the Class	Oral / Practical Test in the Class	
1.	Strengthening Language Proficiency	25	25	50
2.	Arts and Aesthetics	25	25	50
3.	Health and Physical Education	25	25	50
4.	Utilization of Library Resources	25	25	50
5.	Modern Theatre Skills	25	25	50
Total		125	125	250

THEORY SUMMARY

S.No.	Particulars	No. of Papers	Internal	External	Maximum	Total Marks
1.	Core Courses	9	30	70	100	900
2.	Pedagogy Courses	6	30	70	100	600
3.	Experience for Social and Environmental Sensitivity	4	50	50	100	400
4.	Experience for Teacher Enrichment	5	50	-	50	250
Total						2150

II. PRACTICUM COMPONENT

1. Internship and Practice Teaching: The practice teaching will have to be undergone in a recognised high / higher secondary / matriculation / matriculation higher secondary or senior secondary school. The duration of the internship will be for 4 weeks in the first year and 16 weeks in the second year.
2. School based and community based activities should be submitted in the form of records.
3. Submission of Records / Reports pertaining to all activities under practicum component is given below:

I year	II year
<p>Semester - I</p> <p>Citizenship Training Record Criticism Record Micro Teaching Visit to Innovative and Special Schools</p>	<p>Semester - III</p> <p>16 - Week of Internship Action Research Case Study Continuous Comprehensive Evaluation. Lesson Plan Observation Physical Education School-based Co-curricular Activities School Green Environment Record Socially Useful Productive Work Teaching Learning Materials Test & Measurement</p>
<p>Semester - II</p> <p>Community Service Camp Diversified Needs of Learners Educational Technology Psychology Experiment Science Experiment / Album Seminar and Symposium Subject Club Activities Text Book Review Field Visit Two Weeks of School Internship</p>	<p>Semester - IV</p> <p>Comprehensive Reporting and Evaluation Social Project Mother Theresa Evening Study Centre</p>

GROUP – A: TEACHING COMPETENCE AND PRACTICE TEACHING

S.No	Description	Maximum Marks		
		Optional - I	Optional - II	Total
I	Preliminaries			
	Preparation for Practice Teaching: 1. Micro Teaching 2. Peer Teaching 3. Preliminary Teaching	25	25	50
II	Intensive Teaching			
	(a) Under supervision of Teacher Educator	25	25	50
	(b) Under supervision of Mentor	100	100	200
Total for Group 'A'		150	150	300

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	20	20	40
Educational Technology	10		10
Total for Group 'B'	120	90	210

**GROUP – C: SCHOOL AND COMMUNITY BASED
ACTIVITIES RECORDS**

Description	Maximum
School Visit	10
Diversified Needs of Learners	10
Continuous and Comprehensive Evaluation	10
School Green Environment	10
School based Co-curricular Activity	10
Action Research	10
Case Study	10
Text Book Review	10
Field Visit	10
SUPW	10
Physical Education	10
Citizenship Training	10
Community Service Camp	10
Seminar & Symposium	10
Total for Group 'C'	140

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	150	150	300
2	Group 'B' – Lesson Plans, Teaching Learning Materials and Other Practical Records	120	90	210
3	Group 'C' – School and Community Based Activities Records	140		140
4	Group 'D' - Comprehensive Reporting	50		50
	Total (For Practicals)	270	430	700

***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 = **2150 Marks**

Practicum = **700 Marks**

Grand Total = **2850** Marks

9. Internal and Semester Question Paper Designs

Each subject question paper will be designed for 1½ hours for Internal and 3 hours for Semester

with the number of questions and allotments of Marks as described below.

Internal Question Paper Design

B.Ed.			
Time : 1½ hours		Max : 30 marks	
Part	Type of Questions	Marks	Total Marks
A	Short Answer Type 30 Words each 4 questions	02	08
B	Short Essay Type 200 Words each 3 questions	04	12
C	Long Essay Type 800 Words each 1 question	10	10
Total Marks			30

Semester Question Paper Design

Section	Type of Question	Marks	Total
Part - I	Very Short Answer (30 Words) 8 (compulsory)	8 x 2	16
Part- II	Short Answer (200 Words) (Six Questions out of Eight)	6 x 4	24
Part-III	Two Essay with Internal Choice (800 words)	2 x 15	30
Total Marks			70

10. Practical Examination by Board of External Examiners

The Practical Examination will be held in the third semester by a Board which consists of external experts to examine the teaching competence of every candidate and his practical work. The Board shall examine each student in three divisions (Group A, B and C) in the practical examination viz., Teaching Competence / Practical Records / Work Book and School and Community Based Field Activities. The Board of Examiners shall be appointed by the Principal.

11. Passing Minimum

Every candidate should appear for all the papers in the theory and the practical examination and shall be awarded the B.Ed degree only if he / she has passed both the practical examination and the theory examinations. A candidate who fails in one or more papers in the theory examination shall be permitted to appear again only for those papers in which he / she fails. A candidate who fails in the practical examination and passes in the theory examination shall be deemed to have failed in the practical examination only and shall be permitted to appear again for the same. There will be no exams for improvement of marks.

A Candidate shall be declared to have passed the theory examination if he / she secures not less than 50% aggregate in each of the theory papers, with a minimum of 45% in the external examination in each paper. All other candidates shall be deemed to have failed in the theory examination.

A Candidate shall be declared to have passed the practical examination, if he / she secures (a) not less than 50% in the practical examination in the teaching competence in each of the two optional subjects and (b) not less than 50% of the marks in other educational practicals.

MASTER OF EDUCATION - M.ED.

Objectives

1. To enable the students to be innovative teachers/teacher educators.
2. To enable the students to undertake or pay interest in research work in education.
3. To equip the students for responsible positions in:
 - a. Secondary / Higher Secondary School
 - b. College of Education
 - c. Department of Education
 - d. DIET and
 - e. Institutions engaged in Educational Research, Educational Planning, Educational Technology and Educational Administration.
4. To equip the students to understand the concerns of education like:
 - a. Guidance and Counselling & Psychological Testing.
 - b. Distance Education
 - c. Educational Management and Evaluation
 - d. Educational Management
 - e. Curriculum and Syllabus Improvement
 - f. Educational Technology
 - g. Information Technology in Education
 - h. Teacher Education
 - i. Statistical Method in Education

Duration: 2 years (4 semesters)

1. Eligibility for Admission to the course

A candidate (man or woman) shall be eligible for admission into the course leading to the Degree of Master of Education (M.Ed.) provided:

- a. The candidate passed a Bachelor of Education (B.Ed.) of the Universities in Tamil Nadu or a degree of some other University accepted by the Syndicate of the universities in Tamil Nadu as equivalent there to.
- b. The candidate who has qualified through an Entrance Test conducted by the institution.

The selection process shall include an assessment of the candidate's knowledge in B.Ed course, aptitude, general intelligence/ reasoning, knowledge of the current events & affairs and communication skills.

- c. The basis of selection shall be the aggregate of the marks in the qualifying examination and in the Entrance Test.

Reservation of seats and other concessions for the SC., ST., MBC., BC and other special categories of candidates notified by the Govt. of Tamil Nadu may be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

2. Duration

The course of study shall be for a duration of two years. The total number of days of an academic year will be 200 working days inclusive of internship and data collection in connection with the dissertation work, and community based activities and exclusive of admission and examination work. The course work will be 2400 hours.

3. Program Content

The program consists of a theory component and a practicum component.

(L- Lecture; T- Tutorial; P/PW – Practical / Project work)

First Year

(1 Credit = 25 Hours)

Sl. No	I - Semester					
	Subject	Credit	L	T	P	Total
I.	Perspective Courses					
1.	Historical and Philosophical Perspective of Education	4	60	10	30	100
2.	Advanced Psychology of Learning and Development	4	60	10	30	100
3.	Advanced Educational Sociology	4	60	10	30	100
4.	Introduction to Research Methodology	4	60	10	30	100
	Total	16	240	40	120	400
II.	Tool Courses					
1.	Communication and Expository Writing (Internal)	2	20	-	30	50
2.	Self-Development (Internal)	1	10	-	15	25
	Total	3	30	-	45	75
III.	Research					
1.	Dissertation (Research Seminar, Topic Selection and Review) (Internal)	2	20	-	30	50
	Total	2	20	-	30	50
IV.	Use of Learning Resources				75	75
	Grant Total (Semester - I)	21	290	40	270	600
	II - Semester					
I.	Perspective Courses					
1.	Advanced Research Methodology	4	60	10	30	100
2.	Introduction to Statistics	4	60	10	30	100
	Total	8	120	20	60	200
II.	Specialisations					
1.	Early Childhood Care Education / Education for Special Children	4	60	10	30	100
2.	Inclusive Education / Education for Gender Sensitization	4	60	10	30	100
	Total	8	120	20	60	200
III.	Teacher Education					
1.	Internship in Early Childhood Care Education / Special Schools (Internal)	2	10	10	30	50
	Total	2	10	10	30	50
IV.	Research					
1.	Dissertation (Proposal and Tool Preparation) (Internal)	3	25	-	50	75
	Total	3	25	-	50	75
V.	Use of Learning Resources				75	75
	Grant Total (Semester - II)	21	275	50	275	600

Second Year

(1 Credit = 25 Hours)

III - Semester						
Sl. No	Subject	Credit	L	T	P	Total
I.	Perspective Courses					
1.	Advanced Educational Technology	4	60	10	30	100
2.	Guidance and Counselling	4	60	10	30	100
3.	Teacher Education at 21st Century	4	60	10	30	100
	Total	12	180	30	90	300
II.	Teacher Education					
1.	Internship (Internship in a Teacher Education Institution)	6	20	-	130	150
	Total	6	20	-	130	150
III.	Research					
1.	Data Collection (Internal)	2	-	-	50	50
2.	Action Research in Teacher Education Institution (Internal)	2	10	-	40	50
	Total	4	10	-	90	100
IV.	Use of Learning Resources				50	50
	Grant Total (Semester - III)	22	210	30	360	600
IV - Semester						
I.	Specialisations					
1.	Curriculum and School Management	4	60	10	30	100
2.	Educational Management and Planning	4	60	10	30	100
3.	ICT and Instructional System	4	60	10	30	100
4.	Higher Education in Globalized Context	4	60	10	30	100
	Total	16	240	40	120	400
II.	Research					
1.	Dissertation (Dissertation Drafting)	5	-	-	125	125
	Total	5	-	-	125	125
III.	Use of Learning Resources				75	75
	Grant Total (Semester - IV)	21	240	40	320	600

SUMMARY

Sl. No	Subject	Credit	L	T	P	Total
I	Perspective Courses - 9	36	540	90	270	900
II	Tool Courses - 2	3	30	-	45	75
III	Specialisations - 6	24	360	60	180	600
IV	Teacher Education - 2	8	22	10	168	200
V	Research - 5	14	55	-	295	350
VI	Use of Learning Resources				275	275
	Grant Total	85	1007	160	1233	2400

THEORY AND PRACTICUM COMPONENTS

I. Perspective Courses

1. Historical and Philosophical Perspective of Education
2. Advanced Psychology of Learning and Development
3. Advanced Educational Sociology
4. Introduction to Research Methodology
5. Advanced Research Methodology
6. Introduction to Statistics
7. Advanced Educational Technology
8. Guidance and Counselling
9. Teacher Education at 21st Century

II. Tool Courses

1. Communication and Expository Writing (Internal)
2. Self-Development (Internal)

III. Specialisations

1. Early Childhood Care Education / Education for Special Children
2. Inclusive Education / Education for Gender Sensitization
3. Curriculum and School Management
4. Educational Management and Planning
5. ICT and Instructional System
6. Higher Education in Globalized Context

IV. Teacher Education

1. Internship in Early Childhood Care Education / Special Schools (Internal)
2. Internship in a Teacher Education Institution

V. Research

1. Dissertation (Research Seminar, Topic Selection and Review) (Internal)
2. Dissertation (Proposal and Tool Preparation) (Internal)
3. Data Collection (Internal)
4. Action Research in Teacher Education Institution (Internal)
5. Dissertation (Dissertation Drafting)

DISTRIBUTION OF MARKS					
Sl. No	Subject	Internal	External	Max Marks	Exam Duration
I.	Perspective Courses				
1.	Historical and Philosophical Perspective of Education	30	70	100	3 hours
2.	Advanced Psychology of Learning and Development	30	70	100	
3.	Advanced Educational Sociology	30	70	100	
4.	Introduction to Research Methodology	30	70	100	
5.	Advanced Research Methodology	30	70	100	
6.	Introduction to Statistics	30	70	100	
7.	Advanced Educational Technology	30	70	100	
8.	Guidance and Counselling	30	70	100	
9.	Teacher Education at 21st Century	30	70	100	
	Total	270	630	900	
II.	Tool Courses				
1.	Communication and Expository Writing (Internal)	50	-	50	-
2.	Self-Development (Internal)	50	-	50	
	Total	100	-	100	
III.	Specialisations				
1.	Early Childhood Care Education / Education for Special Children	30	70	100	3 hours
2.	Inclusive Education / Education for Gender Sensitization	30	70	100	
3.	Curriculum and School Management	30	70	100	
4.	Educational Management and Planning	30	70	100	
5.	ICT and Instructional System	30	70	100	
6.	Higher Education in Globalized Context	30	70	100	
	Total	180	420	600	

Sl. No	Subject	Internal	External	Max Marks	Exam Duration
IV	Teacher Education				
	1. Internship in Early Childhood Care Education / Special Schools (Internal)	50	-	50	-
	2. Internship in a Teacher Education Institution	100	-	100	
	Total	150	-	150	
V	Research				
	1. Dissertation (Research Seminar, Topic Selection and Review) (Internal)	25	-	25	
	2. Dissertation (Proposal and Tool Preparation) (Internal)	25	-	25	
	3. Data Collection (Internal)	25	-	25	-
	4. Action Research in Teacher Education Institution (Internal)	25	-	25	
	5. Dissertation (Dissertation Drafting) Viva	100	100	200	
	Total	200	150	350	
	Grant Total				
	1. Perspective Courses	270	630	900	
	2. Tool Courses	100	-	100	
	3. Specialisations	180	420	600	-
	4. Teacher Education	150	-	150	
	5. Research	200	150	350	
	Total (I, II, III, IV & V)	900	1200	2100	

4. Eligibility for Admission to the Examination

A Candidate shall be admitted to the M.Ed. Degree examination only if he/she forwards, along with his/her application for examination, satisfactory evidence of having qualified for a degree in Education (B.Ed.) in the Universities in Tamil Nadu or that of some other University accepted by the Syndicate as equivalent thereto, in the form of a certificate of equivalence /recognition /eligibility issued by the University concerned in Tamil Nadu, and he/she has undergone a course of study herein after in a College of Education having put in not less than 80 percent of attendance.

5. Internal and Semester Question Paper Design

Each theory subject question paper will be designed for 1½ hours for Internal and 3 hours for Semester in three sections respectively, Part-I, Part-II, Part-III with the number of questions and allotments of Marks as described below.

Internal Question Paper Design

M.Ed.			
Time : 1½ hours		Max : 45 marks	
Part	Type of Questions	Marks	Total Marks
A	Short Answer Type - 30 Words each 10 questions	02	20
B	Short Essay Type - 200 Words each 3 questions	05	15
C	Long Essay Type - 800 Words each 1 question	10	10
Total Marks			45

Semester Question Paper Design

Section	Type of Question	Marks	Total
Part - I	Very Short Answer (30 Words) 8 (compulsory)	8 x 2	16
Part- II	Short Answer (200 Words) (Six Questions out of Eight)	6 x 4	24
Part-III	Two Essay with Internal Choice (800 words)	2 x 15	30
	Total Marks		70

6. Passing Minimum

Every candidate should appear for all the papers in the Theory, Dissertation and the Practical examinations and shall be awarded the M.Ed. degree only if he/she has passed the theory, dissertation and practical examinations. A candidate who fails in one or more papers in the theory examination shall be permitted to appear again only for those papers in which he/she fails. A candidate who fails in the dissertation / practical examination and passes in the theory examination shall be deemed to have failed in the dissertation / practical examination only and shall be permitted to appear again for the same.

A candidate shall be declared to have passed the theory examination if he/she secures not less than 50% in each of the theory papers. All other candidates shall be deemed to have failed in the theory examination. Similarly the candidate shall be declared to have passed the dissertation / practicum if he / she secures not less than 50% in dissertation / practicum. All other candidates shall be deemed to have failed in dissertation / practicum. There will be no exams for improvement of marks.

M.PHIL. (EDUCATION) - (ADVANCED STREAM)

1. Eligibility

Candidates (men or women) with not less than 55% of marks in the degree of Master of Education of any University can seek admission for the degree of M.Phil. in Education.

2. Types of Programme

A candidate desiring to appear for the M.Phil. Examination shall (i) if he/she is full-time student, undergo a regular course of study for one academic year (ii) if he / she is a part-time student, undergo a regular course of study for two academic years. The lectures at the rate of three lectures per paper shall be delivered on two or three days in a week during the academic terms for the part-time course only.

3. Mode of Selection

Every year after the publication of M.Ed. results, applications are issued. On receipt of filled-in application form, candidates are called for interview to ensure the proficiency of the candidates in undertaking research. The State Government's norms are employed without any detriment to minority rights in the selection of the candidates.

4. Details of the Programme

a) Full Time:

The M.Phil. programme on full-time basis will consist of two compulsory papers, each carries 100 marks for the first semester, and a tailored paper on Educational policy planning and management with 100 marks. The dissertation carries 250 marks including 50 marks for viva-voce and the course work carries 100 marks for the second semester.

b) Part Time:

The M.Phil. programme on part-time basis has the duration of two years of teaching two compulsory papers, each carrying 100 marks for the first year. A tailored paper on Educational policy planning and management with 100 marks.

For the second year a dissertation of 250 marks including 50 marks for viva-voce and the course work carries 100 marks for the second year. Research guidance will be given for both the years and the dissertation will be submitted at the end of second year.

To pass M.Phil. examination a student will be required to pass separately in each paper, dissertation and course work. Students who appear for the examination at the end of first year and fail in one or more papers or students who do not appear for the examination at all, will be allowed to attend classes in subsequent year. Such a student will appear for all papers and dissertation examination at the second year.

The dissertation shall be on an educational topic approved by the Research Committee. The full-time students appearing for M.Phil. examination should submit their dissertations at the end of the second semester and part-time students at the end of the second year. Two copies of the dissertation shall be submitted in type-written form.

The syllabus for the course work in the second semester will be prepared by the respective M.Phil scholar with the help of their guide in their area of research. The internal marks (30) will be awarded based on the material prepared by the scholar and the external marks (70) will be awarded based on the test conducted by the college.

SCHEME OF EXAMINATION**First Semester**

Sl.No.	Subject	Duration	Internal Marks	External Marks	Total Marks
1.	Advanced Educational Research Methodology & Statistics	3 hours	30	70	100
2.	Education for the Special Group Children	3 hours	30	70	100
	Total				200

Second Semester

Sl.No.	Subjects	Duration	Internal Marks	External Marks	Total Marks
1.	Educational Policy Planning and Management	3 hours	30	70	100
2.	Dissertation		100	100	200
3.	Viva-voce Examination		--	50	50
4.	Course work		30	70	100
	Total				450

Question Paper Design

Each theory subject question paper will be designed for 1½ hours for Internal and 3 hours for Semester in three sections respectively, Part -I and Part - II with the number of questions and allotment of Marks as described below.

Internal Question Paper Design

M.Phil.			
Time : 1½ hours		Max : 45 marks	
Part	Type of Questions	Marks	Total Marks
A	Short Answer Type 300 Words each 5 questions	05	25
B	Long Essay Type 800 Words each 2 questions	10	20
Total Marks			45

Semester Question Paper Design

Section	Type of Question	Marks	Total
Part -I	Short Answers (Five questions out of Seven) 300 words	5 x 5	25
Part -II	Three Essay with Internal Choice 800 words	3 x 15	45
Total Marks			70

If a candidate passes in the dissertation but fails in the theory papers, marks obtained by him in the dissertation shall be carried over to the subsequent year or years. If a candidate passes in the theory papers and fails in the dissertation, the marks obtained by him in the theory papers shall be carried over to the subsequent year or years. If a candidate has failed to submit the dissertation in the stipulated time, he/she has to remit late fee prescribed by the college.

CLASSIFICATION OF CANDIDATES

The Candidates shall be classified separately for theory and practical as per the table given below.

GRADING OF THE COURSE (B.Ed., M.Ed., & M.Phil.,)

MARKS	GRADE POINT (GP)	CGPA	LETTER GRADE	CLASSIFICATION OF FINAL RESULT
100	10	9.51 AND ABOVE	O	First Class with Distinction
95-99	9.9			
90-94	9.4	9.01-9.50		
85-89	8.9	8.51-9.00		
80-84	8.4	8.01-8.50		
75-79	7.9	7.51-8.00		
70-74	7.4	7.01-7.50	A++	First Class
65-69	6.9	6.51-7.00	A+	
60-64	6.4	6.01-6.50	A	
55-59	5.9	5.51-6.00	B+	Second Class
50-54	5.4	5.01-5.50	B	
BELOW 50	0	BELOW – 5.0	RA	Reappear

Ph.D. (EDUCATION)

Both men and women can pursue Ph.D. Programme in Education on full time and part time basis.

Eligibility : As per the Tamilnadu Teachers Education University Norms.

EXTERNAL AND INTERNAL EVALUATION - GENERAL GUIDE LINES

For each paper, there are both Continuous Internal Assessment (CIA) during the semester by the course teachers and an External at the end of the semester by an outside examiner. The Internal and External ratio will be 30:70. There is no passing minimum for CIA. The students will be declared to have passed a course if he secures 45% in the external and 50% in the aggregate.

Internal evaluation

This is done by the course teachers and this will have two components.

1. Internal Tests-2 : 15 Marks
2. Other modes (15 Marks)
 - (1) Assignments (Compulsory) : 5 Marks
 - (2) Other modes of internal assessments : 10 Marks

List of other modes of internal assessments

(For Practicum - Refer the Syllabus Book)

1. Quiz announced / unannounced
2. Individual viva / group viva
3. Short duration objective type test / snap tests.
4. Short answer / Problem Solving
(15 to 30 Minutes for periodical assessment of cognitive ability)

5. Long answer / Essay (30 to 60 Minutes for periodical assessment of higher order cognitive ability)
6. Guided individual / Group Projects.
7. Lab / Field / Practical work / Case Study (to assess practical skills in handling instruments, experiments, reporting, etc.)
8. Group discussion (Once a month to assess his originality, creativity, initiative, communication skills, etc.)
9. Preparing computer animated package and CAI package to assess the ICT skills in teaching

Environmental Studies

As per the order of the Hon' able Supreme Court of India, and the directors of UGC, New Delhi, a paper on "Environmental Science" is offered in the II semester of the B.Ed.

External examination

External examination will be of three hours each for all the theory papers and practical commission will be held for two days.

Attendance

Attendance in this college is compulsory. Further a student must put in a minimum of 90% attendance to be eligible to appear for the semester examination. Students with less than 90% attendance will have to repeat the semester after the stipulated duration of the course.

SEMESTER EXAMINATIONS

In general, all theory papers for the semester examination will be set by external examiners. While there is a single valuation for the B.Ed. answer scripts, it will be valued by the external examiners. There will be double valuation for M.Ed. and M.Phil. scripts, with both valuation done by the external examiners. The difference of the marks between the two valuations is 15 and above, the script will be sent for a third valuation and the average of the closest two marks will be taken.

Course Completion

The students who have arrear papers are permitted to appear in the subsequent semester. A student who registered for B.Ed. / M.Ed. Degree course will have to complete the course within two years. Otherwise the student has to re-register.

For M.Phil (Full time), candidate will have to complete the course within two years. For M.Phil (Part time), candidate will have to complete the course within four years.

Results

After the semester examination, the results will be scrutinized by the Examination Committee. Students will be given mark-sheet for every semester examination. At the end of the course, a consolidated mark-sheet of the final results will be given to each student.

Supplementary Examination

Supplementary examination will be held after final semester to those who have appeared and failed in any of the semester theory papers and have only three papers related to completion of theory part. The supplementary will be announced after the publication of year-end results. Examination fee has to be paid as prescribed by the college for the supplementary examinations.

Re-appearing / Re-counting / Re-evaluation

Students who have failed will be permitted to appear for the paper, based on the syllabus in force at the time of admission for a period of two years from the year of normal completion of the same course. Hence for B.Ed., M.Ed. and M.Phil, it would be 1+2 years.

Recounting is permitted to B.Ed Students who apply for it within the stipulated time with a payment of prescribed fee.

Revaluation is permitted only for the papers written in regular B.Ed. examinations and not for arrear examinations.

On a written request students can get a xerox copy of their exam scripts by paying the prescribed fee.

SANCTIONS AGAINST MALPRACTICE

Students should evince utmost honesty and good behaviour during the conduct of the examinations. They should keep silence in the examination hall and cooperate in the orderly conduct of the examination.

University Code :

1. If a student is found talking or laughing in the hall, or trying to copy from his neighbour's script, he/she will be warned, and if the invigilator deems it fit, the student will have to move to a different seat.

2. If a student is found copying from some manuscript of printed sheet or from any other incriminating material, or is found possessing any such material, he/she will stop writing the examination, produce a statement in writing about his/her case, and leave the hall.

The invigilator concerned will seize the incriminating materials confiscate the Hall ticket, Identity Card and answer Script of the Student, and provide a statement of his own along with the student and that of the Chief Superintendent who will forward it to the Controller of Examinations with his endorsement.

The student may be permitted to appear for the subsequent papers of the sitting conditionally. Later, the student will be asked to appear before the Appeals and Grievance Redressal Cell to decide the sanctions against him/ her for malpractice. The sanction will vary according to the gravity of the fault, i.e., from being debarred from one paper or all the papers of one semester, or to being debarred from two or three subsequent semester if necessary.

3. Post examination discovery of malpractice will be referred to the Controller of Examinations by the examiner. The Controller will refer the matter to the Appeals and Grievance Redressal Cell for a decision. (The rules prevailing in University regarding malpractice and those framed by our Academic council will serve as guidelines)

If a student is found indulging in malpractice in any Internal assessment tests he/she will be presented to the Principal. He/she will be awarded zero for that semester & he/she cannot appear for semester exam for that paper. Serious action will be taken by the principal if the student is caught again for malpractice.

COLLEGE REGULATIONS

1. Class Hours

Forenoon : 09.30 am to 12.45 pm

Afternoon : 01.45 pm to 04.30 pm

2. Attendance

Students should attend the instruction classes on all working days. Written application for leave should be submitted at least one day in advance.

If a student abstains himself for five consecutive working days without applying for leave, his name will be removed from the roll of the college.

Attendance is taken daily and those who arrive late are marked absent.

No student will be released from the training until the course is completed. **No student will be allowed to appear for the B.Ed., Degree Examination unless he puts in 90% of the attendance of the total working days.**

3. Teaching Practice and other Practicals

Teaching practice as part of the training programme is arranged at two phases.

i) Preliminary Teaching

This is arranged either in St. Xavier's Hr. Sec. School, Palayamkottai or in other High or Hr. Sec. Schools by the Principal.

ii) Intensive Teaching

Every student must undergo 16 Weeks of continuous teaching practice in a High School or Hr. Sec. School as directed by the College.

Other Practicals

Every student must undertake a number of other practicals as prescribed by the College to which necessary instructions would be given at the beginning of the academic year.

SPECIAL FEATURES

1. Fr. Bonhoure Centre for Research

The centre for research in Education was established in 1992 and it was first approved by the Madurai Kamaraj University later by Manonmaniam Sundaranar University. Now the centre is functioning

under Tamilnadu Teachers Education University. So far 88 scholars have obtained their doctoral degrees through our centre. At present, 19 candidates are pursuing their Ph.D. programme.

2. Fr. Utarid Library

The library is the heart of our institution and well utilised by the student teachers and researchers. Library has two floors with an area of 6275.50 sq.ft and seating capacity for about 150 readers. At present the library houses a collection of above 20360 books, 681 book bank books, 862 dissertations, 53 dissertation abstracts international, 673 back volumes of journals, 219 CD's and 10 years question bank. The library subscribes 4 International and 36 national journals from reputed institutions. The library also subscribes 25 magazines and 2 daily news papers. Library is fully computerized through Rovon Technologies library management system and students can search the resources through computer based catalogue (Online Public Access Catalogue /OPAC). There is a separate digital library section. It has 96000 e-books, more than 2000 online journals subscribed through UGC N-List consortium. The library resources exploration happens as around 75 students use the library every day.

A. Rules & Regulations

1. Strict silence should be observed inside the library.
2. Library functions from Monday to Saturday **09.00 AM to 05.30 PM**.
The library remains closed on Sundays and Government holidays.
3. Time allotted for lending books.
B.Ed. : 12.30 pm to 01.30 pm & 04.45 pm to 05.15 pm
M.Ed. : 02.00 pm to 04.00 pm
M.Phil. : 02.00 pm to 04.00 pm
4. Time allotted for returning books.
B.Ed. : 09.00 am to 09.15 am & 12.30 pm to 01.30 pm
M.Ed. : 02.00 pm to 04.00 pm
M.Phil. : 02.00 pm to 04.00 pm
5. Library users should sign the Gate Register before entering the library.
6. Users are requested to deposit their bags / belongings (Other than valuables like mobiles, wallets etc.) at the personal belongings rack.
7. Students must wear **ID CARD** when they are inside the library.

8. Students should produce ID Cards to the library staff whenever asked for.
9. Students will be allowed to make use of the reference books (including books, back volumes, dissertations, CD's etc.,) in the library only on submission of their identity card.
10. Misuse of library facilities is an offence and calls for punishment as decided by the competent authority.
11. Users are requested to keep the library neat and tidy.
12. Mobile phones are to be switched off in the library.
13. Students may approach the librarian and other members of the staff in the library for any help and guidance.

B. Borrowing (Books Lending)

1. Users should verify the physical condition of the books (for Missing pages, Chapters, Pictures Etc.,) before borrowing.
2. Students can borrow the books as per the following norms :

S.No	Particulars	No. of Books	Lending Period
1	B.Ed.	8	15 Days
2	M.Ed.	5	
3	M.Phil. (Full Time)	2	

3. Staff can borrow books as per the following norms :

S.No	Particulars	No. of Books	Lending Period
1	Teaching Staff	10	30 Days

4. Books borrowed must be returned on or before the due date. In case of delay, a late fee of Rs.1/- will be charged per day (including the holidays).
5. The loan period may be renewed for a further period of another fortnight. Books will be renewed if there are no reservations.

6. Books that are in special demand may be called for at any time when required.
7. Books will have to be physically presented for renewals.
8. Only one copy of a book will be issued to a user.
9. All members are hereby informed that they must replace the library resources like Books, CD-ROM, DVD, Question Bank, Periodicals etc, if it is lost or damaged. However in case of internal / external members, if they are not able to replace the above mentioned items (original), they are required to pay three times of the latest price of that resources including processing charges and overdue charges if any. Loss of book must be reported immediately.
10. No book in damaged condition will be accepted from the reader, the book will have to be replaced by the borrower. Book Damaged condition indicates: i) Mutilated, ii) Cutting, iii) Tearing, iv) Spoiled, v) Writing in books on any pages by using Pencil or Pen.
11. Reference Books, Back Volumes of Journals, Journals, and Magazines are only for reference and will be issued only for overnight during working days.
12. When the students finally leave the college, they should return all the library books borrowed by them. They should obtain 'No due certificate' from the librarian before collecting the other original certificates from the office.

3. Sports and Games

There is a full time Physical Director. In addition to theoretical lectures and demonstrations, participation in sports and games is made compulsory.

4. SUPW

The Art and Craft Instructor prepares the students for Socially Useful Productive Work Programmes.

5. Clubs

Subject clubs are organised for enrichment of knowledge and development of talents. Health Club, Fine Art Club, Consumer Club and Red Ribbon Club are the different clubs which are functioning effectively in our college.

6. Talent Programmes

Opportunities are provided for the development of hidden talents of the students throughout the year.

7. Seminars

In addition to the regular academic programmes, Seminars and Workshops are also organised, inviting experts from different fields.

8. Self-Awareness Programme

A course on self-awareness will be conducted; Attendance for this course is obligatory for all.

9. Extension Activities

Every year, our staff and the students in collaboration with alumni association, organize either a science exhibition or social camp or Medical camp in a selected rural area around Palayamkottai. It is a service to the rural people by our college. It also motivates our students towards a broad national outlook. Also important national days are celebrated to develop national values.

10. Jesuit Council for Educational Research and Training (JCERT)

JCERT was started on 8th October 1999. Having its roots at SXCE, it aims at promoting teacher development in schools and colleges, by offering training programmes and undertaking projects in selected areas. It has been reaching out to about 600 school teachers through workshops and seminars.

11. Alumni Association

Alumni Association is another supportive pillar of the college and link between the former students and the Alma Mater. The students are registered as the members of the association, when they complete the courses. The members are encouraged, through this association, to live and spread the Jesuit values and to cooperate with various activities of the college. A lot of outreach programmes and common celebrations are organized. Apart from the general body meeting, periodical meetings are held as and when the situation arises to participate in the development of the college. Current students are also involved in the activities of the association.

12. Human Resource Development (HRD)

This programme aims at developing an integrated personality with positive thinking and creativity of the individuals and making them aware of their own potentials. It prepares them to lead a fruitful and successful life in a pluri-cultural, multi-religious and competitive society.

13. Computer Education

Our Computer Centre has 50 computers with latest configuration. The B.Ed. Students are given training in using Computer Softwares. The centre offers a course on Computer Applications which comprises 40 hrs. theory and 100 hrs practicals. The practicals are arranged outside the class hours. The students are given opportunity to use the computers during holidays. The centre also offers training to prepare CAI Package. Internet Browsing Facility is available for all the students.

14. Career Guidance and Placement Cell (CGPC)

Our College offers guidance and counselling, career motivation and information regarding various courses related to employment. Details of the employment opportunities are provided. The placement service is given to the students. Campus interview is organized every year in our campus. Reputed institutions look for our students.

15. Hostel : Bellarmine Illam

The college has a well maintained Hostel which creates congenial atmosphere for academic, spiritual and physical growth. The Hostel accommodates both B.Ed. and M.Ed. students (men only).

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

Asst. Director: Rev. Fr. J. Martin George, S.J.

16. Good Manners and Behaviour

St. Xavier's College of Education being a community of prospective teachers, the staff and management, tending towards a common goal, life in the campus must be inspired by unity, mutual trust and co-operation among these partners. The following general code of conduct should be observed.

1. Every student should conform to the rules and regulations relating to attendance, library, college-fees, examinations tests, etc.
2. Students are forbidden to smoke in the college / hostel premises, to write or make any marks on the walls or to throw paper or ink on the floor of the class rooms or the verandas.
3. Students are not allowed to stand or walk along the verandas of the college, during class hours.
4. Strict silence must be observed during class hours in the classrooms.
5. Students are expected to be true gentlemen, by being courteous to all, especially to their professors and elders.
6. When a lecturer or any other member of the staff enters a class, the students must stand up and not sit down until he invites them to do so or he himself takes the seat. They should likewise stand up when he leaves the class.
7. Mobile Phones are prohibited inside the classes and in the campus.
8. No student should leave the class room during a lecture without permission of the lecturer. Similarly no student should call out any student from the class without permission from the lecturer.
9. Any difference that may arise among the students, staff and management should be resolved by peaceful methods. Requests, petitions, appeals and complaints of any kind must be made to the staff concerned and never directly to higher authorities.
10. College property and furniture should be handled with care and anyone who damages them will be held liable to pay for the damage caused. Stealing of college property or belongings of others constitutes a serious offence and immediate sanction will be imposed. Lights and fans in the class room must be switched off when there is no lecture in that class.
11. Students will not be permitted to take away any broken apparatus from the college.
12. Staff and students should park their cycles, scooters, etc in the respective cycle stands and not anywhere else in the Campus.

13. Any organized form of social or cultural celebrations or activities by students either inside the campus or outside should be done only with the explicit permission of the Principal and under the guidance of the staff.
14. Students should attend meetings as per instructions; Decency and discipline should be maintained in meetings and celebrations.
- 17. Disciplinary Regulations (Cfr. Tamilnadu Educational Rules (1973) Nos. 93-98)**
 1. Students are forbidden to organise or attend any meetings in the college premises, or collect money for any purpose without the explicit permission of the Principal.
 2. No student who has been convicted of any offence in a criminal court will be allowed to continue his studies in the College.
 3. Students should abstain from active participation in party or communal politics.
 4. Students who indulge in political propaganda or who organise fellow students into political factions in the premises of the college or hostels, or who otherwise engage themselves in party politics are liable to be expelled from the college and hostels.
 5. Under the educational rules of the Tamilnadu government (1978) the Principal has full power to inflict the following punishment; fine, loss of term certificate, suspension and expulsion from the college, if any student is guilty of rudeness of behaviour and gross breach of conduct rules.
 6. Students should not indulge in any activity leading to the disruption or peace and discipline and dislocation of normal work in the college and hostel premises. Those who are guilty of violation of this rule will be severely dealt with.
 7. Ragging of any kind is strictly forbidden; any one who is guilty of ragging will be summarily and severely punished.
 8. Students found using drugs or liquor will be dismissed.
 9. Students who are guilty of (i) rude language towards the staff of the college or hostels; (ii) assault or attempt to assault staff or fellow students of the college or hostels will be expelled from the institution.
 10. If a college professor by speech or otherwise seeks to mislead his / her students into activities deemed objectionable, he / she is to be punished for dereliction of duty.

UNIVERSITY FEE

For Graduates of Universities other than the Tamil Nadu Teachers Education University, the following additional fees are to be paid on admission.

- i) Registration Fee - Rs. 305/-
- ii) Eligibility Fee
 - B.Ed & M.Ed. - Rs. 280/-
 - M.Phil - Rs. 280/-
- iii) Provisional Fee - Rs. 150/-
- iv) Degree Fee - Rs. 225/-

CONVOCATION FEE

The convocation fee can be paid along with the second Semester

COLLEGE FEE			
		B.Ed.	M.Ed.
		Rs.	Rs.
1.	Tuition Fee	1000	1500
2.	Ex-servicemen Fund	5	5
	Red Cross Society	10	10
3.	Special Fee		
	Laboratory Fee (Scicence Students only)	10	--
	College Association	10	10
	Library Fee	20	20
	Games Fee	100	100
	Stationary of Exam	60	60
	College day	10	10
	College Calendar	2	2
	Magazine	5	5
	Reading Room	15	20
	A.V. Edn./Arts & Craft	10	10
	Medical Inspection	2	--
	Social Service (WUS)	4	4
	Campus Amenity Fees	10	10
	Student's Aid Fund	2	--
4.	Grand Total (Arts)	1265	1766
	(Science)	1275	

DETAILS OF AIDED TEACHING STAFF

Sl. No.	Name of the Faculty Member	Designation	Qualifications
1.	Rev. Dr. D. Thomas Alexander, S.J	Principal	M.Sc. (Maths), M.Sc. (Psy), M.A. (Socio), M.Ed., SLET. (Edn.) Ph.D. (Edn.), PGDHE.
2.	Mr. A. John Lawrence	Associate Professor in English	M.A. (Eng.), M.Sc. (Psy), M.Ed., M.Phil. (Eng.), M.Phil. (Psy), SLET (Edn.) C.T.E., PGDMTE, PGDSE, PGDGC
3.	Rev. Dr. I. Jesudoss, S.J.	Associate Professor in Education Library Director	M.Sc. (Maths), M.A. (Eng.), M.Sc. (Psy), M.Ed., SLET. (Edn.), Ph.D. (Edn.), M.B.A.
4.	Dr. M. Antony Raj	Assistant Professor in History Dean	M.A.(His.), M.Ed., M.Phil.(His.), M.Phil. (Edn.), NET (Edn.), Ph.D (Edn.)
5.	Rev. Dr. S. Amaladoss Xavier, S.J.	Assistant Professor in Physical Science Controller of Examinations, Director, Fr. Bonheure Centre for Research	M.Sc.(Che.) M.Ed., MBA, M.Phil. (Chem.), SLET (Edn.), Ph.D. (Edn.)

Sl. No.	Name of the Faculty Member	Designation	Qualifications
6.	Dr. A. Punitha Mary	Assistant Professor in Education	M.Sc. (Phy.), M.Sc. (Psy.), M.Ed., M.Phil. (Phy.), M.Phil. (Edn.), NET (Edn.) PGDCA., Ph.D. (Edn.).
7.	Dr. A. Michael J Leo	Assistant Professor in Education & Vice Principal	M.Sc. (Maths.), M.Sc. (Psy.), M.Phil. (Maths.), M.Ed., SLET (Edn.), NET (Edn.), Ph.D. (Edn.).
8.	Dr. Y. Daniel	Assistant Professor in Bio-Science	M.Sc. (Bot.), M.Sc. (Psy.), M.Ed., M.Phil.(Bot.), M.Phil. (Edn.), NET (Edn.), Ph.D. (Edn.).
9.	Mrs. A. Meilida Jasmine Shanathi	Assistant Professor in Mathematics	M.Sc. (Maths.), M.Sc. (Psy.), M.Ed., M.Phil. (Edn.), NET (Edn.).
10.	Dr. R. Sathesh Franklin	Director of Physical Education	B.A.(His.), M.PEd., M.Phil. (Phy. Edn.), MBA. (HRM), NET, SET, (Phy. Edn.), Dip.in Yoga., Ph.D. (Phy. Edn.).
11.	Dr. T. Raja	Librarian	B.Sc., M.L.I.S., M.Phil. (LIS), SET (LIS), Ph.D. (LIS).
12.	Mr. S. Stalin	Arts & Craft Instructor (S.G.)	Hr.Sec., TTC, Dip. in Drawing. Diploma in Acup. Therapy.

DETAILS OF MANAGEMENT TEACHING STAFF

Sl. No.	Name of the Faculty Member	Designation	Qualifications
1.	Dr. S. Arockiasamy	Assistant Professor in Education	M.Sc. (Bot.), M.Ed., M.Phil.(Bot.), NET (Edn.), M.Phil. (Edn.), Ph.D. (Edn.).
2.	Mr. A. Nicholas Jegan	Computer Programmer	M.C.A., M.Ed., M.Phil. (Edn.).
3.	Mr. U. Subramanian	Assistant Professor in Tamil	M.A. (Tamil), M.Ed., M.Phil.
4.	Mrs. M. Balasaraswathi	Assistant Professor in English	B.Sc. (Maths), M.A. (English), M.Ed., M.Phil. (English), NET (Edn.), D.E.S.
5.	Rev. Fr. J. Martin George, S.J.	Assistant Professor in Education	M.A. (Hist.), M.Ed.
6.	Mrs. G. Kokila Selva Kumari	Assistant Professor in Education	M.Sc. (Che.), M.Sc. (Psy), M.Phil. (Che.), M.Phil. (Edn.), NET (Edn.)
7.	Mrs. J. Annie	Assistant Professor in Computer Science	M.C.A., M.Ed.
8.	Mr. D. Nama Sivayam	Performing Arts	B.B.M., M.A. (Folklore), M.Phil. (Performing Arts), Ph.D. (Folklore)

DETAILS OF GUEST TEACHING STAFF

Sl. No.	Name of the Faculty Member	Designation	Qualifications
1.	Dr. N. Casimir Raj	Emeritus Professor of Management	M.Com, L. Th., M.B.A., Ph.D.
2.	Dr. S. Sebastian	Emeritus Professor of Education	M.A. (Eng.), M.A. (Psy) M.Ed., Ph.D. (U.S.A.).
3.	Dr. Saguntala	Emeritus Professor of English	M.A., M.Ed., Ph.D.

DETAILS OF AIDED NON-TEACHING STAFF

Sl. No.	Name	Designation	Qualifications
1.	Mr. T. Thangaraj	Assistant (S.P.L.)	M.Sc.(Maths), M.Ed., M.Phil. (Edn.)
2.	Mr. P. Bernet Sagaya Joe	Typist (S.G.)	Hr. Sec.(Typewriting Tamil & English - Hr.)
3.	Mr. A. Arockiaraj	Record clerk (S.G.)	IX Std.
4.	Mrs. S. Velammal	Scavenger (S.P.L.)	
5.	Mr. R. Murugaiah	Gardener (S.P.L.)	
6.	Mr. S. Joseph	Watchman (S.G.)	B.A. (Eco), B.Ed.

DETAILS OF MANAGEMENT NON-TEACHING STAFF

Sl. No.	Name	Designation	Qualifications
1.	Mrs. R. Poornam Thayammal	Clerical Assistant	M.Com., B.Ed., M.L.I.S. (Library Science), PGDCA.
2.	Mr. R. Nagaraj	Controller Office Assistant	B.Com., PGDCA.
3.	Mr. A. Maria Michael	Watchman	
4.	Mr. N. Raj Kumar	Clerical Assistant	B.Sc.
5.	Mrs. A. Arul Mary Grace	Dean - Office Assistant	M.A., B.Ed. (Tamil), M.L.I.S. (Library Science), Type Writing (English & Tamil) - Higher
6.	Mr. V. Serma Nathan	Watchman	IX Std, I.T.I.
7.	Mr. A. Arockiasamy	Accountant	M.A.(His), B.Ed.

COLLEGE GOVERNING BODY (2016-2018)

Rev. Dr. Sebastia L. Raj, S.J. <i>Provincial, Jesuit Madurai Province.</i>	<i>Chairman</i>
Rev. Dr. J. Danis Ponniah, S.J. <i>Rector, St. Xavier's College, Palayamkottai.</i>	<i>Vice-Chairman</i>
Rev. Dr. D. Thomas Alexander, S.J. <i>Principal, St. Xavier's College of Education, Palayamkottai.</i>	<i>Secretary</i>
Rev. Fr. G. John Gualbert, S.J. <i>Secretary, St. Xavier's College of Education, Palayamkottai.</i>	<i>Member</i>
Rev. Br. A. Santiago, S.J. <i>Campus Treasurer, St. Xavier's College, Palayamkottai.</i>	<i>Member</i>
Rev. Fr. Xavier Alphonse, S.J. <i>Co-ordinator for Higher Education, Jesuit Madurai Province.</i>	<i>Member</i>
Rev. Dr. I. Jesudoss, S.J., <i>Associate Prof., SXCE.</i>	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J., <i>Asst. Prof., SXCE.</i>	<i>Member</i>
Mr. A. John Lawrence, <i>Associate. Prof., SXCE.</i>	<i>Member</i>
Dr. M. Antony Raj, <i>Asst. Prof., SXCE.</i>	<i>Member</i>
Dr. R. Pandian, <i>Joint Director of Collegiate Education.</i>	<i>State Govt. Nominee</i>
Prof. Kumar Suresh, <i>Dept. of Educational Administration, NUEPA, New Delhi. (2012-13 to 2017-18).</i>	<i>UGC Nominee</i>
Dr. A. Amalraj (2016-2018).	<i>Member</i>
Dr. E. Ramganesh, <i>Prof & Head, Dept. of Educational Technology, Bharathidasan University, Trichy. (2016-2018).</i>	<i>TNTEU Nominee</i>

STANDING COMMITTEE OF GOVERNING BODY

Rev. Dr. J. Danis Ponniah, S.J., <i>Rector, St. Xavier's Institutions.</i>	<i>Vice-Chairman</i>
Rev. Dr. D. Thomas Alexander, S.J., <i>Principal, SXCE.</i>	<i>Secretary</i>
Rev. Fr. G. John Gualbert, S.J., <i>Secretary, SXCE.</i>	<i>Member</i>
Rev. Dr. I. Jesudoss, S.J., <i>Associate Prof. & Lib. Director, , SXCE.</i>	<i>Member</i>
Rev. Br. A. Santiago, S.J., <i>Campus Treasurer, St. Xavier's Institutions.</i>	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J., <i>Asst. Prof., SXCE., Controller of Examinations & Director, Fr. Bonhour Centre for Research.</i>	<i>Member</i>

Academic Council (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. M. Antony Raj	<i>Dean, Secretary</i>
Mr. A. John Lawrance	<i>Members</i>
Rev. Dr. I. Jesudoss, S.J.	
Rev. Dr. S. Amaladoss Xavier, S.J.	
Dr. A. Punitha Mary	
Dr.A. Michael J Leo	
Dr. Y. Daniel	
Mrs. A. Metilda Jasmine Shanthy	
Mr. S. Stalin	
Dr. T. Raja	
Dr. R. Sathesh Franklin	
Dr. S. Arockiasamy	
Mr. U. Subramanian	
Mrs. M. Balasaraswathi	
Mrs. G. Kokila Selva Kumari	

External Experts (2016-2018)

Dr. Razul Mohaideen,		
<i>Associate Prof., V.O.C. College, Thoothukudi - Teacher Education</i>		<i>Member</i>
Rev. Fr. Santhanam, S.J.	- Law	
Dr. Ajith Inigo	- Medicine	
Dr. S.V.L. Michael, <i>Associate Prof., SXC.</i>	- Higher Education	

Nominees from the University (2016-2018)

1. Dr. G. Singaravelu,		<i>Member</i>
<i>Prof. & Head, Dept. of Education, Bharathiyar University, Coimbatore.</i>		
2. Dr. V. Kalaiarasi,		<i>Member</i>
<i>Principal, IASE, Saidapet, , Chennai.</i>		
3. Dr. B.C. Shoba,		<i>Member</i>
<i>Principal, NVKSD, College of Education, Attoor, Kanyakumari.</i>		

Board of Studies (2016-2018)

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

Faculty Members

Dr. M. Antony Raj *Dean, Secretary*

Mr. A. John Lawrence *Members*

Rev. Dr. I. Jesudass, S.J.

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

Dr. R. Sathesh Franklin

Dr. S. Arockiasamy

Mr. U. Subramanian

Mrs. M. Balasaraswathi

Experts from outside the college (2016-2018)

Dr. S. Arulsamy, *Asso. Prof., Dept of Edn., Bharathiyar University.* *Member*

Dr. Kanagaraj, *Asso. Prof., VOC College of Edn., Thoothukudi.* *Member*

University Nominee

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

Representatives from allied area relating to placement (2016-2018)

Rev. Dr. L. Francis Xavier, S.J., *Correspondent,* *Member*
St. Xavier's Higher Secondary School.

Rev. Bro. R. Casimir Sagayanathan, SHJ., *Member*
Angelo Matric Higher Secondary School, Palayamkottai.

Finance Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J., <i>Principal.</i>	<i>Chairman</i>
Rev. Fr. G. John Gualbert, S.J., <i>Secretary.</i>	<i>Member</i>
Rev. Br. A. Santiago, S.J., <i>Campus Treasurer.</i>	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>

Admission Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J., <i>Principal.</i>	<i>Chairman</i>
Rev. Dr. J. Danis Ponniah, S.J.	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Mr. S. Stalin	<i>Member</i>

Internal Quality Assurance Cell (IQAC) (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J., <i>Principal.</i>	<i>Chairman</i>
Rev. Fr. G. John Gualbert, S.J.	<i>Member</i>
Mr. A. John Lawrence	<i>Member</i>
Rev. Dr. I. Jesudoss, S.J.	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. T. Raja	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Mr. U. Subramanian	<i>Member</i>
Mrs. M. Balasaraswathi	<i>Member</i>
Rev. Dr. S.M. John Kennady, S.J., <i>Asst. Headmaster, SX. Sch.</i>	<i>Member</i>
Bro. S. Rajan, S.H.J., <i>General Secretary & Edu. Co-ordinator</i>	<i>Member</i>
Dr. A. Lourdusamy, <i>IQAC Co-ordinator, SXC.</i>	<i>Member</i>
Dr. Josephine Saleth Mary, <i>Asso. Prof., V.O.C. College of Edu.</i>	<i>Member</i>
Mr. Peter Moduthagam, <i>Headmaster (Rtd.)</i>	<i>Member</i>
Fr. Panithi Naresh, <i>Student Representative from B.Ed.</i>	<i>Member</i>
Fr. Michael Tirkey, <i>Student Representative from M.Ed.</i>	<i>Member</i>
Dr. M. Antony Durairaj, <i>Parent Representative</i>	<i>Member</i>

Examination Cum Awards Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. A. John Lawrence	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>

Planning and Evaluation Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. A. John Lawrence	<i>Member</i>
Rev. Dr. I. Jesudoss, S.J.	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Mr. T. Thangaraj, <i>College Office Superintendent</i>	<i>Member</i>
Rev. Fr. Wilson, S.J. <i>St. Xavier's Hr. Sec. School, Palayamkottai.</i>	<i>Member</i>
Bro. Panithi Naresh, <i>Student Representative from B.Ed.</i>	<i>Member</i>
Rev. Fr. Michael Tirkey, <i>Student Representative from M.Ed.</i>	<i>Member</i>

Appeals and Grievances Redressal Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Thiru. S. Balasubramanian, <i>Advocate</i>	<i>Public Representative</i>

Library Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Rev. Fr. G. John Gualbert, S.J.	<i>Member</i>
Mr. A. John Lawrence	<i>Member</i>
Rev. Dr. I. Jesudoss, S.J.	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Mrs. A. Metilda Jasmine Shanthy	<i>Member</i>
Dr. T. Raja	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Mrs. M. Balasaraswathi	<i>Member</i>
Mrs. G. Kokila Selva Kumari	<i>Member</i>

Research Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Rev. Dr. I. Jesudoss, S.J.	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>

College Development Council (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Rev. Fr. G. John Gualbert, S.J.	<i>Member</i>
Rev. Bro. A. Santiago, S.J.	<i>Member</i>
Rev. Dr. I. Jesudoss, S.J.	<i>Member</i>
Mr. A. John Lawrence	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Rev. Fr. J. Martin George, S.J.	<i>Member</i>
Dr. A. Amalraj, <i>President, Alumni.</i>	<i>Member</i>
Mr. Jamal, <i>EC Member, Alumni.</i>	<i>Member</i>
Dr. G. Selvaraj, <i>EC Member, Alumni.</i>	<i>Member</i>
Mr. A. Maria Susai, <i>EC Member, Alumni.</i>	<i>Member</i>
Mr. Peter Moduthagam, <i>EC Member, Alumni Asso.</i>	<i>Member</i>

**Students Welfare and Extra - Curricular Activities
Committee (2016-2018)**

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. A. John Lawrence	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. Y. Daniel	<i>Member</i>
Mr. S. Stalin	<i>Member</i>
Mrs. A. Metilda Jasmine Shanthi	<i>Member</i>
Dr. R. Sathesh Franklin	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Mrs. M. Balasaraswathi	<i>Member</i>

Career Guidance and Placement Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. Y. Daniel	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Mrs. J. Annie	<i>Member</i>

Extension Services (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. A. John Lawrence	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Mrs. A. Metilda Jasmine Shanthy	<i>Member</i>
Dr. Y. Daniel	<i>Member</i>
Mr. S. Stalin	<i>Member</i>
Dr. R.Sathesh Franklin	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Mr. A. Nicholas Jegan	<i>Member</i>
<i>STAND Coordinator, SXC, Palayamkottai.</i>	<i>Member</i>
Mr. U. Subramanian	<i>Member</i>
Mrs. M. Balasaraswathi	<i>Member</i>
Rev. Fr. J. Martin George, S.J.	<i>Member</i>
Mrs. J. Annie	<i>Member</i>

Magazine Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. S. Stalin	<i>Member</i>
Dr. T. Raja	<i>Member</i>
Mr. A. Nicholas Jegan	<i>Member</i>
Mr. U. Subramanian	<i>Member</i>
Mrs. M. Balasaraswathi	<i>Member</i>
Rev. Fr. J. Martin George, S.J.	<i>Member</i>
Mrs. J. Annie	<i>Member</i>

Red Ribbon Club (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. A. John Lawrence	<i>Member</i>
Mrs. A. Metilda Jasmine Shanthy	<i>Member</i>

Red Cross Society (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. S. Arockiasamy	<i>Member</i>
Mrs. G. Kokila Selva Kumari	<i>Member</i>

Consumer Club (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. Y. Daniel	<i>Member</i>
Mr. U. Subramanian	<i>Member</i>

Computer Centre (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. A. Nicholas Jegan	<i>Member</i>
Mrs. M. Balasaraswathi	<i>Member</i>
Mrs. J. Annie	<i>Member</i>

Language Laboratory (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. A. John Lawrence	<i>Member</i>
Mrs. M. Balasaraswathi	<i>Member</i>

Psychology Laboratory (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. Y. Daniel	<i>Member</i>
Rev. Fr. J. Martin George, S.J.	<i>Member</i>

Sports and Games Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. R. Sathesh Franklin	<i>Member</i>
Mr. S. Stalin	<i>Member</i>

Public Relations Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. Y. Daniel	<i>Member</i>
Dr. T. Raja	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Mr. U. Subramanian	<i>Member</i>
Mrs. J. Annie	<i>Member</i>

Research Journals (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Manager</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>

Counsellors (2016-2018)

Rev. Dr. Sahayaraj, S.J. (Men)
Rev. Fr. J. Martin George, S.J. (Men)
Dr. A. Punitha Mary (Women)
Mrs. M. Balasaraswathi (Women)

S.U.P.W. Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. S. Stalin	<i>Member</i>
Dr. R. Sathesh Franklin	<i>Member</i>

Scholarship Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Rev. Dr. J. Danis Ponniah, S.J.	<i>Member</i>
Rev. Fr. G. John Gualbert, S.J.	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. R. Sathesh Franklin	<i>Member</i>

Prevention of Sexual Harassment of Women Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. M. Antony Raj	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Micheal J Leo	<i>Member</i>
Mrs. G. Kokila Selva Kumari	<i>Member</i>
S. Kiruba Malar, <i>M.Ed. Student</i>	<i>Member</i>

Disciplinary Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. R. Sathesh Franklin	<i>Member</i>

Campus Ministry (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Rev. Fr. G. John Gualbert, S.J.	<i>Member</i>
Rev. Fr. J. Martin George, S.J.	<i>Member</i>

College Website Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. A. Michael J Leo	<i>Member</i>
Mr. A. Nicholas Jegan	<i>Member</i>
Mrs. J. Annie	<i>Member</i>

Anti - Ragging Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. D. Prabhakar, <i>Lawyer & Notary Public, Tirunelveli.</i>	<i>Member</i>
Mr. Britto, " <i>Vanmukil</i> " <i>NGO Director, Tirunelveli.</i>	<i>Member</i>
Mr. A. John Lawrence	<i>Member</i>
Dr. M. Antony Raj	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Mr. Peter Muduthagam, <i>Alumnus.</i>	<i>Member</i>
Mr. P. Antony Joseph Suthakar, <i>Principal Correspondent, The Hindu, Tirunelveli.</i>	<i>Member</i>
Ms. T. Irene Jenifer, <i>M.Ed. Student</i>	<i>Member</i>
Mr. P. Narayanan, <i>Retd Prof. & HOD, Abdul Hakeem College (Parent).</i>	<i>Member</i>
Inspector of Police, <i>Palayamkottai P.S.</i>	<i>Member</i>
Huzur Sarishpadar (<i>Gen.</i>).	<i>Member</i>

Alumni Association (2016-2018)

Rev. Fr. G. John Gualbert, S.J.	<i>Director</i>
Rev. Dr. D. Thomas Alexander, S.J.	<i>Principal</i>
Dr. A. Amalraj	<i>President</i>
Dr. A. Michael J Leo	<i>Secretary</i>
Dr. Y. Daniel	<i>Treasurer</i>

Anti-Ragging Squad (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. M. Antony Raj	<i>Member</i>
Dr. A. Punitha Mary	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. R. Sathesh Franklin	<i>Member</i>
Mr. T. Thangaraj	<i>Member</i>

Annual Report Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. A. John Lawrence	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Mr. A. Nicholas Jegan	<i>Member</i>
Mrs. J. Annie	<i>Member</i>

Equal Opportunity Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. M. Antony Raj	<i>Member</i>
Rev. Dr. S. Amaladoss Xavier, S.J.	<i>Member</i>
Dr. A. Michael J Leo	<i>Member</i>
Mrs. A. Metilda Jasmine Shanthy	<i>Member</i>
Mr. S. Stalin	<i>Member</i>
Mr. Britto, "Vanmukil" NGO Director, Tirunelveli. & Advocate.	<i>Member</i>

Mother Teresa Evening Study Centre Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. S. Stalin	<i>Member</i>
Dr. Y. Daniel	<i>Member</i>
Mrs. G. Kokila Selva Kumari	<i>Member</i>

Anti-Tobacco Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. A. Michael J Leo	<i>Member</i>
Dr. R. Sathesh Franklin	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>

Health Club (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Mr. S. Stalin	<i>Member</i>
Dr. R. Sathesh Franklin	<i>Member</i>
Mr. D. Nama Sivayam	<i>Member</i>

Fine Arts Club (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	<i>Chairman</i>
Dr. R. Sathesh Franklin	<i>Member</i>
Dr. S. Arockiasamy	<i>Member</i>
Rev. Fr. J. Martin George, S.J.	<i>Member</i>
Mrs. J. Annie	<i>Member</i>
Mr. D. Nama Sivayam	<i>Member</i>

AUGUST 2016

1	MON	Academic year begins for II year B.Ed. & M.Ed.
2	TUE	Academic Council Meeting
3	WED	
4	THU	
5	FRI	
6	SAT	Students Welfare Committee Meeting
7	SUN	
8	MON	I year B.Ed. Inauguration Bridge Course begins
9	TUE	Library Committee Meeting
10	WED	Research Cell Meeting

AUGUST 2016

11	THU	New Education Policy - JCERT
12	FRI	Career Guidance Cell Meeting
13	SAT	Extension Services Committee Meeting
14	SUN	
15	MON	Independance Day - Holiday
16	TUE	
17	WED	Magazine Committee Meeting
18	THU	Prevention of Sexual Harassment Cell Meeting
19	FRI	
20	SAT	

AUGUST 2016

21	SUN	
22	MON	
23	TUE	Anti-ragging Committee Meeting
24	WED	Caste Discrimination Monitoring Committee Meeting
25	THU	Krishna Jeyanthi - Holiday
26	FRI	
27	SAT	IGNOU Counselling
28	SUN	IGNOU Counselling
29	MON	
30	TUE	
31	WED	Bridge Course Closure

SEPTEMBER 2016

1	THU	Orientation & Personality Development
2	FRI	
3	SAT	Entry Behaviour Test
4	SUN	
5	MON	Vinayagar Chadurthi - Holiday
6	TUE	Micro Teaching
7	WED	”
8	THU	”
9	FRI	”
10	SAT	”

SEPTEMBER 2016

11	SUN	
12	MON	Teachers' Day
13	TUE	Bhakrit - Holiday
14	WED	Lesson Plan Preparation
15	THU	”
16	FRI	”
17	SAT	Research Colloquium
18	SUN	
19	MON	
20	TUE	Blood Group Identification Camp

SEPTEMBER 2016

21	WED	Inauguration of Subject Clubs
22	THU	Finance Committee Meeting
23	FRI	Library Orientation Programme
24	SAT	Research Colloquium & Tutor Ward
25	SUN	
26	MON	College Assembly II year B.Ed. - Arrival / Review College Development Council Meeting
27	TUE	Inter Religious Prayer
28	WED	
29	THU	Government Counselling for I year B.Ed. Students IQAC Meeting
30	FRI	Students Council Inauguration

OCTOBER 2016

1	SAT	
2	SUN	Gandhi Jeyanthi
3	MON	College Assembly
4	TUE	
5	WED	Demo Teaching
6	THU	Demo Teaching Women Cell Meeting
7	FRI	Senior Teachers Meeting
8	SAT	
9	SUN	
10	MON	Puja Holiday

OCTOBER 2016

11	TUE	Saraswati Puja - Holiday
12	WED	Muharam - Holiday
13	THU	
14	FRI	Preliminary Teaching Practice - I
15	SAT	Career Guidance Cell Inauguration
16	SUN	
17	MON	Awards Committee Meeting
18	TUE	Preliminary Teaching Practice - II
19	WED	Governing Body Meeting
20	THU	Preliminary Teaching Practice - III

OCTOBER 2016

21	FRI	National Level Seminar on Library Science
22	SAT	”
23	SUN	
24	MON	Preliminary Teaching Practice - IV
25	TUE	
26	WED	CIA - I
27	THU	”
28	FRI	”
29	SAT	Deepavali - Holiday
30	SUN	
31	MON	Orientation to School Visit and Citizenship Programme

NOVEMBER 2016

1	TUE	Special School Visit Internship begins for II year M.Ed. Students
2	WED	All Souls Day
3	THU	Research Methodology for M.Ed. & M.Phil. Students
4	FRI	
5	SAT	Seminar on Legal Rights and Duties
6	SUN	
7	MON	College Assembly
8	TUE	Extension Lecture on Viral Infections
9	WED	
10	THU	Yoga Training

NOVEMBER 2016

11	FRI	
12	SAT	Inter Religious Prayer Service
13	SUN	
14	MON	College Assembly
15	TUE	Extension Lecture on Consumers Rights and Duties
16	WED	
17	THU	Extension Lecture on HIV and AIDs
18	FRI	
19	SAT	IGNOU - IV Counselling
20	SUN	”

NOVEMBER 2015

21	MON	College Assembly
22	TUE	
23	WED	Seminar on De-addiction
24	THU	
25	FRI	UGC NET-SET Preparatory Programme (Library Sciece) & Interaction with Trangenders
26	SAT	”
27	SUN	”
28	MON	College Assembly Classes begin for II year B.Ed.
29	TUE	
30	WED	

DECEMBER 2016

1	THU	
2	FRI	CIA - II
3	SAT	St. Xavier's Feast - Holiday
4	SUN	
5	MON	CIA - II
6	TUE	”
7	WED	
8	THU	
9	FRI	
10	SAT	

DECEMBER 2016

11	SUN	
12	MON	Miladi Nabi - Holiday
13	TUE	I Semester Exam
14	WED	”
15	THU	I Semester Exam Peer Teaching Competency Evaluation
16	FRI	”
17	SAT	I Semester Exam Evaluation of Teaching Aids for B.Ed. II year Students
18	SUN	
19	MON	I Semester Exam Practical Commission for B.Ed. II year Students
20	TUE	”

DECEMBER 2016

21	WED	'X' mas Day Celebration II Semester begins
22	THU	
23	FRI	Faculty Development Programme
24	SAT	Christmas Holidays begins
25	SUN	
26	MON	
27	TUE	
28	WED	
29	THU	
30	FRI	
31	SAT	

JANUARY 2017

1	SUN	
2	MON	College Reopening
3	TUE	
4	WED	Extension Lecture on Health problems among Women
5	THU	Orientation on Diversified needs of Learners
6	FRI	
7	SAT	Academic Audit
8	SUN	
9	MON	
10	TUE	

JANUARY 2017

11	WED	Subject Club Activities
12	THU	”
13	FRI	Pongal Celebration
14	SAT	Pongal Holidays
15	SUN	
16	MON	
17	TUE	Subject Club Activities
18	WED	”
19	THU	”
20	FRI	”

JANUARY 2017

21	SAT	
22	SUN	
23	MON	
24	TUE	
25	WED	
26	THU	Republic Day
27	FRI	
28	SAT	Social Project for II years
29	SUN	
30	MON	
31	TUE	

FEBRUARY 2017

1	WED	
2	THU	Community Camp
3	FRI	”
4	SAT	”
5	SUN	
6	MON	
7	TUE	
8	WED	
9	THU	
10	FRI	

FEBRUARY 2017

11	SAT	Tour
12	SUN	”
13	MON	”
14	TUE	”
15	WED	”
16	THU	
17	FRI	
18	SAT	
19	SUN	
20	MON	

FEBRUARY 2017

21	TUE	
22	WED	
23	THU	
24	FRI	
25	SAT	CIA - I
26	SUN	
27	MON	CIA - I
28	TUE	”

MARCH 2017

1	WED	Ash Wednesday CIA - I
2	THU	
3	FRI	Psychology Experiment
4	SAT	Science Experiment
5	SUN	
6	MON	
7	TUE	
8	WED	Women's Day
9	THU	Internship for B.Ed. I year students begins
10	FRI	

MARCH 2017

11	SAT	
12	SUN	
13	MON	Special School Visit for M.Ed. I year Students
14	TUE	
15	WED	
16	THU	
17	FRI	
18	SAT	
19	SUN	
20	MON	

MARCH 2017

21	TUE	Internship for B.Ed. I year students ends
22	WED	
23	THU	
24	FRI	
25	SAT	Sports Day
26	SUN	
27	MON	
28	TUE	
29	WED	
30	THU	
31	FRI	

APRIL 2017

1	SAT	
2	SUN	
3	MON	
4	TUE	
5	WED	
6	THU	
7	FRI	
8	SAT	College Day
9	SUN	Palm Sunday
10	MON	

APRIL 2017

11	TUE	
12	WED	
13	THU	Maundy Thursday - Holiday
14	FRI	Good Friday - Holiday
15	SAT	Holy Saturday - Holiday
16	SUN	Easter
17	MON	
18	TUE	
19	WED	
20	THU	

APRIL 2017

21	FRI	
22	SAT	World Book Day
23	SUN	
24	MON	
25	TUE	
26	WED	
27	THU	
28	FRI	CIA - II
29	SAT	”
30	SUN	

MAY 2017

1	MON	
2	TUE	CIA - II
3	WED	”
4	THU	
5	FRI	
6	SAT	
7	SUN	
8	MON	
9	TUE	Semester - II Exam Begins
10	WED	

MAY 2017

11	THU	
12	FRI	M.Ed. - Viva Voce
13	SAT	
14	SUN	
15	MON	
16	TUE	
17	WED	
18	THU	Awards Committee Meeting
19	FRI	
20	SAT	

MAY 2017

21	SUN	
22	MON	
23	TUE	
24	WED	
25	THU	
26	FRI	
27	SAT	
28	SUN	
29	MON	
30	TUE	
31	WED	

JUNE 2017

1	THU	
2	FRI	
3	SAT	
4	SUN	
5	MON	
6	TUE	
7	WED	
8	THU	
9	FRI	
10	SAT	

JUNE 2017

11	SUN	
12	MON	
13	TUE	
14	WED	
15	THU	
16	FRI	
17	SAT	
18	SUN	
19	MON	
20	TUE	

JUNE 2017

21	WED	
22	THU	
23	FRI	
24	SAT	
25	SUN	
26	MON	
27	TUE	
28	WED	
29	THU	
30	FRI	

TOTAL WORKING DAYS

I Semester

August	-	24
September	-	24
October	-	21
November	-	25
December	-	8
		<hr/>
		102

II Semester

December	-	3
January	-	23
February	-	23
March	-	24
April	-	22
May	-	7
		<hr/>
		102

Total No. of Working Days: $102+102=204$

AIMS ACCORDING TO SECONDARY EDUCATION COMMISSION

"The educational system must make its contribution to the development of habits, aptitudes and qualities of character which will enable its citizens to bear the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad national and secular outlook."

fšÿ Ç¥g ©

mwpahi k , Ui sg; Nghf;Fk;
 fy;tpahsh thof! fy;tj ; j p l k; thof!
 fi yki dfs; vdWk; thof!

ehdpyk; vq;Fk; nry;Yq;fs!
 edndwp ahtHf;Fk; fwg;Aq;fs;! - ek;
 khdp l kfdpd; Mi z , J - , i j
 kdj j py; vdWk; epi ye;Wj J - gy
 kdj Hf;Fk; fy;tj a eP toq;F! mwpT . . .

xLf;fggl ; Ni hUf;F t pLj i yAk;
 chpi kaw; NwhUf;F ewnraj pAk; - md;W
 Koq;fp l tej hH , i wkfNd - mi j
 toq;Fj y; vdWk; cd;fl Nd - GJ
 i tafk; mj dhy; kyHej pLNk! mwpT . . .

Mrh;rag; gz pXH mwggz p l
 mj wnfcd di d mHggz p - vd
 MdNwhH ci uj j mUs;thf;F - cd;
 thot;pd; mj i d epi wNtwW - j pdk;
 Vi ofs; , j aj j py; xs;NawW! mwpT . . .

Intercoms

Principal	475	Research (L)	489
College Office	476	Research Centre	490
A.V. Hall	477	Research Staff - 1	491
Auditorium	479	Research Staff - 2	492
Conference Hall	480	Staff Room - 2	494
Computer Centre	481	Ladies Staff Room	495
Controller of Exams	482	Watchman	499
Dean	483	<u>B.ED. COLLEGE - HOSTEL</u>	
IGNOU	484	Fr. Director	496
Fr. Secretary	485	Asst. Director	497
Library	486	Kitchen	498
Library Director	487		

j Äæxj hÆ thæxJ

ÚuhU« fl YLxj Äykl^ai j bfÊbyhGF «
ÓuhU« tj dbkd^x âfæguj j f© l Äâš
bj j fz K« mâ%áw^aj âuhÉ l eš âUehL «
j j fáW äi wEj Y « j Çxj eW^a âyfKnk
m^xâyf thri d nghš mi d^xJyF « i < gKw
v^xâi rí « òfækz j f i U^aj bgU^a j ÄHz Šnf!
j ÄHz Šnf!
c < ÓÇsi k^x âw« É a^aJ
braškw^aJ thæxJJnk! thæxJJnk! thæxJJnk!
- kndh< kÂ a « R^aj u« äÿi s

eh£L¥g©

#dfz kd mâehaf #anA
ghuj ghj a Éj hj h
gŠrhg ì^aJ F#uhj kuhÉ l h
âuhÉ l c^xfy gŠfh
É^aâa i khry aKdh fŠfh
cÇry #yâ j uŠfh
j t Rg ehnk #hnf j t Rg MáÕ khnf
fhnA j t #afhj h
#dfz kŠfsj haf #anA
ghuj ghj a Éj hj h
#anA #anA #anA
#a #a #a #a nA
- kfhfÉ i uâ^aâueh^x j hT®

Ô© I hi ki a xÊ; f nk%bfhÿS « cWâbkhÊ

(Taking of Pledge against Untouchability especially on Martyrs' Day - 30th January, after the observance of silence between 11:00 a.m. and 11:02 a.m)

î^aâa muáayi kÿã< ghš ï i l É l hj , cskh^{aj} g%Wÿs î^aâaj Fokfdh»a eh< , ekJ muáayi kÿã< go Ô© I hi k xÊ; fÿgÉLÉÉl J v< gi j m<nt< . Ô© I hi ki a moÿgi l ahf; bfh© L, vt[®]ÛJ « bj Ç^anj h, bj Çahknyhr_ fnt%Wi ki a kd«, th; F, braš v< w v^{aj} ti fÆY « fi l ÿãoj fkhÉnl < v< W i j dhš cskhu cWâaË; »nw< . muáayi kÿã< moÿgi l i fU^ââ%»z šf, rka ntWghl %w Rj^aâu rKj ha^{aj} j cUth; Ftâš ne[®]i kí l D«, c© i kí l D« gÂ ah%WtJ vdJ fl i kahF « v< gi j í « cz[®]nt< . î^aâa muáayi kÿã< ghš vd; Fÿs KGÿg%¿%F ï J v< bw< W« vL^{aj} j fhÉl hf ÉššFbk< W« i j dhš cskhw cWâaË; »nw< .

bfhLŠbraš vâ[®]ÿò ehÿ cWâbkhÊ

(On Anti-Terrorism Day - 21st May)

m»«i r, r»ÿò^{aj} < i k M»a e« ehÉo< kuòfËš j suhj e«â; i fí i l a î^aâa Fokfdh»a eh< , v> ti fahd bfhLŠ brašfi sí «, t< Ki wfi sí « KG M%wnyhL vâ[®]ÿng< vd cWâ TW»nw< . všyh k; fÉl^{aj} «, mi kâ, rKj ha x%Wi k, ešYZ[®] î M»at%ï wÿngh%¿ ts[®] i fí «, k; fS i l a cÆ[®]fS; F« k%W« e%g© òfS; F« CWÉi sÉ; F« ãÇÉi d r; âfi s vâ[®]aj ÿ nghuhl î « eh< cWâ TW»nw< .

FH^a i j^{aj} bj hÊyhs[®] Ki wÆi d mf%Wtj%ofhd cWâbkhÊ

(On Anti - Child Labour Day - 12th June)

î^aâa muáayi kÿò ÉâfË< go fšÉ bgWtJ FH^a i j fË< moÿgi l cÇi k v< gj hš, 14 taâ%FÉgÉl FH^a i j fi s xUnghJ « v^{aj} Éj ÿ gÂ fËY « <LgL^{aj} khÉnl < vdî «. mt[®]fÿ gÿË; Fç bršti j C; FÉÿng< vdî « FH^a i j^{aj} bj hÊyhs[®] Ki wÆi d K%¿Ykhf mf%¿l rKj ha^{aj} âš ÉÉÿòz[®] î V%gL^{aj} nt< v< W«, j Ähf^{aj} j; FH^a i j^{aj}

bj hĚyhsu%w khĀykhf kh%Wtj %F v< dhš i a< wti u
ghLgLnt< vdĭ « cskhu cWâ TW»nw< .

ešĚz j f ehÿ cWâbkhĚ

(On Communal Harmony Day - 20th August)

eh< rhâ, i d, tĚl hu, kj mšyJ bkhĚ ghFghL
vJĭ Ā< ħ, i^aâahĚ< mi dġJ kj fĚ< cz[®]ĭ Ÿó[®]t
x%Wi kj F«, ešĚz j fġâ%F« ghLgLnt< v< W
cskhu cWâbkhĚ vLġJ j bfhÿ»nw< . nkY«,
všfS j»i l naahd mi dġJ ntWghLfi sí «
t< Ki wĚš <Lgl hkš, ngĈRth[®]xi j fÿ _ykhfĭ «,
muáayi kŸòĈ rĚl tĚKi wfi sŸ ā< g%ħí «
Ô[®]ġJ j bfhÿnt< v< W« i j dhš cWâaĚ j »nw< .

CHš vâ[®]Ÿo cWâbkhĚ

(Anti-Corruption Day - 31st October)

i^aâa ehĚo< bghJŸ gĀ ahs[®]fsh»a eh«, ekJ
el to j i ffÿ rh[®]aj všyhġ Ji wfĚY«ne[®]ĭ kí « xĚĭ
ki wĭ k%Wj < i kí « i l « bgWtj %F, bj hl[®]a J mauhJ
ghLgLnth« v< W i j dhš cskhu cWâ TWnth«.
CHi y mwnt xĚġâl eh« thĚĚš i i l awhJ
Kašnth« vdĭ « cWâ TWnth«.

eh« ĚĚŸòl < ekJ mi kŸā< K< nd%W« k%W«
e%bgaU j fhf gĀ ah%Wnth«. x< WgĚL eh«
nk%bfhÿS « Ka%áfÿ thĚyhf, ekJ muR j F bgUi k
nr[®]ŸgJl < ekJ ehĚL kj fS j F ca[®] beħfĚ<
moŸgi l Ěyhd nri tfÿ òĈnth«. v> Ěj mĈrK«,
jaĭ Ā< ħ e« kdĈrhĚá fhĚL« beħĚ< go ekJ
fl i ki a M%Wnth«.

nj áa xUi kŸghL cWâbkhĚ

(On National Integration Day - 19th November)

ehĚo< Rj^aâu«, xUi kŸghL M»at%ĭ w j
fh j fĭ «, tYŸgLġjĭ « v< i d m[®]ŸgĀ ġJĈ
brašgLnt< v< W kd khu cWâTW»nw< . nkY«, eh<
xUnghJ« t< Ki wĚš <Lgl khĚnl < v< W«, kj «,
bkhĚ, tĚl hu« k%W« muáaš mšyJ bghUshj hu
ngj šfS j F mi kâahd Ki wĚY«, muáaš rĚl ġâ%F
cĚgĚL« Ô[®]ĭ fhz ġ bj hl[®]a J ghLgLnt< v< W«
cWâTW»nw< .

TOWARDS COMMUNION WITH MOTHER EARTH IN HUMAN SOLIDARITY

(Excerpts from THE STATEMENT OF THE JESUIT MADURAI PROVINCE ASSEMBLY
HELD AT ST. JOSEPH'S COLLEGE, TIRUCHIRAPALLI ON 27th-28th DECEMBER 2008)

We stand at a critical moment of Earth's history and we perceive more clearly than ever before that Mother Earth is groaning under the impact of environmental degradation. We also note with grave concern that Mother India is being subjected to the onslaught of communalism.

The cry from the wounded Mother Earth caused by the unprecedented environmental destruction through depletion of natural resources, desertification, global warming, pollution and widespread displacement of people caused by ill-conceived developmental initiatives is echoed across the universe (GC35 D3/33). In fact, the very survival of the earth community is being endangered. This calls for urgent intervention with effective advocacy to restore the environment as the sacramental site of salvation.

In today's global context of growing fundamentalist ideologies based on religion, the secular and pluralistic image of our own country is being tarnished with ever increasing virulence.

We need to counter this. We should not be mute and passive spectators to the violation of human rights in our country but act as a protest force raising our voices unitedly against such inhuman acts. In this context, we pledge to promote the culture of dialogue and reconciliation across various sections of our country appreciating pluralism. We hope thus to build up a harmonious and equitable society which upholds the inalienable human rights and dignity of all.

We acknowledge humbly that our response so far to the ecological disaster and the onslaught of fundamentalism has been minimal and uncoordinated. We are grateful to all people who, with their enduring search for human dignity, permit us to accompany them in this historical striving for eco-restoration and human solidarity.

Days to be noted/ Observed / Commemorated

February 2	: World Wetland Day
February 20	: World Day of Social Justice
February 28	: National Science Day
March 21	: World Forestry Day & UN International Day for the Elimination of Racial Discrimination (National Harmony Day)
March 22	: World Water Day
March 23	: World Meteorological Day
April 7	: World Health Day
April 18	: World Heritage Day
April 22	: Earth Day
April 23	: World Book Day
May 1	: World Labour Day
May 22	: International Day for Biological Diversity
May 31	: Anti Tobacco Day
June 5	: World Environment Day
June 8	: World Oceans Day
July 1-7	: Van Mahotsav Week
July 11	: World Population Day
August 6	: Hiroshima Day
August 12	: Librarian Day
September 16	: World Ozone Day
September 21	: International Day of Peace
September 28	: Green Consumer Day
October 1-7	: Tamilnadu Jesuits Celebrate Environmental Week World Vegetarian Day
October 3	: World Habitat Day
October 4	: Jesuit Madurai Province Celebrates Environmental Day
October 1-7	: World Wildlife Week
October 4	: World Animal Welfare Day
October 13	: International Day for Natural Disaster Reduction
November 14	: Children's Day
November 14-20	: National Library Week
December 2	: Bhopal Tragedy Day
December 10	: Human Rights Day

St. Xavier's College of Education

PALAYAMKOTTAI.

PRAYER BEFORE THE CLASS

O God, Who are the Truth and the Origin of all knowledge, bless our studies which we consecrate to you. Enlighten our minds, strengthen our memories and direct our will towards what is right. Grant us to seek truth always and make us truly wise.

PRAYER AFTER THE CLASS

O God, infinite wisdom and the Source of all knowledge, grant that we may remember what we have learnt. We offer you our work and endeavours, our failures and success. Forgive us, our shortcomings and give us the courage to follow always the path of truth.

All : Our Father in heaven
Holy be Your name,
Your kingdom come,
Your will be done
on earth as in heaven.
Give us today our daily bread,
Forgive us, our sins
as we forgive those who sin against us.
Do not bring us to test
but deliver us from evil.
For thy kingdom, the power
and the glory are yours,
now and for ever.

CLASS : SECTION : SEMESTER I TIME TABLE Col. No.:

DAY	I	II	III	IV	V	VI
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

CLASS : SECTION : SEMESTER II TIME TABLE Col. No.:

DAY	I	II	III	IV	V	VI
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

CLASS : SECTION : SEMESTER IV TIME TABLE Col. No.:

DAY	I	II	III	IV	V	VI
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

LEAVE PARTICULARS

Name: _____ Class: _____ Sub: _____

S. No.	Dates of Absence	Reason	Signature	
			Subject Teacher	Hostel Director
1				Principal
2				
3				
4				
5				
6				
7				
8				
9				
10				

Endowment Fund Detail

ORDER	Name of the Doner	Name of Endowment	Amount Donated in Rupees
1.	Dr. S. Arockia Samy	Scholarship	20,000/-
2.	Mr. R.M.R. Devadoss	Scholarship	10,000/-
3.	Dr. A. Amalraj	Scholarship	20,000/-
4.	Dr. P. Annaraja	Scholarship	25,000/-
5.	Mr. I. Iarin Regi	Scholarship	10,000/-
6.	Dr. S. Justin	Library Books	50,000/-

NOTES

NOTES

**SYLLABUS
FOR TWO-YEAR
BACHELOR OF EDUCATION
(B.ED.)**



**St. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)**

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

**Palayamkottai - 627 002, Tirunelveli,
Tamilnadu.**

2016 - 2018

B.Ed. Syllabus

B.Ed. Syllabus

S.No.	Content	Pg. No.
--------------	----------------	----------------

Semester - I

1. Paper - I	: Philosophical Foundations of Education	6
2. Paper - II	: Learner and Learning	9
3. Paper - III	: Special English Education - I	12
4. Paper - III	: English Education - I	15
5. Paper - III	: Computer Science Education - I	18
6. Paper - III	: Mathematics Education - I	21
7. Paper - III	: Physical Science Education - I	24
8. Paper - III	: Biological Science Education - I	27
9. Paper - III	: History Education - I	30
10. Paper - IV	: General English Education - I	33
11. Paper - IV	: English Education - I	36
12. Paper - V	: Strengthening Language Proficiency	39
13. Paper - VI	: Arts and Aesthetics	41
14. Paper - VII	: Teaching of Physical Education	43

Semester - II

15. Paper - VIII	: Schooling, Socialization and Identity	45
16. Paper - IX	: Innovations in Education	48
17. Paper - X	: ICT (Digital Pedagogy)	51

18. Paper - XI	: Assessment of Learning	54
19. Paper - XII	: Special English Education - II	57
20. Paper - XII	: rpwGj ; j kpo;- II	60
21. Paper - XII	: Computer Science Education - II	64
22. Paper - XII	: Mathematics Education - II	67
23. Paper - XII	: Physical Science Education - II	70
24. Paper - XII	: Biological Science Education - II	73
25. Paper - XII	: History Education - II	76
26. Paper - XIII	: General English Education - II	79
27. Paper - XIII	: nghJ j ; j kpo; - II	82
28. Paper - XIV	: Physical and Health Education	85
29. Paper - XIV	: Guidance and Counselling	88
30. Paper - XIV	: Library and Information Science Management	91
31. Paper - XV	: Human Rights and Duties Education	94
32. Paper - XV	: Environmental Education	97
33. Paper - XV	: Value Education	100

Semester - IV

34. Paper - XVI	: Curriculum and School	103
35. Paper - XVII	: Vision of Education in India: Concerns and Issues	106
36. Paper - XVIII	: Soft Skills and Personality Development	110

37. Paper - XIX	: Special English Education - IV	112
38. Paper - XIX	: ρωγGj ; j κρo; - IV	115
39. Paper - XIX	: Computer Science Education - IV	118
40. Paper - XIX	: Mathematics Education - IV	121
41. Paper - XIX	: Physical Science Education - IV	124
42. Paper - XIX	: Biological Science Education - IV	127
43. Paper - XIX	: History Education - IV	130
44. Paper - XX	: General English Education - IV	133
45. Paper - XX	: nghJ j ; j κρo; - IV	136
46. Paper - XXI	: Education of Exceptional Children	139
47. Paper - XXII	: Gender Issues in Education	142
48. Paper - XXII	: School Management	144
49. Paper - XXII	: Higher Education	147
50. Paper - XXII	: Peace Education	149

SEMESTER - I

PAPER - I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION

B.Ed. : SEM - I

Sub. Code : BCPF

Objectives:

The prospective teacher

1. understands the concept of education and their premises.
2. acquires the knowledge of philosophy of education and educational philosophy.
3. realizes the importance and role of education in the Indian society.
4. understands different schools of philosophy in terms of eastern and western thinkers.
5. understands the educational system in ancient and contemporary India.

UNIT - I : EDUCATION: NATURE AND VALUES

Education: Meaning, definition, concept, nature and purpose -
Types of education: Formal, informal and non-formal education -
Functions of education - Aims of education: Individual, social and vocational - Value education: Meaning, definition, characteristics, importance and types - Inculcation of values in school programmes - Role of the teachers.

UNIT - II : PHILOSOPHY: EDUCATION AND ITS SCHOOLS

Philosophy: Meaning, definition and nature - Philosophy of education: Meaning, definition, scope and branches - Educational philosophy: Meaning, definition - Relation between philosophy and education - Different schools of philosophy: Idealism, naturalism, pragmatism and its educational implications.

UNIT - III : EDUCATIONAL THINKERS

Eastern thinkers: Thiruvalluvar, Swami Vivekananda, Rabindranath Tagore, J. Krishnamurthi and Dr. A.P.J. Abdul Kalam - Western thinkers: Froebel, Rousseau, John Dewey and Montessori.

UNIT - IV : EDUCATION IN POST INDEPENDENT INDIA

Education in post independent India: University Education Commission 1948-49 (Dr. Radhakrishnan) - Secondary Education Commission 1952-53 (A.L. Mudaliar) - Indian Education Commission 1964-66 (Kothari) - National Policy on Education 1986 - Revised National Policy on Education 1992 - National Curriculum Framework for Teacher Education (2009).

UNIT - V : VARIOUS BODIES FOR QUALITY EDUCATION / EDUCATIONAL AGENCIES

Role of educational agencies - MHRD: RUSA and SSA, NUEPA, UGC, NCTE, NCERT, NAAC, TANSCH, DTER and TNTEU.

PRACTICUM

1. Collection of life history of any two great philosophers.
2. Power point presentation on any one of the topics.
3. Critical analysis of any one of the educational philosophies.
4. Prepare a report on Montessori schools at present.
5. Prepare an album of Dr. A.P.J. Abdul Kalam.

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PAPER - II : LEARNER AND LEARNING

B.Ed. : SEM - I

Sub. Code : BCLL

Objectives:

The prospective teacher

1. understands the learners as developing individuals.
2. recognizes the relationship between development and learning.
3. applies the theories of learning in enhancing learning.
4. understands the concept of constructivism.
5. understands the individual differences among learners.

UNIT - I : LEARNER AS A DEVELOPING INDIVIDUAL

Heredity and environment : Meaning, definition and difference - Interaction between heredity and environment in development - Growth and maturation - Role of cognitive and affective process: Perception, attention, memory, language, thinking, problem solving, emotions and motivation in the development of learner and their applications in classroom teaching.

UNIT - II : DEVELOPMENT AND LEARNING

Development: Meaning and principles - Relationship between development and learning - Dimensions of development: Physical, cognitive, language, affective, social and moral - Stages of development and developmental task: Infancy, childhood, adolescence and their educational implications.

UNIT - III : THEORETICAL PERSPECTIVES ON LEARNING

Learning: Concept, characteristics, learning process and learning curve - Theories of learning: Trial and error, classical conditioning, operant conditioning and insight learning - Piaget , Roger, Vygotsky: Concept, principles and educational implications.

UNIT - IV : LEARNING IN CONSTRUCTIVIST PERSPECTIVE

Constructivism: Meaning and definition - Types: Cognitive, radical and social - Difference between traditional and constructivist classroom - Social constructivist perspective: Bruner and Ausubel

- Construction of knowledge: Experiential learning and reflection, social mediation, cognitive negotiability, situated learning and cognitive apprenticeship, meta-cognition - Advantages of constructivist classroom environment.

UNIT - V : INDIVIDUAL DIFFERENCES AMONG LEARNERS

Individual difference: Meaning, definition and causes - Intelligence: Meaning, characteristics - Multiple intelligence: Gardner theory and its educational implications - Emotional intelligence and its educational implications - Learning styles - Gregoric styles of learning - Exceptional children: Meaning and definition - Types: Gifted, mentally retarded, differently abled and learning disabled: Dyslexia, dysgraphia and dyscalculia.

PRACTICUM

1. Prepare powerpoint slide on the developmental stages of an individual.
2. Conduct an experiment to measure the attention among peers.
3. Critically analyse an article in a refereed journal and prepare a report on that.
4. Identify the learning style among peers and write a report.
5. Prepare a life sketch of any one of the psychologists.

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PAPER - III : SPECIAL ENGLISH EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPE1

Objectives:

The prospective Teacher

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.

UNIT - I : LEARNING HOW TO TEACH ENGLISH

- 1.1 Micro teaching: Meaning and cycle - Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of closure, skill of use of block board and skill of reinforcement - Link lesson.
- 1.2 Introduction to link practice teaching - Lesson plan writing for link practice - Practicing link practice.
- 1.3 Demonstration of macro teaching - Observing demo teaching and recording their observations.
- 1.4 Introduction to peer teaching: Concept and advantages.

UNIT - II : TEACHING OF PHONETICS

- 2.1 Meaning and definition of phonetics, phoneme, phonology, Received Pronunciation (R.P.), International Phonetic Alphabets (IPA).
- 2.2 Syllable: Meaning and syllable division - Types: Mono-syllabic, disyllabic, tri-syllabic and polysyllabic words.
- 2.3 Organs of speech and speech mechanism.
- 2.4 Classification of consonant sounds according to place and manner of articulation, description of each phoneme according to place and manner.
- 2.5 Classification of 44 English sounds on the basis of voiced and voiceless sounds, differences between voiced and voiceless sounds.

- 2.6 Cardinal vowel scale - Classification of vowels - Diphthongs - Differences between vowel and consonant sounds.
- 2.7 Transcription of a given passage in phonetic script.
- 2.8 Analysis of phonetic exercises given in the Tamilnadu state board English text book.
- 2.9 Stress: Meaning, primary and secondary stress, rules of stress marking, word stress and sentence stress.
- 2.10 Intonation: Meaning and types: Falling, Rising, Falling-rising and Rising-falling - Usage - Intonation marking.

UNIT - III : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (X Std.)

- 3.1 Conjugation
- 3.2 Kinds of sentences
- 3.3 Finite and non-finite verbs
- 3.4 Prefixes and suffixes

UNIT - IV : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (X Std.)

- 4.1 Verbal and 'Wh' question formation
- 4.2 Question tags
- 4.3 Active and passive voice
- 4.4 Sentence pattern

UNIT - V : LESSON PLAN WRITING AND EVALUATION

- 5.1 Bloom's taxonomy of educational objectives – Objective formulation for ELT.
- 5.2 Writing lesson plan for teaching prose, poetry, grammar, composition and supplementary reader.
- 5.3 Evaluation: Meaning and need - Diagnostic test: Need and item preparation - Achievement test: Need - Designing the Blue print - Question item preparation of different questions for testing of English.

PRACTICUM

- 1. Preparation of an ICT integrated lesson plan.
- 2. Select a poem from Class IX and transcribe in phonetics.

3. Choose a paragraph from a newspaper of your choice and syllabify.
4. Design the Blueprint for the IX standard term-end examination.
5. Collect English language related materials from the news papers.

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PAPER - III : rpwGj j kpo - I

B.Ed. : SEM - I

Sub. Code : BPT1

Nehffqfs;

Mrhpa khz thfs;

1. j krogghl g; nghUs; fwgjj j y; gwwp mwpeJ nfhsSj y;
2. j krogghl g; nghUs; fwgjj j y; nfhs: ffi s mwpeJ gpdgwWj y;
3. j kponkhopf; fy:tpajd; rpwggkrqfi s tshj j y;
4. fwgjj j y; j pwd:fs> gapwrp j pwd:fi s tshj j y;
5. ghl j j pl l k; mi kggj wfhd:fi; Nfhl ghLfi sg; Ghe:J nfhsSj y;

myF - I : j kpo; nraAs> ci uei l gghl g; nghUs; fwgjj j y;

thoj J - j pUf:Fws; - GwehD}W - KJ nkhopf;fhQrp - j dggghl y; - j pUth&H ehdkz pki y - VHKi d - mkkhi d - Kf;\$l wgsS - rft frnej hkz p - ci uei l fs; - Vohk; tFgG ghl g; nghUs;

myF - II : j kpo; , yffz gghl k> Ji z gghl g; nghUs; fwgjj j y;

rhHngOj;J ti ffs; - ehy:ti frnrhwfs; - ngalrnrhy; - tpi dKwW - NtwWi k mi l nkhop - Nghyp - mz p , yffz k; , ayG etpwrp c aHT etpwrp - Ji z gghl k; Vohk; tFgG ghl g; nghUs;

myF - III : j kponkhopf;fy:tpajd; rpwGfs;

j hankhoj; ; j kpojd; rpwGfs; - nkhopajd; gz Gfs; - nkhopAk; r%fKk; - nkhop tshrrpary; Røepi yapd; gq:F - nkhoj; ; Nj hww nfhs: f - nkhop tshrrpary; Røepi yapd; gq:F - j phtpl nkhopajd; rpwggparyGfs; - j hankhopf; fwgjj j y; Nehffqfs; - j kpo; fwgjj j y; Nehffk; - j hankhopf;

fwgj hy; VwgLk; gadfs; - c ahj dp nrknkhop rpwgG -
gz Gfs;

myF - IV : fwgj j y; j p d f s; gapwrrp

Ez z pi yf;fwgj j y; tpsffk; - Nj hwwk; - gbfs; -
Rowrp - edi kfs; - j l kfs; - j p d; tpsffk; - fpsH tpdh
- khz tH gqNfwi g mj pfhpf;Fk; j p d; - tpsf;Fj y; j p d;
- j p d; c l;\$Wfs;pd; tpsffk> gapwrrp - epfo:T vOj g;
gapwrrp

myF - V : ghl j j pl l k; mi kggj wfhd f; Nfhl ghLfs;

GS kpd; Nfhl ghLfs; - n` HghHbd; gbfs; - Mz ;Lj ;
j pl l k; - myFj ; j pl l k; - mi kgG - , dwpai kahi k -
gadfs; - ghl j j pl l j j pd; Nehf;fk> mi kf;Fk; Ki w kwWk;
ghl j j pl l j j pd; c l;\$Wfs; - ghl j j pl l j j pd; edi kfs; -
khj phggghl j j pl l k; vOj g; gapwrrp

nraKi w gapwrrpfs;

1. j kpo; vz ; gl bay; j ahhj j y;
2. nrhw;fsQrpak; nj hFgG j ahhj j y;
3. typk;Fk> typ kpfh , l qfi sg; gl bay;Lj y;
4. myFj j pl l k; j ahhj j y;
5. Mz ;L j pl l k; j ahhj j y;

ghhi t E)yfs;

1. muqfrrhkþ G+ (2006). *j kpo; nkhop fwgj j y;* kJ i u:
khepyh gj pggfk;
2. MWK fehtyH. (2001). *j kpo; , yffz k;* nrđi d: Kyi y
epi yak;
3. fz gj þ t. & rej þfh uh[; Nkhfd; (1992). *ewwkpo;*
fwgj;Fk; Ki wfs; nrđi d: rhej h gj pggfk;
4. fz gj þ tþ & n[auhk dþ G+ (2005). *ewwkpo; fwgj;Fk;*
Ki wfs; - gFj p 2. nrđi d: rhej h gj pggfk;

5. fi yrnry;tþ nt. (2007). *fy;tjapay; j kþo; fwgjj j y;*
<NuhL: rQrþt; ntsþalL.
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<NuhL: rQrþt; ntsþalL.
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<NuhL: rQrþt; ntsþalL.
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nkaaggd; j kþoha;tfk;
9. j z l ghz þ R. (2012). *j kþo; - fwgjj j y; rþwgGj j kþo;*
kji u: kbh gj þggfk;
10. j kþoehL ghl E}y; eþWtdk> xdgj hk; tFgG> vl l hk;
tFgG ghl E}y;
11. nghþaz z d> Nfh. (2016). *j kþonkþoþ fwgjj j yþy; Gj þa*
mZ FK i wfs; - gFj þ 1. nrði d: t dþj h gj þggfk;
12. kbhl rþ Rej uk> m. (2010). *j kþo; fwgjj j y; nghJ j j kþo;*
j þz l fþy; fhtahkhyh gj þggfk;
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j þz l fþy; fhtahkhyh gj þggfk;
14. tþ[ayl Rkþ t. (2016). *Ez z þi y fwgjj j y;* nrði d:
rhuj h gj þggfk;
15. NtZ Nfhghy> , gh. & rhej Fkhhþ f. (2013). *j kþo;*
fwgjj j yþy; Gji kfs; rþwgGj j kþo; nrði d: rhuj h
gj þggfk;
16. n[gh> v.MH. (2014). *j kþo; fwgjj j yþy; Gji kfs;*
fddþahFkþþ nuþ j þd gj þggfk;

PAPER - III : COMPUTER SCIENCE EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPC1

Objectives:

The prospective teacher

1. acquires the knowledge of XI standard computer science text books, Volume-I.
2. understands the windows XP, web design and C programming of XI standard computer science text book, volume-II.
3. acquires knowledge of the nature of computer science teaching.
4. understands the aims and objectives of teaching computer science.
5. masters the methods and techniques of teaching computer science.

UNIT - I : BASICS OF COMPUTER SCIENCE XI STD. (VOLUME - I)

Introduction to computers - Number systems - Computer organization - Working principle of digital logic - Operating systems - Computer communications.

UNIT - II : APPLICATIONS OF COMPUTER SCIENCE XI STD. (VOLUME - II)

Introduction to Windows XP - Windows explorer - Linux - Problem solving techniques and C-Programming - Introduction to web design.

UNIT - III : AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Aims and objectives of teaching computer science at different levels: Primary, secondary and higher secondary - Blooms taxonomy of educational objectives - Attainment of the objectives of computer science teaching - Nature, importance and scope of computer science - Values of teaching computer science - Computers in education - Planning for developing year plan, unit plan, Lesson plan - Principles of lesson planning - Importance -

Herbartian steps - Activity Based Learning (ABL) - Active Learning Methods (ALM).

UNIT - IV : METHODS AND TECHNIQUES OF TEACHING

Microteaching: Meaning and cycle - Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of closure, skill of use of block board and skill of reinforcement - Link lesson - Lecture method - Lecture cum Demonstration - Individual lab work - Discussion - Inductive - Deductive - Heuristic - Project - Programmed learning - Computer Assisted Instruction (CAI).

UNIT - V : TECHNOLOGY IN COMPUTER SCIENCE

Use of audio-visual aids - Dale's cone of experience: Importance and uses - Educational broadcasts (Radio & TV) - Use of internet - Text books - Computer science club - Exhibition - Field trip and excursion - EDUSAT - Interactive whiteboard - Virtual reality and teleconferencing.

PRACTICUM

1. Preparation of CAI package for a topic in the intensive teaching.
2. Designing a branching program for any one topic.
3. Critically evaluate an educational website.
4. Prepare different charts using MS EXCEL for the achievement of your students in the intensive teaching practice.
5. Preparation of mind-maps.

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PAPER - III : MATHEMATICS EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPM1

Objectives:

The prospective teacher

1. understands the nature of mathematics.
2. understands the aims and objectives of teaching mathematics.
3. improves his/her competencies in teaching secondary level mathematics.
4. understands the various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
5. develops the competencies in the pedagogical analysis of content of various branches of mathematics.

UNIT - I : NATURE AND VALUES OF MATHEMATICS EDUCATION

Nature of mathematics: Precision and accuracy, logical sequence, abstractness, symbolism and logical structure of mathematics - Values of teaching mathematics: Practical, social, cultural and disciplinary - Integration of mathematics with other school subjects (Science, Social Science, Language and Literature, Art and Architecture).

UNIT - II : INSTRUCTIONAL STRATEGIES AND EVALUATION IN TEACHING MATHEMATICS

Microteaching: Meaning and cycle - Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of closure, skill of use of black board and skill of reinforcement - Link lesson - Inductive and deductive method - Analytic and synthetic method - Heuristic and project method - Problem solving method - Characteristics of a good test in mathematics - Validity, reliability and objectivity - Different types of test items: Objective type, short answer, essay type - Nature and constructions of diagnostic test and achievement test - Error analysis - Remedial teaching - Action research in mathematics teaching.

UNIT - III : AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Aims and objectives of teaching mathematics at primary, secondary and higher secondary level - Bloom's taxonomy of educational objectives - Writing GIO's and SIO's - Year plan - Unit plan: Characteristics, steps and advantages - Lesson plan: Preparation, characteristics and advantages - Herbartian steps - Activity Based Learning (ABL) - Active Learning Method (ALM): TIGER method - Applications of ABL and ALM.

UNIT - IV : ALGEBRA AND TRIGONOMETRY

Algebra: Algebraic expressions - Factorization - Solving linear equation in one variable and two variables - Algebraic identities - Trigonometry: Trigonometric ratios (special angles and complementary angles) - Trigonometric tables.

UNIT - V : REAL NUMBER SYSTEM AND SETS

Real number system: Real numbers, surds - Basic operations, Rationalization - Set: Set operations, representation using Venn diagram - Geometry: Congruent and similar triangles.

PRACTICUM

1. Prepare a unit plan for any topic from IX standard.
2. Prepare an album on how maths is correlated with other subjects.
3. Prepare a model question paper.
4. Prepare an ALM lesson plan.
5. Pedagogical analysis of secondary mathematics.

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PAPER - III : PHYSICAL SCIENCE EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPP1

Objectives:

The prospective teacher

1. acquires the knowledge of the nature and scope of physical science.
2. understands the objectives of teaching physical science in secondary and higher secondary schools.
3. acquires the skills relating planning the lessons and presenting them effectively.
4. applies the knowledge of the various methods and techniques of teaching of physical science.
5. acquires the knowledge about physical and chemical nature of matter.

UNIT - I : NATURE AND SCOPE OF PHYSICAL SCIENCE

Science: Nature and scope: Science as a product, a process, a way of knowledge, a way of investigation and a way of thinking: Values of teaching physical science - Correlation between various branches of science - Interdisciplinary approach.

UNIT - II : AIMS, OBJECTIVES AND EVALUATION OF TEACHING PHYSICAL SCIENCE

Developing scientific attitude and scientific temper - Aims and objectives of teaching physical science: Primary, secondary, higher secondary - General and specific objectives of teaching physical sciences - Bloom's taxonomy of educational objectives (Cognitive, Affective and Psychomotor) - Year plan - Unit plan - Lesson plan - Criteria of a good lesson - Herbartian steps.

Tests and its types - Diagnostic test - Item analysis - Remedial teaching - Achievement test - Blue print - Principles of test construction - Criteria of a good test.

UNIT - III : METHODS OF TEACHING PHYSICAL SCIENCE

Microteaching: Meaning and cycle - Skill of probing question- ing, skill of explaining, skill of increasing pupils participa-

tion, skill of closure, skill of use of black board and skill of reinforcement - Link lesson - Teacher-centered method: Lecture method - Lecture cum demonstration method - Pupil-centered method: Heuristic method - Programmed learning - Project method - Assignment method - Problem solving method - Computer Assisted Instruction (CAI) - Active Learning Method (ALM) - Activity Based Learning (ABL).

UNIT - IV : FACTS, PRINCIPLES AND APPLICATIONS OF PHYSICS

Measurement: Characteristics of measuring instruments - Measuring length - Vernier Calipers - Measuring mass - Measuring time - Pendulum - Atomic clock.

Motion: Distance and displacement - Types of motion - Speed - Velocity - Acceleration - Circular motion - Centripetal acceleration - Centripetal force.

Sound: Production and propagation of sound waves - Types of waves - Reflection of sound waves - ECHO - Reverberation - Sonar - Doppler effect.

UNIT - V : FACTS, PRINCIPLES AND APPLICATIONS OF CHEMISTRY

Matter: Physical states of matter - Elements - Compounds - Mixtures: Homogeneous and Heterogeneous mixtures.

Atomic Structure: Ancient views on atomic structure - Discovery of nucleus - Rutherford's model of atom - Bohr's model of atom - Atomic number and mass number - Isotopes.

Chemical Equation: Types of Ions - Ions and valency - Chemical formulae: Balancing chemical equation.

PRACTICUM

1. Powerpoint preparation of a life history of any one scientist using internet.
2. Preparation of a unit plan for any one unit from IX standard science text book.
3. Preparation of 20 objective type questions from IX standard science text book.

4. Preparation of Mind-maps.
5. Making improvised apparatus and models.

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PAPER - III : BIOLOGICAL SCIENCE EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPB1

Objectives:

The prospective teacher

1. understands the nature, scope, aims and objectives of teaching biological science.
2. develops necessary competence in teaching the subject in terms of methods, skills and techniques.
3. comprehends the methods and techniques of teaching biological science.
4. constructs appropriate assessment tools for evaluating learning of biological science.
5. understands the content related to school curriculum.

UNIT - I : NATURE, SCOPE, AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Biological science: History, nature and scope - Concept: Process and product - Values of teaching biological science - Inter-correlation with other subjects - Impact of biological science on community - Aims and objectives of teaching biological science at different levels: Primary, secondary and higher secondary - Benjamin Bloom's approach to the taxonomy of educational objectives.

UNIT - II : PLANNING, SKILLS AND EVALUATION

Planning: Year plan - Semester plan - Trimester plan - Unit plan: Steps in unit plan and characteristics of good unit plan - Lesson plan: Essential features of lesson plan, Preparing lesson plan, steps in lesson planning (Herbartian) - Distinguishing lesson plan and unit plan - Microteaching: Meaning and cycle - Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of closure, skill of use of black board and skill of reinforcement - Link lesson - Evaluation: Formative, summative, norm-based and criterion-based - Diagnostic testing and remedial teaching - Construction of unit test - Design and Blue print - Item construction and marking scheme.

UNIT - III : METHODS AND TECHNIQUES OF TEACHING BIOLOGICAL SCIENCE

Criteria for selection of a method: Levels of the class, size of the class, time availability and subject matter - General methods of teaching biological science: Lecturer method - Demonstration method - Scientific method - Project method - Heuristic method - Biographical and assignment method - Activity Based Learning (ABL) - Active Learning Methods (ALM) - Programmed learning - Development of programmed learning material - Teaching machines - Computer Assisted Instruction (CAI) - Modular approach.

UNIT - IV : CROP PRODUCTION AND MANAGEMENT (VIII Std.)

Agricultural practices - Basic practices of crop production - Preparation of soil and sowing - Adding manure and fertilizers - Irrigation: Methods of irrigation - Protection from weeds - Storage and marketing - Crop rotation - Biotechnology in agriculture - Biotechnology in food processing.

UNIT - V : REACHING THE AGE OF ADOLESCENCE (VIII Std.)

Adolescence and puberty - Secondary sexual characters - Ductless glands - Role of hormones in reproduction - Reproductive phase of life in humans - Sex determination - Reproductive health: Nutritional needs, personal hygiene, prevention and protection from sexual and other abuses, smoking hazards, sprouting, cancer and its prevention.

PRACTICUM

1. Prepare powerpoint slides for a topic from any one of the units.
2. Prepare a unit plan for a unit in biology.
3. Prepare a Mind-map.
4. Make charts, improvised apparatus and models.
5. Prepare an ICT integrated lesson plan.

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PAPER - III : HISTORY EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPH1

Objectives:

The prospective teacher

1. acquires knowledge about meaning, nature and scope of history.
2. understands the objectives of teaching history at varied levels.
3. develops competence in employing different methods of teaching.
4. gets acquainted with content knowledge of history, geography, civics and economics.
5. Inculcates knowledge of theories about men and nature.

UNIT - I : HISTORY: MEANING, NATURE AND SCOPE

History: Meaning, definition and different concepts - Nature of history - Dimensions of history: Time, place, ideas, continuity and development - Correlation: Meaning, types and importance - Correlation of history with other subjects - Values of learning history: Disciplinary, practical, cultural and ethical.

UNIT - II : OBJECTIVES OF TEACHING HISTORY AND LESSON PLANNING

Aims and objectives of teaching history at different levels: Primary, secondary and higher secondary - Bloom's taxonomy of educational objectives - Writing instructional objectives - Planning: Year plan - Unit plan - Lesson Plan and its importance - Preparation of year plan, unit plan and lesson plan.

UNIT - III : TEACHING STRATEGIES IN HISTORY

Microteaching: Meaning and cycle - Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of closure, skill of use of black board and skill of reinforcement - Link lesson - Traditional methods: Lecture - Story Telling - Biographical and Text book - Dramatization - Modern Methods: Programmed learning - Computer Assisted Instruction (CAI) and Team teaching.

UNIT - IV : ANCIENT AND MEDIEVAL AGE (IX Std.)

Ancient civilizations: Indus valley, Nile valley, Mesopotamian and Hwang-Ho valley civilization - Intellectual awakening of 6th century B.C.: Confucianism, Zoroastrianism, Jainism and Buddhism - Medieval age: Medieval Europe, causes for the down fall of the Roman empire, decline of the Roman empire, Barbarian invasions, Feudalism, rise of Papacy, rise of Islam and Crusades (1095-1444).

UNIT - V : TAMILNADU: HISTORY, PHYSIOGRAPHY AND CLIMATE (IX Std.)

Tamil Nadu: Administrative division and history of Tamil Nadu - Physiography of Tamil Nadu: The hilly region, the plateau, the plain and the coastline - Climate of Tamil Nadu: Rainy seasons, South West Monsoon, North East Monsoon, cyclonic rainfall - Types of forests: Tropical Evergreen forests - Tropical Deciduous forests - Thorny Shrub forests - Mangrove forests and Hill forests.

PRACTICUM

1. Prepare Powerpoint slides for a topic from any one of the units.
2. Prepare a drama based on a historical event.
3. Read a biography of a historian and prepare a report.
4. Prepare a scrap book.
5. Prepare a unit plan for any one of the unit from IX standard syllabus.

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11. Vijreswari, R. (1974). *A Handbook for History Teachers*. New Delhi: Allied Publishers.

PAPER - IV : GENERAL ENGLISH EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPGE1

Objectives:

The prospective teacher

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.

UNIT - I : LEARNING HOW TO TEACH ENGLISH

- 1.1 Introduction to micro teaching - Explanation of micro teaching skills and their components - Demonstration of three micro teaching skills - Episode writing for teaching and re-teaching - Practicing three micro teaching skills.
- 1.2 Introduction to link practice teaching - Lesson plan writing for link practice - Practicing link practice.
- 1.3 Demonstration of macro teaching - Observing demo teaching and recording their observations.
- 1.4 Merits of peer teaching.

UNIT - II : METHODOLOGY OF TEACHING PROSE

- 2.1 Instructional objectives: Meaning, significance, formulation of instructional objectives based on Bloom's taxonomy and LSRW skills, differences between general instructional objectives and specific instructional objectives.
- 2.2 Teaching of prose: Objectives, stages of teaching prose, steps involved in teaching prose, selecting the unit of teaching (unitization), writing a lesson plan for the selected prose unit, significance of preparing an outline to write the first draft, to review the first draft and to finalize the fair draft.
- 2.3 Teaching of vocabulary: Types of vocabulary - Active and passive - Techniques of teaching and improving vocabulary.

UNIT - III : METHODOLOGY OF TEACHING POETRY

- 3.1 Teaching of poetry: Objectives, stages and steps involved in teaching poetry, selecting the unit, writing of lesson plan for a poetry unit.
- 3.2 Comparisons and contrasts of prose and poetry.

UNIT - IV : METHODOLOGY OF TEACHING GRAMMAR AND COMPOSITION

- 4.1 Teaching of grammar: Objectives, two types of grammar - Formal and functional, methods of teaching grammar - Deductive method and inductive method, merits and demerits of each method, writing a lesson plan for teaching grammar - Use of Mind Maps in teaching grammar.
- 4.2 Teaching of composition: Objectives, principles of teaching composition, types of composition - Pictorial, guided and non-guided; oral and written, importance of correction, follow up, symbols commonly used in correction, advantages and disadvantages.

UNIT - V : METHODOLOGY OF TEACHING SUPPLEMENTARY READER AND EVALUATION

- 5.1 Teaching of supplementary reader: Objectives, steps involved in teaching supplementary reader, writing a lesson plan for supplementary reader unit.
- 5.2 Evaluation: Meaning, characteristics of a good test - Need for skill based evaluation.
- 5.3 Diagnostic testing - Nature and need - Preparation of a diagnostic test item in English.
- 5.4 Achievement testing - Nature and need - Blue print preparation - Preparation of achievement test items in English.

PRACTICUM

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.

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PAPER - IV : nghJ j kpo - I

B.Ed. : SEM - I

Sub. Code : BPGT1

Nehffq;fs;

Mrhpa khz th;fs;

1. j kpo; nraAs; ghl gngHUs; fwggj j y; El gf; \$Wfi s mwj y;
2. j kpo; c i uei l > , yffz g; ghl gngHUs; fwggj j y; gad;fi s mwj y;
3. nkhoj ; j pwd; fwggj j y; mwj y;
4. gb j j y> vOJ j y> fwggj j y; j pwd; tshj j y;
5. tFggi wj ; j pwd;fs; tshj j y;

myF - I : j kpo; nraAs> c i uei l g; ghl gngHUs; fwggj j y;

j pUtUl gh - , dpa; t ehwgJ - j pUts;S th khi y - esntz gh - t pNtf rpej hkz p - Nj kghtz p - fkguhkhaz k; - Kj ;J Fkhurhkpggsi sj j kpo; - tpyyghuj k; - c i uei l vl;l hk; tFgG ghl gngHUs;

myF - II : j kpo; , yffz k> Ji z gghl g; nghUs; fwggj j y;

FwwpaYfuk; - Fwwpaypfuk; - tof;F; , ayG> j Fj p - MFngaH - NtwWi k - Gz Hrrp , ayG> tpfhuk; - ahgG - c ti kaz p - vLj ;J f;fhl ;L c ti k mz p - Ji z gghl k; vl;l hk; tFgG ghl gngHUs;

myF - III : nkhoj j pwd;fs; fwggj j y;

Nfl;l y; j pwd; Nehf;fk; - Nfl;l y; j pwi d tshggj wFhpa tof;fs; - Nfl;l y; j pwd; gFj p;fs; - Nfl;l y; ti f;fs; NgRj yj pwd; thankop gawr;pa;pd; Nehf;fk; - gad;fs; - nj hl f;f> , i l epi yg; gss;pf;sy; thankop; gawr;pa;pd; to;ahf nkhoj;gghl k; fwgj wfhd Ki wfs; - j pUej pagNgr;pa;pd; j di kfs> j pUj j kpyyh Ngr;pa;pd; , ayG;fs; - c r;rhgg;py; VwgLk; rpf;fy;fs; - ehnef;po> ehgwo; gawr;pa;pd;

għi t E}yfs:

1. muqfrhkþ G+ (2006). *j kpo; nkhop fwgjj j y;* kJi u: khejyh gj jggfk;
2. MWK fehtyh. (2001). *j kpo; , yffz k; nrđi d: Kyi y epi yak;*
3. fz gj þ t. & rej þfh uh[; Nkhfd; (1992). *ewwkpo; fwgjfFk; Ki wfs;* nrđi d: rhej h gj jggfk;
4. fz gj þ tþ (2010). *ewwkpo; fwgjfFk; Ki wfs;* nrđi d: rhej h gj jggfk;
5. fi yrny;tþ nt. (2007). *fy;tþþay; j kpo; fwgjj j y;* <NuhL: rOrt; ntsþal.
6. RgGnul baht e. (2000). *ewwkpo; gaþwW Ki w. rþj kguk;* nkaaggd; j kþha;tfk;
7. j z l ghz þ R. (2012). *j kpo; - fwgjj j y; nghJ j j kpo;* kJi u: kbh gj jggfk;
8. j kþeHL għl E}y; eþWtdk> xdgj hk; tFgG> vl l hk; tFgG għl E}y;
9. j þUki y> kh.R. (1998). *j kpo; fwgjj j y;* nrđi d: kz þhrfH gj jggfk;
10. nghþaz z d> Nfh. (2016). *j kþonkhop fwgjj j yþy; Gj þa mZ FK i wfs; - gFj þ 1.* nrđi d: tđj h gj jggfk;
11. kbhl rþ Rej uk> m. (2010). *j kpo; fwgjj j y; nghJ j j kpo;* j þz Lf;fy; fht;ahkhyh gj jggfk;
12. tþ[ayl Rkþ t. (2013). *Ez z þi y fwgjj j y;* nrđi d: rhuj h gj jggfk;
13. n[gh> v.MH. (2014). *għl grnghUs; kwWk; j kpo; fwgjj j y;* fđđþahFkþ nuj j þđ gj jggfk;

PAPER - V : STRENGTHENING LANGUAGE PROFICIENCY

B.Ed. : SEM – I

Sub. Code: BES1

Objectives:

The prospective teacher

1. improves pronunciation through tongue twisters.
2. acquires knowledge of using language laboratory.
3. understands the basics of phonetics.
4. develops communicative skills through activities.
5. gets knowledge of grammar for expressions.

UNIT - I : TONGUE TWISTERS

Meaning - Role of tongue twisters in improving pronunciation and fluency - Demonstration of reciting the tongue twisters - Practicing guided recitation of tongue twisters in large groups, in small groups and individually - Testing the recitation of tongue twisters.

UNIT - II : LANGUAGE LABORATORY

Orientation - Role of language laboratory in developing communicative skills - Learning the functions and operating language laboratory - Listening to recorded communicative software materials pronunciation and speaking skill - Note-taking activities by listening from language laboratory.

UNIT - III : BASICS OF PHONETICS

Meaning and definition - Identifying 44 phonemes - Classification of phonemes - Difference between alphabet and phoneme - Listening to the consonant sounds, vowel sounds and diphthong sounds - Referring to dictionary and reading the transcription.

UNIT - IV : COMMUNICATIVE SKILL DEVELOPMENT ACTIVITIES

Narrating/describing an account of one's life experience before smaller and larger groups - Introducing self and others - Conversation writing - Conversing in pairs - Group discussion on pre-prepared and extempore topics - Writing an application for a job - Preparing curriculum vitae - Making announcements - Preparing a write-up for notice board - Report writing for newspapers.

UNIT - V : GRAMMAR FOR EXPRESSIONS

Verbal structure and usage of tenses - Sentence pattern - Question tags - Active passive - Transformation of sentences: Simple, complex and compound - Conditional clauses: Coordinating conjunctions and subordinating conjunctions - Relative pronouns.

PRACTICUM

1. Recite tongue twisters.
2. Write a report on any one English language laboratory software.
3. Prepare a phonetics chart to teach at secondary level.
4. Write a conversation of your own with minimum 30 lines.
5. Prepare a write up for notice board.

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PAPER - VI : ARTS AND AESTHETICS

B.Ed. : SEM - I

Sub. Code : BEAA

Nehffq;fs;

Mrhpa khz th;fs;

1. vOj ;Jggawrp j wd;fi sg; ngWj y;
2. gi lgghwwi y nts;ggLj ;Jj y; gapwrp ngWj y;
3. i ftpi dg; nghUI ;fs; nraj y;
4. gapwrp gl;i w top rwej goffq;fi s tshj j y;
5. kUj ;Jtggawrp ngWj y;

myF - I : vOj ;Jg; gapwrp

t;sf;fggl mli l a;py; vOJ k; gapwrp Mq;f;py vOj ;Jffs> j kp; vOj ;Jffs> fUkgyi fa;py; vOJ k; gapwrp %q;f;py; Fr;ra;py; vOJ k; gapwrp ghj ;J ti uj y; - tz z ggl k; ti uj y; (Ngh] l h; fyh)> vOj ;Jggawrp (Ngdh i k).

myF - II : gi lgghwwi y nts;ggLj ;Jj y;

uqNfhyp ti uj y> fs;pkz z ;py; c Utk; nraj y> ngaz bq; nraj y> Nghl Nl h kwWk; t;bnah vL;f;Fk; gapwrp el dk> fUtp , i r> nghkkyhl ;l k> ehl fk; gapwrp ms;j j y> gi lgghwwy; gapwrp

myF - III : i ftpi dg; nghUI ;fs; nraj y;

myq;fhug; nghUI ;fs> t;dhz nghUI ;fi sf; fi yg; nghUshf khwWj y> fhf;ij j j ;py; myq;fhug; nghUI ;fs; nraj y> g;sh] ;bf; Ngggup; kyHnfhj ;Jj ; j ahhj j y> F;shghdq;fs; j ahhj j y; gapwrp Nki l myq;fhuk; nraj y;

myF - IV : gapwr;ggli w

et;bf; fi y Fw;ij j gl q;fs; ti uAk; gapwrp Kfmyq;fhuk; nraAk; gapwrp r;Wnj hopy;fs; fwgpf;Fk; gapwrp (12)> fi y kwWk; i ftpi dg; nghUI ;fs; gadgLj ;Jk; gss;pi sg; ghhi tapl y> fi yfy;t;pf;Fk; fy;t;pi Ki wf;Fk;

c s s NtWghL> fy;tj; nj hl hGi l a ghukghpa , ej pa
i f tpi dngnghUl ;fi s mwpar; nraj y> , ej pag; ghukghpa
j pUt;phf;fs; kwWk; fi yf;spd; K f f;raj ;J tk; mwj; y;

myF - v : kUj ;J tggawrp

gytj; Neha;fi s f; Fz khf;Fk; mf;FgQrh; gapwrp
c l yeyk; fhf;Fk; %r;Rggawrp; Ma;py; Gyypq; kwWk; c z T
fl ;LgghLgapwrp; Neha; j hf;Fk; K j j pi ;uggawrp; c l y; Rj j k>
j pahdk> epi ; d thwwy> kdmOj j k; Fi wj j y; kwWk; c l y;
#l i l f; Fi wj j y; gapwrp;

nraKi wg; gapwrp;fs;

1. t;sf;fggl ; ml i l a;py; Mq;f;ry vOj ;J f;fs> j k;po;
vOj ;J f;fs; vOJ j y;
2. gi l gghwwi y nts;iggLj ;J j y;
3. i f tpi dg; nghUl ;fs; nraj y;
4. fy;tj; ; nj hl hGi l a ghukghpa , ej pa;f; i f tpi dg;
nghUl ;fi s; nraj y;
5. , ej pag; ghukghpa j pUt;phf;fs; tz z ggl k; ti uj y;

ghhi t E}yfs;

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Period*. New York: Amarican Heritage.
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Figures*. Bangalore: Vasana Book Depot.
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PAPER - VII : TEACHING OF PHYSICAL EDUCATION

B.Ed. : SEM - I

Sub. Code : BETP

Objectives:

The prospective teacher

1. acquires the knowledge of the physical education.
2. develops the teaching qualities in physical education.
3. creates awareness of health hazard and protective measures.
4. keeps the body fit and healthful.
5. experiences the effects of yogic practices in day today life.

UNIT - I : FOUNDATION OF PHYSICAL EDUCATION

Physical education: Meaning, definition, need and importance
- Ancient olympics and modern olympics - Layout, basic skills, rules and regulation of Badminton, Ball Badminton, Basketball, Football, Hockey, Kabaddi and Volleyball - Layout and techniques of 400 meters, standard track, long jump and shot put.

UNIT - II : METHODS OF PHYSICAL EDUCATION

Teaching methods in physical education: Command, demonstration, imitation, dramatization, At Will method, Whole-Part - Whole method, visualization and observation method - Intramural and extramural competitions - Fixtures: Knock out and league tournaments - Lesson plan - Lead up activity - Minor games - Rhythmic activities - Gymnastics.

UNIT - III : NUTRITION AND SAFETY EDUCATION

Health: Meaning, definition and concepts - Factors influencing health - Mental health - Health needs for children, adolescents and differently-abled children - Nutrition: Meaning and essentials - Diet: Balanced diet - Diet adulteration - Malnutrition - Principles of safety education - Safety in playground, road, home and school - Safety for fire and water accident - First aid - Snake bite - Dog bite.

UNIT - IV : PHYSICAL FITNESS COMPONENTS

Fitness: Meaning, definition, need and importance - Health related fitness: Endurance, strength, flexibility and body composition - Skill related fitness: Agility, balance, coordination,

power, speed and reaction time - Training methods for development of physical fitness.

UNIT - V : YOGA FOR WELLNESS

Yoga: Meaning, origin and development - Need and importance - Eight limbs of yoga - Procedures and benefits of basic standing, sitting and lying asanas - Pranayama: Puraka, abhyantara kumbhaka, rechaka and bahya kumbhaka - kriyas in yoga.

PRACTICUM

1. First aid for road, water and fire accidents.
2. Organizing sports meet and games.
3. Demonstration of asanas and pranayamas.
4. Organizing health check-up programme.
5. Prepare a report on a traditional game of Tamilnadu.

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SEMESTER - II

PAPER - VIII : SCHOOLING, SOCIALIZATION AND IDENTITY

B.Ed. : SEM - II

Sub. Code : BCSS

Obectives:

The prospective teacher

1. understands the sociological foundations of education.
2. understands the socialization processes, socialization of families, schools and various parenting styles and their impact on learners.
3. understands the meaning of identity formation, its determining factors such as caste, class, gender, religion, language on their own sense of identity as a teacher.
4. understands the influence of education on democracy, secularism and other social issues.
5. understands his own identity as a teacher.

UNIT - I : EDUCATIONAL SOCIOLOGY

Educational sociology: Meaning, characteristics and scope - Sociological functions of a school - Inter relationship between school and community - Social groups: Primary, secondary and tertiary - Social processes: Social stratification, social mobility and social change.

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.

PRACTICUM

1. Analyse a social issue and prepare a report.
2. Prepare a report on the socio-economic status of rural people.
3. Organise a seminar, debate and panel discussion on a social issue and prepare a report.
4. Make a poster on personal and social identity.
5. Evaluate your own identity and prepare a report.

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PAPER - IX : INNOVATIONS IN EDUCATION

B.Ed. : SEM - II

Sub. Code: BCIE

Objectives:

The prospective teacher

1. acquires adequate understanding in the importance of technology in education.
2. knows various forms of educational technology and its educational implications.
3. develops skill in the development and utilization of technology in education.
4. learns to use different types of educational accessories.
5. attains the knowledge of the various models of teaching and levels of teaching.

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 (IPP).

UNIT - III : HARDWARE AND SOFTWARE TECHNOLOGY

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).

UNIT - IV : COMMUNICATION, INTERACTION AND EMERGING EDUCATIONAL TECHNOLOGIES

Communication : Meaning and types - Communication cycle - Factors affecting communication - Techniques of good communication - Classroom Interaction Analysis: FIACS: Concept, assumptions, coding and decoding procedures - Emerging educational technologies: Mobile learning, i-pad computing, gamification of learning and educational uses of 3D printing.

UNIT - V : EDUCATIONAL TECHNOLOGY IN DISTANCE EDUCATION

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.

PRACTICUM

1. Coding and decoding classroom interaction through Flanders (two sessions).
2. Two sample lesson plans on models of teaching.
3. Development of a linear programme with 15-20 frames.
4. Powerpoint presentation with narration on any topic.
5. Prepare a report on the merits and demerits of any one social media.

REFERENCES

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PAPER - X : ICT (DIGITAL PEDAGOGY)

B.Ed. : SEM - II

Sub. Code : BCIT

Objectives:

The prospective teacher

1. understands the nature and scope of ICT in education.
2. understands the impact of ICT on society today.
3. plans for effective ICT instruction.
4. uses appropriate instructional system in ICT education.
5. acquires the basic knowledge of computers.

UNIT - I : BASICS OF COMPUTER

Concept: Information technology and communication technology - Introduction to computer - Generations of computer - Computers based on classification: Type, purpose and memory size - Characteristics of computers - Functional components of a computer - Hardware: Input devices - Output devices - Storage devices - Software: Definition, types and uses - Types of computer virus.

UNIT - II : NETWORKING AND INTERNET

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.

UNIT - III : ICT IN EDUCATION

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.

UNIT - IV : ARTIFICIAL INTELLIGENCE (AI) 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.

UNIT - V : ICT - INTEGRATED PEDAGOGY

ICT: System and components - Project based learning - Co-operative learning - Modeling ICT - Mapping the model - ICT - integrated lesson plan - ICT for testing and evaluation - ICT supportive tools for a teacher - Role of teacher in ICT enabled classroom - Challenges in integrating ICT in school education.

PRACTICUM

1. Prepare an album on generation of computers.
2. Evaluate an e-mail service provider.
3. Evaluate an educational website.
4. Create a blog of your own.
5. Prepare an ICT integrated lesson plan.

REFERENCES

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PAPER - XI : ASSESSMENT OF LEARNING

B.Ed. : SEM - II

Sub. Code : BCAL

Objectives:

The prospective teacher

1. acquaints with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. understands the relationship between measurement and evaluation in education and the existing models of evaluation.
3. applies the tools and techniques of measurement and evaluation.
4. develops the skills and competencies in constructing and standardizing a test.
5. understands how various requirements of education are measured, evaluated, interpreted and how their results are recorded to help learners.

UNIT - I : MEASUREMENT, ASSESSMENT AND EVALUATION

Measurement, assessment and evaluation: Concept, scope, need, difference, functions and types - Tests: Definition, purpose and types - Subjective techniques: Questionnaires and inventories - Observation technique - Objective techniques: Rating scales, schedules and check lists - Peer rating - Projective techniques.

UNIT - II : TEST CONSTRUCTION

General principles of test construction - Guidelines for writing test items: Objective, short, essay and interpretive type - Item analysis: Discrimination and difficulty levels - Characteristics of good measuring instrument: Validity, reliability, objectivity and usability - Standardization of a measuring instrument.

UNIT - III : EDUCATIONAL DIAGNOSIS AND ACHIEVEMENT TEST

Meaning and importance of educational diagnosis - Diagnostic test: Construction, purpose and uses - Areas and content of diagnostic testing - Remedying learning difficulties: Steps and strate-

gies - Achievement test: Blue print preparation, test administration, scoring and interpretation of test results.

UNIT - IV : STATISTICS AND EVALUATION

Forming frequency table - Measures of central tendency: Mean, median and mode - Measures of variability: Range, quartile deviation and standard deviation - Normal probability: Class room applications - Correlation: Types - Rank order and product moment correlation: Calculation and uses - Graphical representation of data: Histogram, Frequency Polygon and Ogive curve.

UNIT - V : EXAMINATION REFORMS

Examination reforming efforts by : Kothari Commission (1964-66), NPE(1986) and National Curriculum Framework (2009) - Continuous and Comprehensive Evaluation (CCE) - Continuous Internal Assessment (CIA), semester, trimester - Question bank - On-line examination and open book exams - Grading - Progress report - Student's profile : Cumulative record.

PRACTICUM

1. Prepare a rating scale to assess a classroom climate.
2. Prepare a model cumulative record for the students of your class.
3. Prepare a report on the grading system followed in any one of the colleges in your area.
4. Write a report on the evaluation or examination system followed by any other college or university.
5. Prepare an observation schedule to assess the learning of the students.

REFERENCES

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PAPER - XII : SPECIAL ENGLISH EDUCATION - II

B.Ed. : SEM – II

Sub. Code : BPE2

Objectives:

The prospective teacher

1. develops the reading skills.
2. acquires the knowledge of developing extensive reading.
3. develops study skill techniques.
4. understands the XI and XII standard English grammar.
5. applies the learnt grammar in expressions.

UNIT - I : READING SKILLS

- 1.1 Purpose of reading: reading for pleasure, reading for information.
- 1.2 Classroom activities to develop reading skill, application of SQ3R study technique, reading club, classroom library, span of attention, intensive and extensive reading activities. Increasing reading speed, do's and don'ts in mastery reading, word - attack skill.
- 1.3 English for competitive examinations: classification of errors, identifying and overcoming common errors in English, classroom discussions and activities.
- 1.4 Action research: concept, steps and advantages - action research in ELT.

UNIT - II : EXTENSIVE READING

- 2.1 Word formation devices.
- 2.2 Spelling: Nature of phonetic and un-phonetic languages - Intricacies of English spelling - Spelling rules.
- 2.3 Reading and critically reviewing any short stories and novels - Guidelines for reviewing a book.
- 2.4 ELT curriculum: Principles of curriculum development, steps of curriculum construction - Contents of ELT curriculum, different types of curriculum in English.

UNIT - III : STUDY SKILLS

- 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 : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (XI Std.)

- 4.1 Homophones.
- 4.2 Primary and modal auxiliaries.
- 4.3 Relative clause.
- 4.4 'If' clause.
- 4.5 Phrase and clause.

UNIT - V : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (XII Std.)

- 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.

PRACTICUM

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.

REFERENCES

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PAPER - XII : rpwGj j kp: - II

B.Ed. : SEM - II

Sub. Code : BPT2

Nehffqfs;

Mrp̄a khz thfs;

1. j kpgghl g; nghUs; fwgjj j y; Nfhl ghLfi s mwj y;
2. j kpgghl g; ghpTfi sf; fwgpfFk; Nehffk> Ki wfs; mwj y;
3. nkhopgawrpapd; , dwpai kahi ki a c z HeJ gapwrp ngWj y;
4. , yffpa eaKk; c j j pFS k> nkhopapd; gadghLfs; gwwp mwj y;
5. mstlL kj pggL gadghLfs; gwwp mwj y;

myF - I : j kp: nraAs> ci uei l g; ghl gnghUs; fwgjj j y;

FWenj hi f - rpWgQ;r%yk; - kz pNkfi y - ghQrhyrpgj k; - j pUtpi sahl wGuhz k; - Kj nj hsshapuk; - fyppfj Jgguz p - , ul rz pa ahj j hpfk; - c kHfaahk; ghl yfs; - ngz i k - ci uei l - xdgj hk; tFgG ghl gnghUs;

myF - II : j kp: , yffz k> Ji z gghl g; nghUs; fwgjj j y;

vOj J - gj k; gFgj k> gfhgj k; - ahgG: vOj J> mi r> rth> j i s> mb> nj hi l - MFngah: vz z y> vLj j y> Kfj j y> ell y> nrhyyhF ngah - mz p , ynghUsz p NtwWnghUs; i tgGmz p - xdgj hk; tFgG ghl gnghUs;

myF - III : j kpgghl gghpTfi sf; fwgpfFk; Nehffqfs>

Ki wfs;

nraAs; fwgjj j y; Nehffqfs; - nraAs; fwgpfFk; Ki wfs; - nraAs; nj hl qFk; Ki wfs; - nraAs; fwgjj j ypy; NkwnfhsSk; topKi wfs; - ci uei lf; fwgjj j y; Nehffqfs; - ci uei l , ayG - fwgjj j y; Ki wfs; - gadfs; - ci uei l> nraAs; fwgjj j y;

Ki waiYss NtWghLfs; - , yffz k; fwgjj y; Nehffqfs;
 - fwgpfFk; Ki wfs; - epi w> Fi wfs; - , yffz k; fwgpfFk;
 Ki wfs pi l NaAs; NtWghLfs; - , yffz k;
 ntWffggL tj wfhd fhuz qfs; - , yffz k; , dpi kahfFk;
 topKi wfs; - ci uei l > nraAs> fl; Li ugghl j j y;
 , yffz j i j , i z j; J fwgpfFk; Ki wfs; - Ji z gggh k;
 fwgjj y; Nehffqfs; - j di kfs; - gapwrfFs; - Mrthpah;
 nrayghLfs; - Ji z ffUt pfs pd; gqF.

myF - IV : tpdhffs;

tpdhffs; Nfl; L fwgjj y; Nehffk> gadfs; kwWk;
 , dwpai kahi k - tpdhffs; tpdTj y; j pi kfs; -
 tpdhti ffs; - tpdhffs pd; rpwggpayGfs; - tpdh tpdhTk;
 Ki wfs; - tpdhffs; Nfl; Fk; NghJ ftdpff Ntz bai t
 - ed; D}yhH nfhs; i f - Nj HT tpdhffs; j ahhj j y; - Nj HT
 tpdhffs> tFggi w tpdhffs fpi l NaAss NtWghLfs;
 - tpdhtqfpapd; gadfs;

myF - V : mstL kwWk; kj ggL

mstL> kj ggL tpsffk; - kj ggL bd; mbggi l f;
 \$Wfs; - Nehffqfs; - gadfs; - NtWghLfs; - eyyj;
 Nj ht pd; , dwpai kahj g; gz Gfs; - Nj ht pd; gadfs; -
 Mrthpah j ahhpFk; Nj HTfs; - thankop vOj; Jj; Nj hT
 epi w Fi wfs; - rhj i dj Nj hT (m) mi l Tj Nj hT tpsffk;
 - gadfs; - Fi wawp mi l Tj Nj hT , uz bwFK s s
 NtWghLfs; - tpdhj j hs; mi kgG - tpdhj j hs; mi kggry;
 ftdpff Ntz bai t - Gwtatpdh> FWt pdh> fl; Li u
 tpdhffs pd; epi w> Fi wfs; - Nj hT rhj pUj j k; - tpdhj j hs;
 tbt i kgG tpsffk; - j ahhj j y;

nraKi w gapwrfFs;

1. xdgj hk; tFgG ghl E}y py; nraAs; gFj papiYss
 mz pfi sj; nj hFj; J vOJ f.

2. xdgj hk; tFgG ghl E}y; nraAs; gFj p xdi wf; fhl rpggLj J f.
3. GJ fftpi j nj hFj J vOJ f. (xdgj hk; tFgG ghl E}y; Mrthpahfs; kl Lk)
4. tpdhtqfj ahhpff.
5. tpdhj j hs; tbt i kgi gj ; j pl i kplf.

ghhi t E}yfs:

1. muqfrhk G+ (2006). *j kpo; nkhop fwgjj j y;* kJi u: khepyh gj pggfk;
2. MWK fehtyh. (2001). *j kpo; , yffz k; nrdi d: Kyi y epi yak;*
3. fz gj p t. & rej pfh uh[; Nkhfd; (1992). *emwkp; fwgjffk; Ki wfs;* nrdi d: rhej h gj pggfk;
4. fi yrnryt p nt. (2007). *fytpajay; j kpo; fwgjj j y;* <NuhL: rQrt; ntsjal.
5. fi yrnryt p nt. (2009). *fytpajay; rpwgGj; j kpo;* <NuhL: rQrt; ntsjal.
6. fi yrnryt p nt. (2009). *j kpo; gamwy; El gqfs;* <NuhL: rQrt; ntsjal.
7. rcfud gh. *j kpo; , yffz E}y;* nrdi d: Ruh fgNy[; Mg; fhk gb \ d;
8. RgGnul bah t e. (2000). *emwkp; gamw Ki w. rj kgu;* nkaaggd; j kphatfk;
9. j z l ghz p R. (2012). *j kpo; - fwgjj j y; rpwgGj j kpo;* kJi u: kbh gj pggfk;
10. j kpoz z y; (2000). *j wfhyrf , yffpa tuyhW.* kJi u: kbhl rp gj pggfk;
11. j kpehL ghl E}y; epWtdk xdgj hk; tFgG v l i hk; tFgG ghl E}y;
12. nghpaz z d Nfh. (2016). *j kponkhop fwgjj j y; Gj pa mZ FK i wfs; - gFj p 1.* nrdi d: tdj h gj pggfk;

13. kbhl rp Rej uk> m. (2010). *j kpo; fwgjj j y; nghJ j j kpo;*
j pz Lf;fy; fht;ahkhyh gj pggfk;
14. kbhl rp Rej uk> m. (2010). *j kpo; fwgjj j y; rpwgGj j kpo;*
j pz Lf;fy; fht;ahkhyh gj pggfk;
15. NtZ Nfhghy; , .gh. & rhej Fkhhp. f. (2013). *j kpo;*
fwgjj j ypy; GJi kfs; rpwgGj j kpo; nr di d: rhuj h
gj pggfk;
16. n[gh> v.MH. (2014). *j kpo; fwgjj j ypy; GJi kfs;*
fddpahFkhhp nu j j pd gj pggfk;

PAPER - XII : COMPUTER SCIENCE EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPC2

Objectives:

The prospective teacher

1. applies the methods and techniques of evaluation in teaching computer science.
2. understands the principles of curriculum construction and examine critically the computer science syllabus of the higher secondary course.
3. familiarizes themselves with the problems of organizing and maintaining a computer science laboratory.
4. understands the specific qualities of a good teacher.
5. understands the use of computer science textbook.

UNIT - I : SOFTWARE TOOLS FOR PROCESSING INFORMATION

An introduction to Star office Writer: Text formatting - Correcting spelling mistakes - Working with tables - Page formatting - Spreadsheet - Database - Introduction to multimedia presentation.

UNIT - II : C++ AND COMPUTER ETHICS

Object oriented concepts using C++ - Overview of C++ - Basic statement - Functions C++ enhancements - Structured data type - Arrays - Classes and objects - Polymorphism - Constructors and destructors - Inheritance - Impact of computers on society - Computer enabled services - Computer ethics.

UNIT - III : MEASUREMENT AND EVALUATION

Measurement and evaluation - Types of evaluation: Formative and summative - Types of tests: Diagnostic, prognostic and achievement tests - Characteristics of a good test - Computer assisted evaluation - Analysis and interpretation of scores - Measures of central tendency, measures of variation and rank correlation - Graphical representations.

UNIT - IV : CURRICULUM CONSTRUCTION IN COMPUTER SCIENCE

Curriculum vs syllabus, trends in curriculum construction - Principles of curriculum construction - Selection and organization of computer science content - Approaches in curriculum construction - New education policy 1986 - UNESCO - CLASS project - Programmed Logic Automated Teaching Operation (PLATO).

UNIT - V : COMPUTER SCIENCE LABORATORY

Computer science laboratory - Importance of laboratory design - Lecture cum Lab plan - Organization of practical work: Administration, grouping of pupils, instruction to pupils, discipline in the lab - Care and maintenance of hardware and software in the computer science laboratory - Stock registers.

PRACTICUM

1. Preparation of record using Visual basic.
2. Creating a student database for complete reference.
3. Preparation of Powerpoint to evaluate computer science textbook.
4. Prepare a design of a modern computer science laboratory.
5. Write a report on the initiatives of UNESCO for computer literacy.

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PAPER - XII : MATHEMATICS EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPM2

Objectives:

The prospective teacher

1. understands the historical developments leading to concepts in modern mathematics.
2. understands the modern approach in mathematics education.
3. develops the skill in writing VB programmes.
4. understands the role of electronic media in mathematics teaching.
5. develops the competencies in the pedagogical analysis of content of various branches of mathematics.

UNIT - I : HISTORICAL DEVELOPMENTS IN MATHEMATICS

Historical development of notations and number systems (Egyptians, Babylonians, Chinese, Greeks, Romans, Mayans, Hindu) - Biography and contributions of Indian mathematicians: Aryabhata, Bhaskaracharya, Ramanujam, Euler, Euclid, Pythagoras.

UNIT - II : TECHNOLOGY IN MATHEMATICS EDUCATION

Importance of audio visual aids, role of electronic media in teaching - Radio, TV, CCTV, Computer and Internet - Individualised instruction: Meaning, characteristics and advantages - Programmed Learning Material (PLM), CAI: Meaning, steps, modes, advantages and limitations - Development of CAI package in mathematics teaching - Intelligent Tutoring System (ITS) in teaching mathematics - Smart classroom - Use of improvised aids in mathematics teaching.

UNIT - III : INTRODUCTION TO VISUAL BASIC PROGRAMMING

Visual basic - Integrated development environment - Project window - Tool box - Control structure: If - then else, do while, select case - Form layout window - Properties window - Programs: Calculating simple interest, compound interest - Area of a triangle - Area of a circle - Testing odd and even number - Testing the nature

of the roots - Volume of a cone, a sphere, cylinder - Solving quadratic equation.

UNIT - IV : MATRIX AND GEOMETRY

Matrices: Types, operations, properties of matrix multiplication - Co-ordinate geometry: Mid point of line segment, centroid of triangle, area of triangle, colinearity of 3 points, area of quadrilateral - Algebra: System of linear equation in two numbers (Elimination method, Cross multiplication method), quadratic polynomials, synthetic division.

UNIT - V : LIFE MATHEMATICS

Life mathematics: Profit, loss, simple interest and compound interest - Measurements: Area of triangle, quadrilateral, parallelogram, rhombus, trapezium, circle and path way (Rectangular, Circular), area of combined figures.

PRACTICUM

1. Prepare Powerpoint slides about a mathematician and his contributions.
2. Prepare a time line on the historical development of notations and symbols.
3. Prepare a lab record on Visual basic.
4. Prepare a CAI package for any topic from IX standard mathematics syllabus.
5. Prepare a list of mathematics website names.

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PAPER - XII : PHYSICAL SCIENCE EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPP2

Objectives:

The prospective teacher

1. acquires the understanding of the various concepts, facts, terms and developments in the field of science education.
2. acquires the knowledge of physical science at secondary level.
3. understands the technology of teaching physical science and give them practice in the use of audio visual aids.
4. develops the competency of student teachers in selection, preparation and use of teaching aids.
5. organizes different co-curricular activities in Science.

UNIT - I : FUNDAMENTALS OF PHYSICS

Work - Power - Energy - The law of conservation of energy - Mechanical energy - Chemical energy - Electric energy - Heat energy - Solar energy - Kinetic energy - Potential energy - Heat: The Gas laws - Boyle's law - Charle's law - Gas equation - Electricity: Electric cell - Electric circuit - Kinds of circuits - Electric switch-conductors and insulators - Electro magnet - Conduction of electricity in liquids - Chemical effects of electric current - Force and pressure: Action of force and its effects - Contact force - Non-contact force - Magnetic force - Gravitational force - Electrostatic force - Pressure exerted by liquids and gases - Pascal's law - Atmospheric pressure - Friction.

UNIT - II : FUNDAMENTALS OF CHEMISTRY

Periodic classification of elements: Lavoisier's classification of elements - Newland's classification of elements - Mendeleev's periodic table - Metals and non-metals - Alloys and its uses - Chemical bonds: Octet rule - Types of chemical bond - Formation of ionic and covalent bond - Co-ordinate covalent bond - Separation of substances: Methods used to separate mixture of solids - Magnetic separation - Separation of insoluble solids from liquids - Chemistry in daily life: Cement and its uses - Plastics - Types and uses of plastics - Glass and its uses - Soap - Fibers.

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 : 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 : 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.

PRACTICUM

1. Prepare a linear programme on any one topic in physics or chemistry.
2. Prepare Powerpoint slides for any one topic from IX standard science syllabus.
3. Prepare a report on action research.
4. Evaluate science websites and prepare a report.
5. Conduct a group discussion on Mendeleev's periodic table and submit a report.

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**PAPER - XII : BIOLOGICAL SCIENCE EDUCATION -
II**

B.Ed. : SEM - II

Sub. Code : BPB2

Objectives:

The prospective teacher

1. understands various biologists and their contributions.
2. acquires the knowledge relating to the organization and administration of a Biology laboratory.
3. applies effectively different activities / experiments / demonstrations / laboratory experiences for teaching - learning of Biological science.
4. acquires skills in making aids, preparing instructional materials and using audio visual aids.
5. knows different models of teaching Biological science and content related to school curriculum.

UNIT - I : BIOLOGISTS AND LEARNING RESOURCES IN BIOLOGICAL SCIENCE

The great biologists: Louis Pasteur, Charles Darwin, Gregor Mendel, Christian Bernard, Ian Wilmut, Hargobind Khorana and their contributions - Laboratory: General laboratory - Designing biology laboratory - Developing science kit - Laboratory planning - Apparatus and equipments: Purchase and maintenance - Organizing practical work - Laboratory rules - Laboratory accidents and remedies - Laboratory registers - Laboratory manuals - Instruction cards - Laboratory techniques in preserving specimens - Using community resources for biology learning - Virtual biology laboratory.

UNIT - II : TECHNOLOGY IN TEACHING BIOLOGICAL SCIENCE

Projected aids - Audio visual aids - Audio video players - CDs - Liquid Crystal Display (LCD), Radio and TV (Broad Cast and Telecast) - Interactive White Board (IWB), Document reader - Non projected aids: Charts, models (Static and working), flash cards, pictures, chalk, flannel, magnetic and bulletin boards - Exhibits - Improvised aids.

UNIT - III : MODELS OF TEACHING BIOLOGICAL SCIENCE

Models of teaching: Introduction - Definition - Characteristics - Functions - Sources - Elements of a model - Types: Concept attainment model, advance organizer model, synectics and biological science enquiry training model.

UNIT - IV : IMPROVEMENT IN FOOD RESOURCES (IX Std.)

Improvement in crop yields - Nutrient management - Uses of manure and fertilizers - Protection from pests and diseases: Insect pests, diseases of crop plants, methods of insect pest control, precautions for applying pesticides - Storage of grains - Hybridization in plants and animals - Animal husbandry - Poultry farming - Pisciculture - Apiculture - Aquaculture.

UNIT - V : HUMAN BODY ORGAN SYSTEM (IX Std.)

Integumentary system: Skin - Muscular system - Skeletal system - Digestive system - Urinary system - Circulatory system - Respiratory system - Reproductive system - Development of Embryo.

PRACTICUM

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.
4. Write any two techniques of preserving specimens.
5. Plan and conduct any four practical classes in biology and maintain a record of practical work.

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PAPER - XII : HISTORY EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPH2

Objectives:

The prospective teacher

1. becomes acquainted with technology in teaching history.
2. gets training in the art of preparation and utilization of instructional aids.
3. gets practical knowledge in the preparation and the administration of test and interpretation of test results.
4. acquires knowledge of evaluating the knowledge of History.
5. understands the content knowledge for teaching social science at varied levels.

UNIT - I : TECHNOLOGY IN TEACHING HISTORY

Audio visual aids: Meaning, characteristics, principles and importance - Traditional aids: Black board and text book - Modern aids: Radio, TV, Computer, Internet, Powerpoint presentation, Motion pictures, Maps, Charts, Time lines, Models, Cutouts, Pictures, Atlas and Globe.

UNIT - II : RECENT TRENDS IN TEACHING LEARNING HISTORY

Recent trends in teaching: Mind mapping - Activity Based Learning (ABL) and Active Learning Methods (ALM) - Class room seminar, assignment and action research - Recent trends in learning: Field trip to related fields: Temples, museums and art galleries - Educational tours and community camps - Problems in learning of history.

UNIT - III : EVALUATION

Examination and evaluation: Meaning, difference, objectives of evaluation, functions of evaluation and advantages of evaluation - Evaluation devices: Oral, written, essay, short answer and objective tests - Diagnostic test: Meaning, need, importance and preparation - Achievement test: Meaning, need, importance, blue print and preparation - Test administration - Interpretation of test results.

UNIT - IV : THE UNION AND STATE GOVERNMENT (IX Std.)

The union government: Union legislature, Rajya Sabha, President of India, Vice President, Prime Minister and Judiciary - The state government: Governor, Chief Minister, Council of Ministers and Legislatures - Right and duties of citizens: Fundamental rights: Right to equality, freedom against exploitation, freedom of religion, cultural and educational - Constitutional remedies and directive principles of state policy.

UNIT - V : ECONOMICS IN EVERYDAY LIFE (IX Std.)

Demand and supply: Law of demand and law of supply - Equilibrium price: Meaning, and changes in equilibrium price - Market period and short period - Money, savings and investment: Value, nature, functions and economic significance of money - Savings and investment.

PRACTICUM

1. Prepare a radio program.
2. Prepare a mind map for a topic from IX standard history syllabus.
3. Construct an achievement test.
4. Build up a picture album.
5. Narrate the historical background of your own locality.

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PAPER - XIII : GENERAL ENGLISH EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPGE2

Objectives:

The prospective teacher

1. acquires knowledge about the methods of teaching English.
2. acquires the knowledge of approaches in English language teaching.
3. applies the resources for teaching English.
4. understands VII standard English grammar.
5. understands VIII standard English grammar.

UNIT - I : METHODS OF TEACHING ENGLISH

- 1.1 Objectives of teaching English at primary level, secondary level and higher level - Scope of B.Ed. English course.
- 1.2 Grammar Translation Method (GTM): Principles, procedure, merits and demits.
- 1.3 Direct Method (DM): Principles, advantages and disadvantages.
- 1.4 Play-way method: Principles, procedure, techniques, a few games, advantages and challenges.
- 1.5 Activity Based Learning (ABL) - Active Learning Method (ALM).
- 1.6 Total physical response method.

UNIT - II : APPROACHES IN ENGLISH LANGUAGE TEACHING

- 2.1 Structural approach: Features - Word order, inflexions, structural and content words, principles, types of structures, criteria for the selection of structures, teaching of structures - Oral method and situational method, drilling of structures using substitution table, evaluation.
- 2.2 Oral approach: Principles, question-answer method, characteristics of a good questioning, types of questions, relationship with socratic method, activities employed in oral approach, evaluation.

- 2.3 Situational approach: Concept, kinds of situation, different ways of creating situation, evaluation.
- 2.4 Communicative approach: Principles of communicative approach, activities employed in communicative approach - Discourse chain and role play, integration of skills to master oral and written communication skills, evaluation.

UNIT - III : RESOURCES FOR TEACHING ENGLISH

- 3.1 Audio-visual aids.
- 3.2 Blackboard: Guidelines for usage and writing, do's and don'ts on the black board.
- 3.3 Stick diagrams: developing the skill to draw stick diagrams to explain situations.
- 3.4 ELT websites.
- 3.5 PLM: Principles, types, preparation of ELT materials in PLM.

UNIT - IV : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (VII Std.)

- 4.1 Adjectives.
- 4.2 Adverbs.
- 4.3 Agreement of the verb with the subject.
- 4.4 Punctuation.
- 4.5 Regular and irregular verb forms.

UNIT - V : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (VIII Std.)

- 5.1 Gerund.
- 5.2 Infinitives.
- 5.3 Participles.
- 5.4 Phrases and clauses.
- 5.5 Transitive and intransitive verbs.
- 5.6 Tenses.
- 5.7 Direct and indirect speech.

PRACTICUM

- 1. Collect a profile of communicative activities in English.
- 2. Prepare a role play integrating LSRW skills.

3. Prepare a stick diagram on a concept.
4. Prepare a report on ELT website.
5. Prepare a linear programme for ELT material on a topic.

REFERENCES

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PAPER - XIII : nghJ j kpo; - II

B.Ed. : SEM - II

Sub. Code : BPGT2

Nehffq;fs;

Mrhpa khz thfs;

1. j kpo; nraAs; ghl gngHUs; fwgpf;Fk; gyNtW
Ki wfi s mwj y;
2. j kpo; c i uei l f; fUj J f;fi s mwj y;
3. nkhoj; j pvd; fwgjj j y; gadghl bi d mwj y;
4. j pvd; fwgjj j ypd; Nehf;fq;fi sAk; gad;fi sAk;
mwj y;
5. ghl j j pl l k; j ahhj j y; c j j pfi s mwj y;

myF - I : j kpo; nraAs> c i uei l g; ghl gngHUs; fwgjj j y;

ehybahH - ehdKz pf;fbi f - , i raKJ - gonkhop
ehD}W - rj j Hghl y;fs; - nraAk; nj hopNy nj atk; -
j dggHl y; - mej f; fhyk; , ej f; fhyk; - Fwwhyf;
FwtQrp - kuKk; gi oa Fi l Ak;

myF - II : j kpo; , yffz k> Ji z gghl g; nghUs; fwgjj j y;

ngHUsNfhs; , yf;fz k; - ti ffs; - MFngalH;
j hdpahFngalH> fUt;ahFngalH> fhhpahFngalH> tO -
ngalHrnrhy; - %tpl gngalHfs; - mz p VFNj r c Utk>
epuyepi u mz pfs; - nkhojggapwrp j pvd;fs;

myF - III : j kpo; nkhojAk; t;Okggj p fS k;

t;Okf; fy;t; - ti ffs; - MrhpaH gqF - Nj i tfs;
- Nehf;fq;fs; - gapwrpKi wfs; - c st;ay; c j j pfs; -
Nj r;af; fy;t; Muharrp kwWk; gapwrp FO ghpeJi uf;Fk;
t;Okq;fs; - j kpo; , yf;f;aj j y; r;qf fhy Kj y; gfj p
, yf;f;pa fhyk; ti uf; fhz gngWk; t;Okq;fs;

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ftpi j Nkdhl i hh> j kpowQhfs; j Uk; tpsf;fk; - fwgi d
 - ti ffs; - c z hrrp - tbt k; - ghLgnghUs; - c sSi w
 c tkk; - , i wrp - nraAs; eyk; ghuhl i y; - , i rj j kpo;
 - nj hyfhggjak> rpyggj pfhuj j py; fhz ggLk; , i rf;FwgGfs;
 - Nj thu , i rf;\$Wfs; - gpwfhy tshrrp epi y - ehl fj j kpo;
 Nj hwwk; - tshrrp - rpyggj pfhuj j py; fhz ggLk; ehl fr;
 nraj pfs; - nraAi s ehl fkhf;f;fwggj j y; - ehl f
 c j j pfs; - ehl f ti ffs;

myF - v : ghl j j p l i k; mi kggj wfhc Nfhl ghLfs;

ghl f;FwgG - , dwpai kahi k - edi kfs; - MrtpaH
 kdj pw;nfhss Ntz bad - ghl f;FwgG j ahhj j y; nraAs;
 - c i uei l - , yf;fz k; - Ji z gggl k; - flLi u vOj g;
 gapwrp - ghl j j p l i j j wFk> MrtpaH fwggj j y; FwggpwFKss
 NtWghLfs; - fbj k; - ti ffs; - ghl j j p l i k;

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1. kj pgGf;fy;t p j Uk; rpw fi j xdW j ahhj j y;
2. Ji z gggl j i j ehl fkhf khwwp vOJ f.
3. , yf;f;aeak; ghuhl i y; xdW vOJ f.
4. gonkhopfi sj ; nj hFf;f.
5. , yf;fz j j wFg; ghl f;FwgG j ahhf;f.

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khepyh gj pggfk;
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epi yak;
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12. j ꞑUKUfd> , uh. *Vopi r vz z q;fs;* nrđi d: kz ꞑthrfꞑ; gj ꞑꞑfꞑ;
13. *Gꞑꞑꞑ# Nfrꞑꞑd; ci u nj hy;fhggꞑꞑk;* nrđi d: ghꞑꞑ eꞑi yak;
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PAPER - XIV : PHYSICAL AND HEALTH EDUCATION

B.Ed. : SEM - II

Sub. Code : BEPH

Objectives:

The prospective teacher

1. gets scientific knowledge of various parts of human body.
2. identifies the rules and regulations of sports and games.
3. acquires knowledge of health and safety education.
4. obtains information about the healthy food for healthy life.
5. procures the skill of unifying body, mind and soul to create elasticity in the body movements.

UNIT - I : FUNCTIONAL ANATOMY AND PHYSIOLOGY

Anatomy and Physiology: Meaning and definition - Classification of bones - Forms and functions of joints - Structures and functions of muscles - Effect of exercise on muscular, circulatory, respiratory and digestive systems - Human body: Growth and development - Body types: Ectomorph, endomorph and mesomorph.

UNIT - II : FUNDAMENTAL SKILLS AND RULES OF SPORTS AND GAMES

Layout, fundamental skills, rules and regulations: Badminton, Basketball, Football, Hockey, Kabaddi and Volleyball - Layout, techniques, rules and regulations of 400 Meters, Standard Track, Long Jump, Shot Put and 4 x 100 Meters Relay.

UNIT - III : HEALTH AND NUTRITIONAL DIET

Health: Definition and dimensions - Concepts of health: Physical health, mental health and community health - Hygiene - Personal hygiene - School health programmes: Health services, health instruction and health supervision - Nutrition: Sources of nutrition - Factors affecting nutrition - Balanced diet - Forms of food safety - Food components needed for growing children.

UNIT - IV : MANAGING HEALTH DISORDERS AND SPORTS TRAUMA

Life style disorders: Causes and prevention of blood pressure, cancer, diabetes mellitus and back pain - Harmful effects of alcohol, drugs, doping and smoking - Impact of pollution

on human health - Communicable diseases: Causes, symptoms and prevention of dengue, malaria, cholera, tuberculosis, swine flu, small pox and chicken pox - Sexually transmitted infections: RTI and HIV / AIDS - Common sports injuries - Exposed injuries: Abrasion, laceration, incision, avulsion, blister and puncture wound - Unexposed injuries: Contusion, sprain, strain, dislocation and fractures.

UNIT - V : YOGA FOR HEALTHY LIFE

Yoga: Definition and stages - Difference between physical exercises and yoga - Procedures, physical and psychological effects of asanas: Padmasana, Paschimottanasana, Vakrasana, Trikonasana, Vajrasana, Dhanurasana, Savasana and Makarasana - Procedures and benefits of Surya Namaskar - Phases and types of Pranayama.

PRACTICUM

1. Prepare an album for sports and games.
2. Organize a sports meet and prepare a report.
3. Prepare a report on safety measures for sports injuries.
4. Demonstrate the asanas and pranayamas.
5. Prepare a PowerPoint presentation on any one of the topic from above units.

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PAPER - XIV : GUIDANCE AND COUNSELLING

B.Ed. : SEM - II

Sub. Code : BEGC

Objectives:

The prospective teacher

1. understands the concept of guidance and counselling.
2. acquires knowledge of counselling process.
3. identifies the different types of guidance in schools.
4. knows the different techniques for collection of information.
5. develops skills in organizing guidance programme in their schools.

UNIT - I : FUNDAMENTALS OF GUIDANCE AND COUNSELLING

Guidance and counselling: Meaning, definitions, aims, nature, principles and needs - Difference between guidance and counselling - Benefits - Drawbacks - History of guidance movement in India - Present Status of guidance movement in India - Ways to improve guidance movement in India.

UNIT - II : COUNSELLING PROCESS

Stages in counselling: Preparation stage, counselling stage, termination stage - Counselling skills: Attending skills, responding skills, skill of personalising, initiating skills - Types: Directive counselling, Non-directive counselling, eclectic counselling - Group counselling - Counsellor: Qualification, qualities, training and professional ethics.

UNIT - III : GUIDANCE IN SCHOOL

Types of guidance - Educational, vocational, social and personal: Need, objective, process and role of teachers - Guidance of children with special needs: Gifted and creative, under achievers, disadvantaged and learning disabled.

UNIT - IV : TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING

Psychological tests: Meaning, need, limitations - Testing: Intelligence, aptitude, attitude, interest, personality - Interview: Types,

procedure - Case study, cumulative record, anecdotal record and questionnaire.

UNIT - V : ORGANIZATION OF A GUIDANCE PROGRAMME

Principles of organization - Various types of services: Individual inventory service and information orientation services - Placement services: Career guidance, career talk, career conference, career bulletin and follow-up services - Essential activities of a good school guidance programme - Evaluation of guidance programme - Role of guidance personnel in school: Headmaster, counsellor, school psychologist, and health specialist.

PRACTICUM

1. Collect career information and display it in the notice board.
2. Conducting interest inventory and writing a report.
3. Power point presentation for a topic in the syllabus.
4. Collecting information about a job.
5. Write the procedure of establishing a guidance cell in your school.

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**PAPER - XIV : LIBRARY AND INFORMATION
SCIENCE MANAGEMENT**

B.Ed. : SEM - II

Sub. Code : BELI

Objectives:

The prospective teacher

1. acquires knowledge about library.
2. knows about available resources in the library.
3. understands the techniques for organizing the library.
4. develops the knowledge in day to day functions of the library.
5. comprehends the use of ICT in libraries.

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.

PRACTICUM

1. Prepare a report on Libraries of National Importance and its functions.
2. Prepare Powerpoint presentaton on Library Management System.
3. Writing a report on anyone of the topic from any unit.
4. Prepare a catalogue for the books in your home.
5. Write a review on any five books you read.

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**PAPER - XV : HUMAN RIGHTS AND DUTIES
EDUCATION**

B.Ed. : SEM - II

Sub. Code : BEHD

Objectives:

The prospective teacher

1. acquires knowledge of human rights and duties and its types.
2. masters the methods and techniques of teaching human rights education.
3. understands the concept, meaning and theories of human rights.
4. understand and analyze the issues related to human rights violations with regard to the marginalized sections.
5. understands the role of government and non-governmental agencies in human rights and duties.

UNIT - I : INTRODUCTION TO HUMAN RIGHTS

Definition: Rights and duties - Theories of human rights: Natural, legal, social welfare, idealists and historical - Different kinds of human rights: Civil, political, economical, social and cultural - Duties of a citizen and professional ethics of a teacher.

UNIT - II : HUMAN RIGHTS EDUCATION

Human rights education: Meaning, need and principle - Human rights education at different levels: Primary, secondary and higher education - Methods of human rights teaching: Lecture, discussion, project, case study and role play - Use of mass media - Role of teachers in promoting human rights education.

UNIT - III : HUMAN RIGHTS ACTS

Universal Declaration of Human Rights (1948) - Protection of Human Rights Act (1993) - Right to Information Act (2005) - Tamil Nadu Prohibition of Ragging Act (1997) and Eve Teasing Act (1998) - Right to Education Act (2009) - Transgender Act (2014).

UNIT - IV : HUMAN RIGHTS VIOLATIONS

Human rights violation against women, children, differently

abled, refugees, religious minorities, SC/STs and transgenders - Policies and programmes designed to prevent such atrocities.

UNIT - V : ROLE OF GOVERNMENT AND NON GOVERNMENTAL AGENCIES

Role, structure and functions: UNO, National Human Rights Commission and State Human Rights Commission, Amnesty International, International Red Cross Society, Peoples watch and AIDWA.

PRACTICUM

1. Prepare a report on a documentary film on human rights violation.
2. Preparation of scrap book on human rights issues.
3. Preparation of Powerpoint slides on any human rights issues.
4. Organize a seminar on human rights issues and prepare a report.
5. Prepare a collage using newspaper cuttings on a theme of human rights violation.

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PAPER - XV : ENVIRONMENTAL EDUCATION

B.Ed. : SEM - II

Sub. Code : BEEE

Objectives:

The prospective teacher

1. understands the concept, nature and scope of environmental education.
2. understands the causes of environmental degradation.
3. applies the remedial ways to protect the environment in daily life.
4. grasps the concept of population education.
5. understands the need for conservation of natural resources.

UNIT - I : ENVIRONMENT AND ENVIRONMENTAL ISSUES

Environmental education: Meaning, importance and scope - Ecosystem: Meaning, structure and functions of different ecosystem - Disaster management: Natural and man-made disasters - Pollution: Meaning, definition and types: Air, water, soil, noise and radioactive pollution - Global environmental problems: Global warming - Green house effect - Acid rain - Depletion of Ozone layer and its effects - Urbanization - Deforestation - Soil erosion.

UNIT - II : POPULATION EDUCATION

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.

UNIT - III : METHODS IN ENVIRONMENTAL EDUCATION

Methods in environmental education: Discussion, seminar, workshop, problem-solving, projects, exhibitions, field trip - Role of school in environmental conservation and sustainable development - Role of women in conservation.

UNIT - IV : INFORMATION TECHNOLOGY AND ENVIRONMENTAL EDUCATION

Role of information technology in environment: Data base,

Environmental Information System (ENVIS), Remote sensing, Geographical Information System (GIS), Global Positioning System (GPS), United Nations Environment Programme (UNEP).

UNIT - V : ENVIRONMENTAL MANAGEMENT

Natural resources: Definition and need - Managing the natural resources - Renewable and non-renewable resources - Role of individual in conservation of natural resources: Water, food, energy and forest - Waste management: E-waste, medical waste, nuclear waste and solid waste - Water management: Rain water harvesting - Environmental protection acts - National Disaster Management Act (2005) - Role of UN bodies and other NGOs.

PRACTICUM

1. Prepare an photo album with narration on the history of river Thamirabarani.
2. Collage and poster making on environmental education.
3. Prepare a report on global warming / disaster management / population in India.
4. Organization of any activity of enhancing environmental awareness.
5. List out the contributions of Nammalvar to natural agriculture.

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PAPER - XV : VALUE EDUCATION

B.Ed.: SEM - II

Sub. Code : BEVE

Objectives:

The prospective teacher

1. understands the importance of values.
2. acquires the knowledge of qualities of teacher.
3. understands the need of value education in schools.
4. acquires the knowledge of methods of teaching value education.
5. familiarizes with different ways of evaluating values.

UNIT - I : INTRODUCTION TO VALUES

Values: Meaning, definition, nature - Classification of values: Instrumental values and intrinsic values - Sources of values: Socio-cultural tradition, religion and constitution.

UNIT - II : VALUE EDUCATION IN SCHOOLS

Value education: Meaning, definition, objectives - Status of value education in the curriculum - Need for value education in 21st century - Inculcating values: Role of parents, teachers, peer group, mass media and government - Strategies: Primary level and secondary level.

UNIT - III : METHODS OF TEACHING VALUE EDUCATION

Methods: Value inculcation, value - Clarification, value analysis, simulation model, Jurisprudential model, direct, integrated concurrent, critical inquiry, media approach - Teaching strategies: Value based curricular and co-curricular programmes, activities: storytelling, dramatization, episode writing, identification of values in learning prose and poetry.

UNIT - IV : MEASUREMENT AND EVALUATION OF VALUES

Measurement of values: Meaning, need and importance - Allport - Vernon study of values, Edward personal preference schedule - Evaluation of values: Meaning, need, tools and techniques: Questionnaire, problem solving, check list, art computation - Methods: Self evaluation by students, evaluation by teachers and peer group evaluation.

UNIT V : QUALITIES OF TEACHER FOR VALUE EDUCATION

Accountability: Meaning, definition, characteristics and components - Assessment 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.

PRACTICUM

1. Identify the educational value concept in Thirukkural.
2. Prepare a report on any one value and illustrate it in art form.
3. Critically analyse the democratic values in India and give a report.
4. Prepare a questionnaire to evaluate the values of your peers.
5. Prepare a report on a documentary film on value education.

REFERENCES

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SEMESTER - IV

PAPER - XVI : CURRICULUM AND SCHOOL

B.Ed. : SEM - IV

Sub. Code : BCCS

Objectives:

The prospective teacher

1. understands the concept of curriculum.
2. acquires knowledge about curriculum determinants and considerations.
3. acquires knowledge about curriculum development at school level.
4. understands the distinctive features of progressive school.
5. understands the importance of school based curriculum.

UNIT - I : CONCEPT OF CURRICULUM

Curriculum: Meaning, definition - Changing concept of curriculum - Components of curriculum and syllabus - Types of curriculum - Curriculum design process - Curriculum and cultural heritage - Determinants of curricular changes.

UNIT - II : CURRICULUM DETERMINANTS AND CONSIDERATIONS

Determinants of curriculum making (at the nation or state - wide level): Philosophy, scientific, political sociology, psychology - Considerations in curriculum development (at the school level): Teaching - Learning process, environment school community, societal needs.

UNIT - III : CURRICULUM DEVELOPMENT AT SCHOOL LEVEL

Introduction - Major categories of curriculum approach: Subject - Centred approach, broad - Field approach, social-problem approach, Learner-centred approach - Process of curriculum: Curriculum development as a dynamic process - Principles of curriculum development - Criteria for selection and organization of content - Involvement of teachers - Curricular

development agencies : NCERT, DTERT, University: Board of studies and academic council - Curricular evaluation.

UNIT - IV : SCHOOL : THE SITE OF CURRICULUM ENGAGEMENT

Meaning and definition of school - Need and importance of school - Role of school philosophy and administration in creating a context for development of curriculum - Available infrastructure, curricular sites and resources, school culture, climate and environment as the context for teacher's work - curriculum construction - curriculum transaction.

UNIT - V : CURRICULUM IMPLEMENTATION AND EVALUATION

Learners at the center of the curriculum - Teachers as curriculum developers and implementers - Curriculum managers and administrators - Community, parents, alumni and other stakeholders in curriculum development and implementation - Process of curriculum evaluation - curriculum reviewing and renewal.

PRACTICUM

1. Write down the community resources available to the school curriculum.
2. Write a report on an ideal approach of curriculum development.
3. Write a report on the activities of board of studies and academic council of your college.
4. Interview a school headmaster about the curriculum and prepare a report.
5. Take a survey about the merits and demerits of the curriculum followed in state board schools.

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**PAPER - XVII : VISION OF EDUCATION IN INDIA:
CONCERNS AND ISSUES**

B.Ed. : SEM - IV

Sub. Code : BCVE

Objectives:

The prospective teacher

1. acquires knowledge about the Indian education policies pre and post independent.
2. understands the relationship between society and education.
3. is able to recognize the issues and challenges of contemporary Indian schooling system.
4. understands concerns and challenges of universalization of education.
5. recognizes the emerging global concerns on education.

UNIT - I : INDIAN EDUCATION POLICIES

Evolution of 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 - Vision of Indian education at different levels.

UNIT - II : INDIAN SOCIETY AND EDUCATION

Vision on education: Aurobindo Ghosh and J. Krishnamurthy - Vision 2020 of Dr. APJ 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 : CONTEMPORARY INDIAN SCHOOLING:
CONCERNS AND 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

-Forms of inequality: Learning difficulties, and minorities - Inequality in schooling: Public-private, rural-urban, single teachers' schools and many other forms of inequalities - Variations in school quality - Idea of common school system - Right to education bill and its provisions.

UNIT - IV : EDUCATION AND DEVELOPMENT: AN INTERFACE

Consequences of inequality in education - Intervention strategies reducing inequality - Universalization of school education: Issues and challenges - Wastage: Causes and remedies - Medium of instruction - Education for national development: Education commission (1964-66). Evaluation and examination patterns: Trends and challenges - RUSA - Public - Private partnership.

UNIT - V : EMERGING GLOBAL CONCERNS AND EDUCATION

Education for peace: Issues of national and international conflicts, social injustice, 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.

PRACTICUM

1. Prepare Powerpoint slides on any one of the topics from the syllabus.
2. Prepare a report on "Strategies to overcome the issues in School".
3. Prepare criteria to assess a school in terms of quality.
4. Write a report on "My Pro-active Role for Universal Peace".
5. Suggest the ways and means to protect river Thamirabarani.

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**PAPER - XVIII : SOFT SKILLS AND PERSONALITY
DEVELOPMENT**

B.Ed. : SEM - IV

Sub. Code : BCSP

Objectives:

The prospective teacher

1. understands soft skills and hard skills.
2. develops an understanding of effective communication skills.
3. develops effective presentation skills.
4. becomes aware of self.
5. develops confidence in himself and others.

UNIT - I : SOFT SKILLS

Soft skills: Meaning, definition, hard skills vs soft skills, components, importance, need, identifying, soft skills training, practising soft skill, social soft skills, thinking soft skills, coping soft skills, improving soft skills.

UNIT - II : INTRAPERSONAL SOFT SKILLS

Self awareness - Joe Harry, SWOT analysis, self-confidence - self-esteem: Definition, ways of improving, self talk - Attitude: Meaning, features, formation, change, positive attitude, power of the attitude, developing positive attitude, obstacles - Values: Meaning, importance, formation, types, personal, cultural and social.

UNIT - III : INTERPERSONAL SOFT SKILLS

Communication: Definition, features, Sources, process, element, tools for advanced communication - Leadership: Autocratic, democratic and laissez fair traits, leader vs manager, styles, delegation and mentoring - Team building: Meaning, strategies, advantages - Group dynamics: Meaning, need, benefits - Decision making skill: Meaning, need, types - Problem Solving Skills (PSS): definition, meaning, effectiveness, developing PSS.

UNIT - IV : PERSONALITY DEVELOPMENT

Personality: Meaning, definition, determinants, personality development - Eysenbeck - Assertive skill, coping skills - negotiations, interview skills - Conflict management - Stress management: Meaning, types, sources, how to manage - Time

Management (TM): Meaning, secrets of TM, steps, overcoming procrastination, tips to improve - creativity / lateral thinking skills.

UNIT - V : SKILLS NEEDED FOR TEACHERS

Empathy - Presentation skills: Meaning, components - listening skills - Perception: Meaning, factors, how to improve - Body language: Meaning, types, how to observe, how to improve - Ethics - Etiquette, meaning, benefits - Motivation: Meaning, definition, how to develop - Emotions - EI, managing emotions - Rational Emotional Behavioural Therapy (REBT), multiple intelligence - Disorders - Mental disorder.

PRACTICUM

1. Identifying one's soft skills - Pencil paper test.
2. Training in self esteem through exercise.
3. Self awareness through SWOT analysis - Pencil paper test.
4. Training in assertive skills - Group activities.
5. Developing rational beliefs - Assignment.

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PAPER - XIX : SPECIAL ENGLISH EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPE4

Objectives:

The prospective teacher

1. acquires the knowledge of phonetics.
2. learns reproductive and creative writing in English.
3. comprehends expressions of concepts in English.
4. develops the skills of classroom English.
5. becomes competent in remedial English teaching.

UNIT - I : TEACHING OF LINGUISTICS

- 1.1 Linguistics: Meaning and definition - Scope of theoretical and applied linguistics - Components of linguistics: Phonetics, phonology, morphology, syntax, semantics and pragmatics.
- 1.2 Morphology: Definition - Morpheme: Meaning - Classification of morphemes: Free and bound morphemes - Difference between derivational and inflectional morpheme - Allomorph: Analysis of lexis: Root, stem and affixes.
- 1.3 Syntax: Definition - Need for syntax analysis - Two types of ambiguities: Lexical and structural ambiguity - Basic constituents of structures: Noun phrase, verb phrase, adjective phrase, adverb phrase and 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.
- 1.4 Semantics: Definition - Three levels of meaning: Word meaning, sentence meaning and speaker meaning - Denotative and connotative meaning of lexis.
- 1.5 Pragmatics: Definition - Use of language in academic and social contexts.

UNIT - II : REPRODUCTIVE AND CREATIVE WRITING IN ENGLISH

- 2.1 Essay writing: Types of essays, guidelines for writing an essay,

writing essays on given topics, writing a lesson plan for teaching an essay.

- 2.2 Letter writing: Types, writing letters for different needs, teaching of letter writing as a guided composition, writing a lesson plan for letter writing.
- 2.3 Summary writing: Steps, points to be noted while writing a lesson plan for summarizing.
- 2.4 Translation: Guidelines, translating the given passage.
- 2.5 Creative writing: Collection of news paper reports on events and functions, preparation of a report for newspapers, writing for journals.

UNIT - III : EXPRESSIONS OF CONCEPTS IN ENGLISH

- 3.1 Idiomatic expressions.
- 3.2 Phrasal expressions.
- 3.3 Phrasal verb expressions.
- 3.4 Informal and formal expressions.

UNIT - IV : CLASSROOM ENGLISH FOR TEACHERS

- 4.1 Greeting.
- 4.2 Concluding.
- 4.3 Giving instructions.
- 4.4 Clarifying.
- 4.5 'Wh' questions for a class.
- 4.6 Verbal questions for a class.

UNIT - V : ENRICHING ENGLISH

- 5.1 Bridge course: Meaning, designing a bridge course.
- 5.2 Remedial English: Need, planning and organizing different remedial activities at school level.
- 5.3 English for Specific Purposes (ESP): Definition, classification, English for Academic Purposes (EAP), English for Occupational Purposes (EOP).

PRACTICUM

1. Prepare a Powerpoint slide on Phonetics.
2. Write a letter to your friend for his achievement in higher studies.

3. Select a short story in Tamil and translate it in English.
4. Prepare a report on a function or event organized in our college.
5. Prepare a file on expressions of concepts in English.

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PAPER - XIX : rpwGj j kpo;- IV

B.Ed. : SEM - IV

Sub. Code : BPT4

Nehffqfs;

Mrhpa khz thfs;

1. fi yj j pl : l j j py; j hankhop ngWkpl k; gwwp mwj y;
2. nkhopapay; Nfhl ghLfi s mwj y;
3. nkhopapd; gyNtW tshrrp epi yfs; gwwp mwj y;
4. tFggi wj j pddf; NkkgLj : J y; c z HeJ gapwrrp ngWj y;
5. j kpo; tshj j nghpatHfs; kwWk; fpwj : J thfs; j kpggz pi a mwpeJ nfhsSj y;

myF - I : fi yj j pl : l j j py; j hankhop ngWkpl k;

fi yj j pl : l k; - fy:tpapd; Nehffk; - Nj rpa; fy:tpf; nfhs: f - Nehffk; - FwffNfhs; - Nj rpa; fy:tpf; nfhs: fapd; ghpe:Ji ufs; - fi yj j pl : l khw;wk; - fi yj j pl : l j j py; j hankhopapd; , l k; - fi yj j pl : l k; c Uthf:Ftj py; mbggi l f; nfhs: ffs; - Nj rpa fy:tpf; nfhs: fap; fi yf:fy:tp

myF - II : nkhopapay; Nfhl ghL

nkhopapay; Nj hww nfhs: ffs; - nkhop tshrrpf; nfhs: ffs; - xyp nkhopahj y; - j kpo; xypf:spd; gpwG - Ngr;R c Wg:GfS k; nray:ghLfS k; - xypadpay; xypad:fi sf; fz : l wptj wFj; Ji z GhpAk; nfhs: ffs; - gpwG mbggi l apy; - c apnuhyrfs> nkanahyrfs;

myF - III : nkhopad; gyNtW tshrrp epi yfs;

nkhop; ngahg tpsf:fk; - ti ffs; - rpf:fy:fs; - Nfhl ghL - Nehffqfs; - edi kfs; - nkhopngahf:Fk; NghJ fi l gg:bf: Ntz bai t - mwptpay; j kpo; mwptpay; , j ofs; - mwptpay; j kpo; Kj di kg; ngw nraa Ntz Ltd - mwptpay; j kpo; Mf:f topKi wfs; - j kopy; c ss

gpwnkhopr; nrhwfs; - j kpo; Ml rrp nkhop ejf p kdw nkhopaha;
nraygLtj hy; VwgLk; gadfs; - gpwnkhopr; nrhwfs;

myF - IV : tEggi wjj wdfS; NkkgLj :Jj y;

, yf:fpā fofq:fs:pd; mi kgGk; nray:Ki wAk>
gadfs; - vOj j hwwi y tshj j y; gssp , j o; - i fnaOj :J
, j ofs; j ahhj j y; - gi l gghwwy; tshf:f c j Tk; Rōy; -
gi l gghwwy; tbt k; - j i ygGj ; j Uj y; - FwpgGj ; j Uj y; -
Kbi t khwwj ; j Uj y; - thndhyp - ci urrj j puk;
ftpi j i af; fh l rpggLj :Jj y;

myF - V : j kpo; tshj j nghp thfs; kwWk; fpwj :J thfs;

tuj uhrdh> n[afhej d> , uh[k; fpUl z d> rpt r q:fhp
GJi kgj j d> F.g. uh[Nfhghyd> fp , uh[ehuhaz d;
rpWfi j fs; Gj :pdq:fs; - mwpQH mz z h rpWfi j fs; -
fy:fp fi j fs; - j kpo; tshj j fpwj j thfs; tLkhK dpth;
- Nghg; - l hf:l h; fhy:Lnty; - khAuk; Ntj ehafk; gpsi s
- vr; V. fpU\ z gpsi s - Ntj ehaf rh] j jhpahh; - j j :J t
Nghj fh; rfd; ghyF - j kpo f , NaR ri g mUl gz jahshf:spd;
j kpoggz p , uNgy - j duhR> Nr.r. - gpNf. [hh:[> Nr.r. -
m. Y)h:J rhkp Nr.r. - tpkp Qhdgpufhrk; - , uhr khz pf:fk>
Nr.r. - kpfNfy; , Uj ak; Nr.r.

nraKi w gaprfs;

1. r qf , yf:fpag; ghl y; xdwpi d ehl fkhf:Fj y;
2. GJi kgj j d; rpWfi j fS s; xdwpi d ehl fkhf:fp vOj j y;
3. i fnaOj :Jg; gpj p j ahhj j y;
4. ci urrj j puk; xdw j ahhf:f.
5. , yf:fpak; gwwj j wdha:T flLi u vOj f.

ghhi t Elyfs;

1. fz gj p t. & rej pfh uh[; Nkhfd; (1992). *ewwkp:*
fwgpf:Fk; Ki wfs; nr d; d: rhej h gj pggfk;

2. fz gj p t p & n[auhk d> G+ (2005). ewwkp; fwgjfFk; Ki wfs; - gFj p 2. nr di d: rhej h gj pggfk;
3. fi yrnr y; t p nt. (2007). fy; t p a y; j kp; fwgjj y; <NuhL: rOrt; nts p a L.
4. fi yrnr y; t p nt. (2009). fy; t p a y; rpwgGj; j kp; <NuhL: rOrt; nts p a L.
5. fi yrnr y; t p nt. (2009). j kp; gawwy; El gqfs; <NuhL: rOrt; nts p a L.
6. r b p thrd> uh. (2005). nkhop a y; nr di d: Kyi y epi yak;
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10. j z l g h z p R. (2012). j kp; - fwgjj y; rpwgGj j kp; k J i u: k b h gj p g g f k;
11. ngh p a z z d> Nfh. (2016). j k p o n k h o p f w g j j y p y; G j p a m Z F K i w f s; - g F j p 1. nr di d: t d j h gj p g g f k;
12. k a p i y N t q f l r h k p r b p. (2003). f m w j j t K k; j k p O k; nr di d: t r e j h gj p g g f k;
13. k b h l r p R e j u k> m. (2010). j kp; fwgjj y; ngh J j j kp; j p z L f f y; f h t a h k h y h gj p g g f k;
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18. N t Z N f h g h y> , . g h. & r h e j F k h h p f. (2013). j kp; f w g j j y p y; G J i k f s; r p w g G j j k p; nr di d: r h u j h gj p g g f k;
19. n[g h> v.MH. (2014). j kp; f w g j j y p y; G J i k f s; f d d p a h F k h p n u j j p d gj p g g f k;

**PAPER - XIX : COMPUTER SCIENCE
EDUCATION - IV**

B.Ed. : SEM - IV

Sub. Code : BPC4

Objectives:

The prospective teacher

1. understands the need of ICT in education.
2. understands the ICT integration in teaching learning process.
3. familiarizes themselves with E-learning and web based learning.
4. understands the ICT for professional development.
5. develops skill in preparing CBI courseware.

UNIT - I : COMPUTER SCIENCE TEACHER

Computer science teacher - Special qualities - In-service training - Teacher evaluation: Self-evaluation and evaluation by pupils - Identification of talented pupils, slow learners and their needs - Teacher competencies - Pedagogy - Technology - Integration - Basic strategies for professional development of teachers.

UNIT - II : COMPUTER SCIENCE TEXT BOOKS

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.

UNIT - III : ICT IN EDUCATION

Concept, Importance of ICT and ICT in education - Need of ICT in Education - Scope of ICT: Teaching Learning Process, Publication, Evaluation, Research and Administration - Challenges in Integrating ICT in School Education.

UNIT - IV : ICT INTEGRATION IN TEACHING LEARNING PROCESS

Introduction - Project based learning - Co-operative learning - Collaborative learning - ICT and constructivism: A pedagogical dimension.

UNIT - V : DESIGN AND DEVELOPMENT OF CBI COURSEWARE

Courseware - Writing objectives - Task analysis - Media selection issues - Development styles and screen design - Testing and evaluation - Integrated unitized package - Implementation of software - Criteria for evaluation of a courseware.

PRACTICUM

1. Development of a courseware material at secondary level.
2. Creating a simple personal website.
3. Prepare a report on ICT integration in teaching-learning process.
4. Prepare a student data base using any software.
5. Design a CBI Courseware.

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PAPER - XIX : MATHEMATICS EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPM4

Objectives :

The prospective teacher

1. understands the place of mathematics in school curriculum.
2. understands the psychology of learning.
3. develops the competencies in the pedagogical analysis of content of various branches of mathematics.
4. develops the competencies in curriculum analysis of mathematics.
5. understands the learning theories and their applications in mathematics education.

UNIT - I : PLACE OF MATHEMATICS IN SECONDARY SCHOOL CURRICULUM

Curriculum - Definition and principles - Content selection - Methods of organization of content: Psychological, logical, unitary, integrated, topical and spiral - Critical evaluation of mathematics syllabus at the secondary stage.

UNIT - II : THEORIES OF LEARNING MATHEMATICS

Psychological theories - Piaget, Bruner, Mathematical theory - Repair theory of learning - McCarthy's 4 MAT model of teaching and learning - Concept attainment model (Reception, Selection and unorganized), advanced organiser model and inquiry training model.

UNIT - III : INDIVIDUAL DIFFERENCES IN MATHEMATICS

Role of a mathematics teacher in remedying the differentials in the classroom - Developing speed and accuracy in mathematics, role of mathematics in developing and maintaining interest in mathematics, qualities of a good mathematics teacher, professional growth of mathematics teacher.

UNIT - IV : LEARNING RESOURCES IN MATHEMATICS

Mathematics library - Need and importance, mathematics text book - Need and qualities of good mathematics textbook, mathematics workbook - Function and characteristics, mathema-

tics club - Functions, organisation and activities, Field trip - Advantages, mathematics laboratory - Need, material and equipments for mathematics laboratory, mathematics journal.

UNIT - V : MEANINGFUL LEARNING AND ASSIGNMENTS IN MATHEMATICS

Meaningful learning: Principles, drill and review - Principles and advantages, graded assignments - Steps, uses, types - Class assignment and home assignment - Self study - Meaning, importance, Group work: Meaning, merits and limitations - Supervised study: Meaning, merits and limitations.

PRACTICUM

1. Organising quiz competition.
2. Critically analyse X standard mathematics text book.
3. Write a report on field trip.
4. Prepare a booklet on puzzles in mathematics.
5. Prepare a list of book and equipments needed for mathematics library.

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PAPER - XIX : PHYSICAL SCIENCE EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPP4

Objectives:

The prospective teacher

1. understands the principles of curriculum construction and examines critically the physical science syllabus of the secondary course.
2. understands curricular projects attempted in our country and abroad.
3. understands the criteria in selecting a good textbook and to evaluate a science text book.
4. provides opportunities to familiarize with the problems of organizing and maintaining a general science laboratory.
5. knows the special qualities of a good science teacher, acquires those qualities and evaluates himself or herself.

UNIT - I : PHYSICAL SCIENCE CURRICULUM

Trends and principles of curriculum construction, selection and organization of science content - Spiral approach, concentric approach, nature study, topic method, activity based curriculum, types of curriculum; curriculum improvement projects in India - UNESCO, UNICEF; curriculum improvement project abroad - PSSC, CHEM study and Nuffield projects.

UNIT - II : SCIENCE TEXT BOOK AND SCIENCE LIBRARY

Qualities of a good science text book - Use of text books inside and outside the classroom - Criteria for evaluation of science text books - Critical analysis of the existing Tamil Nadu science text book at the higher secondary level - Science library - Values of science library - Journals and other resource materials in physical science education.

UNIT - III : PHYSICAL SCIENCE LABORATORY

Physical science laboratory - Structure and design: Dr. White House plan; organization and maintenance of physical laboratory; administration, grouping of pupils, instruction to pupils, discipline in the laboratory, laboratory manual; stock registers, instruction

cards; safety precautions - some common laboratory mishaps and their remedies, preparation of indent; science kits.

UNIT - IV : PHYSICAL SCIENCE TEACHER

Academic and professional qualification - Professional growth of physical science teachers: In-service training, seminars, conferences, workshop, refresher courses; class room climate - Type of class room climate.

UNIT - V : ROLE OF PHYSICAL SCIENCE EDUCATION IN INDIA

Great problems facing India: Scientific background and role of physical science teacher in solving the problems: Over population, spread of diseases, malnutrition, energy crisis, superstitious beliefs, environment degradation - Pollution.

PRACTICUM

1. Preparation of laboratory instructional cards.
2. Presenting one demonstration to the peers.
3. Prepare a report on any one of the great problems facing India at present.
4. Prepare a science album on scientific issues.
5. Prepare a report on superstitious beliefs of your area and give scientific explanations.

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**PAPER - XIX : BIOLOGICAL SCIENCE EDUCATION-
IV**

B.Ed. : SEM - IV

Sub. Code : BPB4

Objectives:

The prospective teacher

1. understands the recent trends in biological science.
2. understands the principles of curriculum construction.
3. understands the importance of text books in the teaching-learning process.
4. familiarizes with various co-curricular activities.
5. comprehences the special qualities of good biological science teacher.

UNIT - I : RECENT TRENDS IN BIOLOGICAL SCIENCE

Concept and meaning: Plant science - Animal science - Microbiology - Applied science - Physical science - Biochemistry - Biophysics - Developmental biology behaviour and neurophysiology - Population genetics and evolution - Genetic engineering.

UNIT - II : BIOLOGICAL SCIENCE CURRICULUM

Curriculum: Definition - Concept - Science curriculum at different stages: Primary, upper primary, secondary and higher secondary - Principles to be observed in the selection of subject content - Arrangement of syllabus: Logical, psychological, concentric, topical, historical and biographical - NCERT curriculum - Biological Science Curriculum Studies (BSCS) - Nuffield science projects.

UNIT - III : SCIENCE TEXT BOOKS, CURRICULAR AND CO-CURRICULAR ACTIVITIES

Reading materials - Library - Text books: Characteristics, need and importance - Journals - Magazines - Curricular activities: Debate, discussion, drama, poster making on issues related to biology - Organizing events on specific day: Earth day - Environment day - International day for the preservation of the Ozone layer - Role of a teacher in organizing curricular activities - Co-curricular activities: Meaning - Definition - Need and importance - Museum: Importance of museum, preparation of mu-

seum materials - Biology club: Objectives, organization and activities - Maintenance of aquarium, vivarium and terrarium - Garden: School garden and home garden - Herbarium - Field trip.

UNIT - IV : HEALTH PROBLEMS

Communicable diseases: Meaning - Types: Diarrhoea - Malaria - Hepatitis - Typhoid - Female health issues: Breast cancer and maternal mortality - Balanced diet - Sexually transmitted diseases: HIV - Chlamydia - Gonorrhoea - Syphilis - Viral diseases: Swine flu and dengue fever - Bacterial diseases: Tuberculosis - Typhus - Causes, Symptoms and treatment.

UNIT - V : PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Biology teacher: Academic and professional qualifications, special qualities needed for a biology teacher - Professional development programmes: In-service training - Seminar, conferences and orientation courses - Role of reflective practices in professional development of biology teachers: Field visits, visit to botanical garden, science centre, zoo - Evaluation of teaching competency: Self evaluation, pupil's evaluation and colleagues evaluation.

PRACTICUM

1. Prepare an album on communicable diseases in your locality and suggest solutions for the same.
2. Prepare a herbarium.
3. Create a vegetable garden / herbal garden individually or in group in the college premise.
4. Organize a field trip and prepare a report.
5. Visit to a zoological park / botanical garden and prepare a report.

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PAPER - XIX : HISTORY EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPH4

Objectives:

The prospective teacher

1. understands the principles of curriculum designing.
2. understands the importance of resources and equipments in teaching history.
3. develops interest for professional growth and enrichment.
4. caters to the needs of varied categories of learners.
5. acquires practical knowledge about the recent trends in learning history.

UNIT - I : CURRICULUM DESIGNING FOR HISTORY

Curriculum and syllabus: Meaning, definition and difference - Principles of curriculum designing - Theories influencing selection of materials: Culture epoch theory, proceeding from near to remote, doctrine of natural tastes and interests - Organization of content: Chronological, topical, concentric, spiral, regressive and unit approaches.

UNIT - II : RESOURCES AND EQUIPMENTS

History classroom library: Need, importance and essential equipments - Text book: Meaning, importance and qualities - Collateral reading: Objectives, types and materials - History club: Objectives and activities - History room: Need and essential equipments - History museum: Importance and essential equipments - Community resources: Guest lectures and community survey - Archaeological resources.

UNIT - III : HISTORY TEACHER

Essential qualifications and qualities - Pre-service and In-service training: Meaning, need, importance, agencies and problems related to in-service training - Professional development - History teacher and current affairs: Meaning, nature, scope, objectives, criteria for selecting current affairs and special role of a history teacher - History teacher and controversial issues: Meaning, types, criteria for selecting controversial issues and role

of a history teacher - History teaching and national integration: Meaning, need, problems, co-curricular activities and role of history teaching - History teaching and international understanding: Meaning, need, barriers, co-curricular activities and role of history teaching.

UNIT - IV : CATERING TO SPECIAL NEEDS OF STUDENTS

Diagnosis of children with special needs: Meaning, grouping, tools used to group and importance - Enrichment programmes: Project: Meaning, definition, principles, characteristics, steps, types, merits and demerits - Discussion: Meaning, forms, constituents, advantages, disadvantages and role of a history teacher - Supervised study: Meaning, need, methods, merits and demerits - Remedial teaching: Meaning, aims, principles, need, procedures, strategies for remediation, merits and demerits.

UNIT - V : TECHNIQUES FOR DIRECTING STUDENTS' PARTICIPATION

Students' Participation: Meaning - Forms: Group or individual Participation: Techniques: Intellectual and manipulative - Intellectual: Recitation, drill, review, note taking, use of work book, debate and role play - Manipulative: Preparation of charts, picture album, and scrap book, time line, models, interpreting pictures and reading of history related books.

PRACTICUM

1. Prepare a role play for any historical event.
2. Write a critical review on a recently read history related book.
3. Conduct a debate on current events and prepare a report.
4. Prepare the life sketch of any one of the freedom fighters.
5. Visit a closeby museum and write a report.

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PAPER - XX : GENERAL ENGLISH EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPGE4

Objectives:

The prospective teacher

1. comprehends the position of English in India.
2. acquires the knowledge of teaching, and testing of listening and speaking skills.
3. acquires the knowledge of reading and writing skill.
4. analyses the content of English text book at secondary level.
5. enhances professional competencies.

UNIT - I : POSITION OF ENGLISH IN INDIA

- 1.1 English as a colonial language - English in post-colonial times.
- 1.2 Status of English in India: Need and value of English in the contemporary age - Language policy - Causes for the poor standard of English - Suggestions for improving the standard of English.

UNIT - II : TEACHING, DEVELOPING AND TESTING OF LISTENING AND SPEAKING SKILL

- 2.1 Listening: Types - Active and passive, kinds of listening materials - Authentic, recorded and live, listening skills to be developed at primary, secondary and higher level - Three phases of teaching listening skill - Pre-listening phase, listening phase and post-listening phase - Listening activities - Dictation, reading for comprehension, listen and do, draw, repeat and answer activities, listening to radio, television, telephone call and writing the message - Role of the teacher.
- 2.2 Speaking: Basic functions of a language, need, activities for developing oral fluency - Conversation class, discussion class, tongue-twisters, task-centred group activities, creation of language L2 environment, dialogue, role play, narrating incidents, poem recitation and stories, describing persons and things, speech sounds and their symbols, minimal pairs, stress, testing of spoken English skill.

UNIT - III : TEACHING, DEVELOPING AND TESTING OF READING AND WRITING SKILL

- 3.1 Reading : Importance, types of reading - Silent and loud, intensive and extensive, techniques - Skimming and scanning, methods of teaching reading to the beginners - Alphabetic method, phonic method, word method, phrase method and sentence method, problems in reading, improving the speed of reading, role of text book in developing reading skill, testing of reading skill.
- 3.2 Writing : Need for good handwriting, types of handwriting - Print, italic and cursive, characteristics of a good handwriting, teaching of writing skill at the elementary level, activities for developing writing skill at primary, secondary and higher level - Mechanics of writing: Good hand writing, spelling and punctuation - Contribution of composition - Testing of writing skill.

UNIT - IV : TEXT BOOK AND TEACHING OF ENGLISH

- 4.1 Psychological and linguistic principles of teaching English - Merits of skill based teaching.
- 4.2 Difference between L1 and L2 teaching-learning process.
- 4.3 Text book: Need and functions of a text book - Characteristics of a good text book - Analysis of text books and its activities for effective teaching-learning process.
- 4.4 Language laboratory: Concept, requirements - Infrastructure facility, hardware and software, teacher's role, evaluation.
- 4.5 Computer Assisted Instruction (CAI), Computer Assisted Language Learning (CALL).

UNIT - V : ENHANCING PROFESSIONAL COMPETENCIES OF AN ENGLISH TEACHER

- 5.1 Factors affecting language learning.
- 5.2 Role and competencies of a good English language teacher.
- 5.3 Challenges in teaching of English for the second language learners.
- 5.4 Developing the professional competencies of an English teacher.

PRACTICUM

1. Preparation of Powerpoint slides on the skills needed for an English teacher.
2. Writing critical review on a recently read supplementary reader.
3. Preparation of vocabulary file based on at least three dictionaries (Minimum 10 words).
4. Preparation of vocabulary chart based on intensive teaching practice (Minimum 10 words).
5. Prepare a CAI package to teach grammar at secondary level.

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PAPER - XX : nghJ j j kp;- IV

B.Ed. : SEM - IV

Sub. Code : BPGT4

Nehffq;fs;

Mrhpa khz th;fs;

1. gz i l Nahh; fz l gapwW Ki wfs; j wfhy Ki wfi s mwj y;
2. j wfhy fwggj j y; Ki wfs> Gj pa mZ F Ki wfs; c z heJ gapwrp ngWj y;
3. ghl E}Yk; j di kAk; gwwp mwj y;
4. nkhojgapwrp; , dwpai kahi ki a c z heJ gapwrp ngWj y;
5. j kp; fwggj j y; j fty; nj hoy; El gk; j kpggz pi a mwpeJ nfhs;S j y;

myF - I : gz i l Nahh; fz l gapwW Ki wfs> j wfhy Ki wfs;

rq;ffhy j hankhop gapwW Ki wfs; - nkhopahrh;ahfs; mwpej pUff Ntz ba mbggi l t; j p nkhopahrh;ah; j Fj pfs; - gz Gfs; - gz i l a gapwW Ki wf;Fk; j wfhyrf gapwW Ki wf;Fk; c ss NtWghLfs; - gz i l a gapwW Ki wapd; epi w> Fi wfs; - gapwW Ki wap; nj hy;fhggpah; fUj J - ed;D}yhh; fUj J ffs; - E}y;fSk; mj d; ti ffsk; - Mrh;ah> khz th; j Fj p gz G - fwgrf;Fk; Ki w> khz th; Nfl;Fk; Ki w.

myF - II : fwggj j y; Gj pa mZ F Ki wfs;

Gj pa Ki wfs; - FOKi wfs; fpz l hfhhl d; Ki w - tpi sahl L Ki w - nrayj pl l Ki w - thHj j hfyt; Ki w> ebgG Ki w , kKi wfs;pd; nray; Ki wfs; - epi wfs; - Fi wfs; - j d;Ki wfs; j d;ggapwrp Ki w - l hy; d; j pl l k; - khz bNrh;Ki w - NkwghH; tg; gbgG - fz l wp Ki w - , k; Ki wfs;pd; nrayghLfs; - epi wfs; - Fi wfs;

myF - III : ghl E}Yk; j di kAk;

ghl E}yfs; - ghl E}ypd; eyypayGfs; - rpwej ghl E}y; j ahhpggp; NghJ kdj pw;nfhs;sj j f;fd - fi yj j pl : l j j pwFk; ghl j j pl : l j j pwFk; c ss NtWghL - , yf;fpaj; j pvdha;T nfhs; i ffs; j pvdha;T Nj hwwk; - , di wa j pvdha;T epi y - j pwhda;T ti ffs; tpsff Ki w - gi l gG tojj; j pvdha;T - kuG top - tjj p Ki w - mofpay; - ghuhl :L - kj pggpl :L - tuyhwW - xggL - gFgG - , yf;fpa Ma;T newpKi wfs;

myF - IV : gssj E}yfk;

nkhopahrp;ahfs; fli k - tFgG E}yfk; - tFgG E}yfqs;py; i tggj wfhd E}y; Nj henj Lf;Fk; NghJ ftdj j py; nfhs;td - gssj E}yfk; - NkwNfhs; E}yfk; - ghhi t E}yfs; epfz Lfs> mfuhj p fi yf; fsQrpak> mggj hd rpej hkz p c i uE}y> j kponyf;rpfd; (j kpo; nrhwfsQrpa nghJ ghhi t E}y).

myF - V : j kp; fwgg j y; j fty; nj hoy; Elgk;

nkhogapwwha;T \$l k; mi kgG - gad; - rpwgG j di k - fwgg j y; gapwrp fz pdj; j kpo; fz pdp top nkhop fwgg j y> fz pdp nkhopf; fy;tp - gadfs; - , yf;fz , yf;fpak; fwgg j y; - fz pdp j kpohrtpaUk; - , i z ak; , i z a topf;fy;tp - j kpo; , i z a rpwgG j kpo; , i z a gyfi yf;fof Nehf;fk> FwrfNfhs; - nkhopf; fy;tp FWej fL - gy;Y}l fk; top j kpo; fwgg j y;

nraKi w gapwrf;:

1. xggi l gGj j hs; xdW j ahhpf;f.
2. nraAs; xdwpwF , i z aj s xggL j ahh; nraf.
3. thf;fpa ti ffi sr; rhd;Wl d; vOJ f.
4. nj hi fr; nrhwfs; gl bay; j ahhpf;f.
5. nkhoggapwwha;Tf;\$l k; gwwp fl;Li u vOJ f.

ghhi t E}yfs;

1. muqfrhkþ G+ (2006). *j kþo; nkhop fwgjj j y;* kJi u: kheþyh gj þggfk;
2. MWK fehtyH. (2001). *j kþo; , yffz k; nrði d: Kyi y eþi yak;*
3. MWK fehtyH. (2004). *ed;D}y; fhz ;bi f c i u nrhyyj þfhuk; nrði d: Kyi y eþi yak;*
4. MWK fehtyH. (2004). *ed;D}y; fhz ;bi f c i u vOj j j þfhuk; nrði d: Kyi y eþi yak;*
5. fz gj þ t. & rej þfh uh[; Nkhfd; (1992). *ewwþo; fwgþf;Fk; Ki wfs;* nrði d: rhej h gj þggfk;
6. fz gj þ tþ (2010). *ewwþo; fwgþf;Fk; Ki wfs;* nrði d: rhej h gj þggfk;
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8. fi yrnrý;tþ nt. (2007). *fy;tþaþay; j kþo; fwgjj j y;* <NuhL: rOrþt; ntsþaL.
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10. j z l ghz þ R. (2012). *j kþo; - fwgjj j y; nghJ j j kþo;* kJi u: kþdh gj þggfk;
11. *GypAH Nfrþfd; c i u nj hy;fhggþak;* nrði d: ghþ eþi yak;
12. nghþaz z dþ Nfh. (2016). *j kþonkhop fwgjj j yþy; Gj þa mZ FK i wfs; - gFj þ 1.* nrði d: t dþj h gj þggfk;
13. kþdh rþ Rej ukþ m. (2010). *j kþo; fwgjj j y; nghJ j j kþo;* j þz l f;fy; fht;ahkhyh gj þggfk;
14. n[ghþ v.MH. (2014). *ghl grnghUs; kwWk; j kþo; fwgjj j y;* f d d þah Fk þ nuj j þd gj þggfk;

**PAPER - XXI : EDUCATION OF EXCEPTIONAL
CHILDREN**

B.Ed. : SEM - IV

Sub. Code : BEEC

Objectives:

The prospective teacher

1. demonstrates knowledge of special children.
2. identifies needs of children with diversities.
3. cultivates new attitudes towards special children.
4. understands the need for innovative learning - teaching strategies in the context of diversities of students.
5. links classroom management in inclusive classroom situation.

UNIT - I : EXCEPTIONAL CHILDREN IN GENERAL

Concept of impairment, disability and handicap by WHO - Definition of exceptional / challenged / differently abled / disadvantaged children - Classifications: Academic - Slow learner, mentally retarded, autism, dysgraphia, dyslexia, dyscalculia and gifted; physical - Ortho, visual and hearing impaired; social-disadvantage on the basis of sex, age, language, religion, minorities, community, labour and values - Characteristics, causes, problems, psychological and educational needs of above groups of children.

UNIT - II : APPROACHES AND PERSPECTIVES

Tracing history of exceptional children - Approaches of viewing disabilities: Charity model, bio-centric model, functional model and human rights model - Concept of special, integrated and inclusive schools: Merits and demerits of above schools.

UNIT - III : INTERNATIONAL AND NATIONAL DECLARATIONS

International: Biwako Millennium Framework (BMF) 1993-2012 - Recommendations of Salamanca Statement and Frame work of Action (1994) - Educational Provisions in UN Convention on Rights of Persons with Disabilities (UNCRPD - 2006).

National: The Persons with Disabilities Act (PWD Act) 1995 - The Rehabilitation Council of India Act (RCI Act) 1992 - The

National trust for Welfare of Persons with Multiple Disabilities Act 1999 - Right to Education Act (RTE Act) 2009.

UNIT - IV : EDUCATIONAL SCHEMES FOR EXCEPTIONAL CHILDREN

Integrated Education for Disabled Children 1974 - PIED 1986
- DPED - Integrated Education for Disabled Children (IEDC 2000)
- Education of Special Group of Children under SSA, 2000 -
Comprehensive Action Plan for Children with Disabilities 2005 -
Inclusive Education for Disabled at Secondary School (IEDSS 2009).

UNIT - V : INCLUSIVE PRACTICES IN CLASSROOMS

Special needs of persons with different disabilities: School readiness in terms of infrastructure, attitude of whole school, social climate of classroom, interactive sessions such as cultural and academic programmes between normal and exceptional children, accessibility, human resources, supportive resources like special teacher, speech therapist, psycho therapist, occupational therapist and counselor - Teacher readiness: Pedagogical adaptation, cooperative and CAI assisted learning, peer teaching, multisensory teaching, lesson planning, TLM, attitude of teacher - Evaluation procedures: Different provisions of examinations, change in attitudes and behavior - Community participation: NGOs, Parents and Philanthropists.

PRACTICUM

1. Prepare a Powerpoint slide on the types of exceptional children.
2. Visit a school for differently abled children and write a report.
3. Identify the causes for dyscalculia and dysgraphia.
4. Write a report on the welfare schemes of government of Tamilnadu for differently abled children.
5. Prepare a report on assistive technology.

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PAPER - XXII : GENDER ISSUES IN EDUCATION

B.Ed. : SEM - IV

Sub. Code: BEGI

Objectives:

The prospective teacher

1. understands the key concepts - gender, sex and sexuality.
2. understands some important landmarks in connection with gender and education in the historical background.
3. understands different theories on gender and education.
4. learns about gender issues in schools and curriculum.
5. understands issues related to sexual harassment and agencies related to gender security.

UNIT - I : GENDER ISSUES : KEY CONCEPTS

Gender, sex, sexuality, transgender, patriarchy, masculinity, feminism - Meaning, definition, difference - Social norms and implication in sexuality - Gender bias, gender stereotype and women empowerment through gender sensitization - Gender inequality - Structural marginalization, Cultural stereotypes, sexism and discrimination - Gender inequality across the globe, at home, in education and in workplace.

UNIT - II : GENDER STUDIES: PARADIGM SHIFTS

Historical background - India and other country (Life styles and social reform movements) - Gender studies in Indian education - Gender studies and views of philosophies (Indian philosophy, western philosophy).

UNIT - III : GENDER, POWER AND EDUCATION

Theories on gender and education : Application in the Indian context - Socialization theory, gender difference, structural theory - Gender identities and socialization practices in family, schools, other formal and informal organization - Schooling of girls - Encouragement of co-education and its recommendation.

UNIT - IV : GENDER ISSUES AND CURRICULUM

Construction of gender in curriculum framework (primary, secondary and higher education) - Gender based education and curriculum - Provision of UNESCO and UNICEF - Gender in text

and context (textbooks, classroom practices, including pedagogy) - Teacher as an agent of change in society - Life skills and gender discrimination.

UNIT - V : GENDER, SEXUAL HARASSMENT, ABUSE AND REMEDIES

Gender issues and role of media - Gender abuses and harassment (Family, school and workplace) - Gender violence - Forms of gender violence - Mode of violation - Types of violence against women - Factors restricting progress of women - Remedies - Views of government schemes (MHRD, Social welfare department) towards women's upliftment and development - The sexual harassment of women at workplace act and rules 2013 (Prevention, prohibition and redressal) 2010 and amendment 2013, Protection of children from sexual offences act 2012 (POCSO).

PRACTICUM

1. Prepare a Powerpoint slide on any one topic.
2. Poster making on gender issues.
3. Prepare a report on gender discrimination in India.
4. Take a survey on women issues of your locality.
5. Suggest ways and means of improving the schooling of girls.

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PAPER - XXII : SCHOOL MANAGEMENT

B.Ed.: SEM - IV

Sub. Code: BESM

Objectives:

The prospective teacher

1. understands the concept of school management.
2. acquires knowledge about various management approaches.
3. develops the skill of maintaining school plant.
4. masters the methods of managing human resources.
5. understands the importance of financial resources.

UNIT - I : SCHOOL MANAGEMENT

Management: Meaning, definition, objectives and characteristics - Educational management: Meaning, definition and components - School management: Meaning, definition, aims, objectives, characteristics and principles - School organization: Meaning, definition, aims, objectives and characteristics - School administration: Meaning, definition, aims and objectives - Elements of school organization and school administration - Difference between school organization and school administration.

UNIT - II : APPROACHES AND FUNCTIONS OF MANAGEMENT

Approaches: Manpower, cost benefit analysis, social demand, social justice, interpolation and extrapolation, demographic projection and system approach - Functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) - Classroom management: Meaning, definition, characteristics and tips for effective classroom management.

UNIT - III : SCHOOL PLANT AND MAINTENANCE AND MANAGEMENT OF MATERIAL RESOURCES

School buildings: Meaning, characteristics, importance, location, design and constructions - Maintenance and beautification of school campus - Components: School office, library, class room, staff room, laboratory, play ground and hostel - School records and registers: Need, importance, types and modes of keeping records

- Time table: Meaning, definition, characteristics, principles, need and importance and its types - Discipline: Meaning, definition, characteristics, causes of indiscipline and remedies - Student welfare services: Meaning, need and types.

UNIT - IV : MANAGEMENT OF HUMAN RESOURCES

Leadership: Meaning, definition, qualities, Types: Autocratic, democratic and laissez-faire - Headmaster: Qualification, qualities, duties and responsibilities, relationship with teachers, students, parents and community - Class teachers: Qualification and qualities, duties and responsibilities, relationship with headmaster, colleagues, students and community - Supervision and inspection: Meaning, aims, types and qualities of a supervisor - Difference between supervision and inspection.

UNIT - V : MANAGEMENT OF FINANCIAL RESOURCES AND TQM

Financial resources: Meaning, principles, administration, sources and expenditure - Educational grants - Budget: Meaning, types, preparation and process of school - TQM: Meaning, methods and rules for managing quality education - Total quality management in education and total quality management based education.

PRACTICUM

1. Visit your model school - Find out how does the management function - Write a detailed report.
2. Interview the head of an institution - Find his management style - Write a report.
3. Meet your mentor of intensive teaching practice - Prepare a report on his class room management skills.
4. Find out the modern gadgets utilized to administer a school - Prepare a report on that.
5. Prepare a micro level school budget for an academic year.

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PAPER - XXII : HIGHER EDUCATION

B.Ed.: SEM - IV

Sub. Code: BEHE

Objectives:

The prospective teacher

1. acquires a perspective regarding the system of higher education in India.
2. develops readiness to undertake reforms and innovations in the practice of higher education.
3. applies innovations in teaching - learning process.
4. masters the policy perspectives in higher education.
5. acquires knowledge of the administrative bodies.

UNIT - I : TRENDS IN HIGHER EDUCATION

Definition and objectives of higher education, historical perspective of higher education - social change and higher education, higher education and culture; progress of higher education - Quantitative and qualitative dimensions - Financing higher education, structure and organization of higher education in India.

UNIT - II : HIGHER EDUCATION AND DEVELOPMENT

The role of MHRD, UGC, NUEPA, NAAC, NCTE and RUSA on higher education - Types and functions of universities - Planning, funding - Growth, maintenance and development of universities - State council of higher education - Assessment of higher education, teacher competence in higher education.

UNIT - III : POLICY PERSPECTIVES IN HIGHER EDUCATION

Recommendation of various commissions on higher education: UEC (1948 – 1949), Indian Education Commission (1964 - 1966), NPE (1986) and Revised NPE (1992) - Higher education and employment - Reforms in higher education - Knowledge commission - Vocationalisation of higher education.

UNIT - IV : PROBLEMS AND INNOVATIONS IN HIGHER EDUCATION

Problems of Indian higher education related to socio-economic context - Reforms in examination system, restructuring courses - Autonomous colleges and credit based syllabus - ICTs in higher education: MIS and e-governance - Organization and functions of distance learning system continuing education and

virtual learning, Tamil Nadu Teachers Education University, new modes of learning and teaching in higher education: Skill, competence and digital based, higher education and the unemployment of the educated person.

UNIT - V : ROLE AND FUNCTIONS OF ADMINISTRATIVE BODIES

University administrative bodies: Syndicate, senate, academic council and board of studies - Role and functions.

PRACTICUM

1. Preparing Powerpoint slides on any problem related to higher education.
2. Visit a nearby higher education institution and prepare a report about their planning and maintenance.
3. Writing assignment on any one of the topic from any unit.
4. Prepare an evaluative report on the examination pattern of higher education at present.
5. Prepare a report on role and functions of RUSA.

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PAPER - XXII : PEACE EDUCATION

B.Ed. : SEM - IV

Sub. Code : BEPE

Objectives:

The prospective teacher

1. understands the concept of peace education.
2. understands the dynamics of transformation of violence into peace.
3. realises the significance of values in self-development.
4. familiarizes the nature of conflicts and their resolutions.
5. imbibes the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace.

UNIT - I : PEACE EDUCATION

Peace education: Meaning, concepts and nature - Aims and objectives of peace education - Status of peace education in the curriculum.

UNIT - II : INTEGRATING PEACE EDUCATION IN CURRICULUM

Six major media of integration: Subject context, subject perspectives, teaching methods, co-curricular activities, staff development, class-room management, school management - Practical steps to build peace culture in schools - Teaching of peace education.

UNIT - III : NON-VIOLENCE FOR PEACE AND CONFLICT RESOLUTION

Relationship between peace and violence - Role of violence in our lives and lives of others - Exposure to violence through media - Consequences - Crises and their management - How peace education can help to deal with violence and bring about nonviolence - Factors that influence non-violence - Bases of conflicts - Positive and negative aspects of conflicts - Types of conflict - Conflict management - Conflict resolution - Role of peace education in resolving conflict - Reducing conflicts among students.

UNIT - IV : GLOBAL ISSUES AND PEACE MOVEMENTS

Human rights, preservation of ecology, population control,
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economic exploration, deprivation, equitable economic world order - Factors affecting peace in India - Gandhiji's contribution to peace studies - Non-aligned movement - Campaign for nuclear disarmament - Role of world organization in promoting peace.

UNIT - V : EDUCATING FOR A CULTURE OF PEACE

Ecological thinking and respects for life (age 8-12) - Tolerance and respect for human rights (age between 11-16) - Critical thinking and active non-violence (age 12+) - Social justice and civic responsibility (age 14+) - Leadership and global citizenship (age 16+) knowledge, attitude and skills to be learnt in each of them - Class room activities.

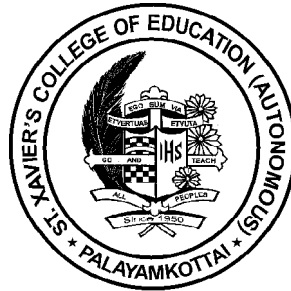
PRACTICUM

1. Identify the peace concept in Thirukkural (any ten).
2. Write about an NGO promoting peace.
3. Write about a world personality fought for peace.
4. Write about a factor that affects peace in your area or town.
5. Write a report on cultural barriers in promoting peace.

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**SYLLABUS
FOR TWO-YEAR MASTER OF
EDUCATION (M.ED.)**



**St. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)**

**[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA : 3.67]
Palayamkottai - 627 002, Tirunelveli,
Tamilnadu**

2016 - 2018

M.Ed. Syllabus

M.Ed. Syllabus

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SEMESTER - I

PAPER - I : HISTORICAL AND PHILOSOPHICAL PERSPECTIVES OF EDUCATION

M.Ed. : SEM – I

Sub. Code : MPHP

Objectives:

The student

1. acquires knowledge of the basic concepts of philosophy, the relationship between education and philosophy.
2. understands the different philosophical systems and their educational implications.
3. understands and appreciates the contributions made to education by prominent educational thinkers both eastern and western.
4. understands the concept of multi-cultural education in Indian society.
5. analyses the emerging perceptions in value education.

UNIT - I : PHILOSOPHY OF EDUCATION

Philosophy: Meaning, concept, scope and nature - Functions of philosophy and education - Modes of philosophical inquiry - Relationship between philosophy of teaching and teaching styles - Salient features of eastern and western philosophies of education - Beliefs of traditional philosophy and progressive philosophy - Liberal philosophy: Historical background and basic characteristics - Radical philosophy: Special features, modern concept of philosophy: Analysis - Logical analysis - Logical empiricism and positive relativism.

UNIT - II : EASTERN PHILOSOPHIES OF EDUCATION

Philosophy of Vedas, Sankhya, Vedanta in education, concept of yoga and its educational implications - Heterodox schools of Indian philosophy: Buddhism, Jainism and their educational implications - Islamic philosophy of education and its educational implications - Christian philosophy of education and its educational implications.

UNIT - III : EASTERN PHILOSOPHIES OF EDUCATION

Idealism, naturalism, pragmatism, existentialism, realism, marxism and their educational implications with special reference to the concepts of knowledge, reality, values and their educational implications for aims, contents and methods of education.

UNIT - IV : EDUCATIONAL PHILOSOPHERS AND THEIR EDUCATIONAL CONTRIBUTION

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

UNIT - V : MULTI - CULTURAL EDUCATION AND EMERGING PERCEPTIONS IN VALUE EDUCATION

Multi-cultural Education: Meaning, concept, need, scope and principles of teaching and learning in multi-cultural society - Approaches to multi-cultural education - Value education: Meaning, definition and meaning of values, classification of values, emerging perceptions in value education, Values as an instrument to counter terrorism.

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**PAPER - II : ADVANCED PSYCHOLOGY OF
LEARNING AND DEVELOPMENT**

M.Ed. : SEM - I

Sub. Code : MPAD

Objectives:

The student

1. understands the psychology of the learners.
2. understands the individual differences that exist among the learners.
3. understands the theories of learning and its application.
4. understands the styles of learning.
5. understands emotional behaviour and balances his/her emotions.

UNIT - I : INDIVIDUAL DIFFERENCES

Meaning - Characteristics - Types - Determinants - Causes - Individual differences and classroom management - Teacher's role - Becoming a fully functioning person - Challenges.

UNIT - II : LEARNING AND INFORMATION PROCESSING

Theories of learning: Guthrie, Hull and Kurt Lewin theory - Insight learning: Kohler - Hierarchy of Learning: Gagne - Information processing approach - Memory and its types - Causes of forgetting - Thinking and metacognition: Meaning and definition - ARCS model of instruction - Constructivism in teaching.

UNIT - III : MOTIVATION AND LEARNING STYLES

Motivation cycle - McClelland's achievement motivation - Learning styles of Kolb: Diverging, assimilating, converging and accommodating - H. Gardener's styles of learning: Visual, auditory and kinesthetic - McCarthy's 4MAT model of teaching - ADDIE based five-step method towards instructional design.

UNIT - IV : EMOTIONAL BEHAVIOUR

Emotion, Decision making and emotional intelligence - Theories of emotion : James Lange theory - Cannon-Bard theory - Characteristics of emotionally balanced people - Sexual violence -

Balancing emotions for happiness - Classroom climate - Role of the teacher and students.

UNIT - V : ADJUSTMENT AND MENTAL HEALTH

Adjustment as a process - Adjustment problems - Methods and mechanisms of adjustment - Stress: Causes, effects and control - coping styles and strategies - Need and functions of mental hygiene - Learning disabilities of children: Dyslexia, dyscalculia, dysgraphia and children with autism - Guidance techniques in adjustment - Group dynamics - Group process - Interpersonal relationship - Sociometric grouping.

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**PAPER - III : ADVANCED EDUCATIONAL
SOCIOLOGY**

M.Ed. : SEM - I

Sub. Code : MPAS

Objectives:

The student

1. understands the importance and role of education in the Indian society.
2. acquires the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations.
3. understands the process of social change, social progress and the difference between social change and cultural change.
4. acquires the knowledge of the constitutional provisions for Education in Indian democracy.
5. understands the concept of secularism, LPG, UNESCO's document on education and its implications.

UNIT - I : FUNDAMENTALS OF EDUCATIONAL SOCIOLOGY

Educational sociology: Concept, nature and scope, social functions of education - Relationship of sociology and education, education as a social sub system and its specific characteristics - Social agencies of education: Home, school, community, religion and state.

UNIT - II : SOCIAL PROCESSES

Education and socialization of the students, education and social stratification, conflicts and co-operation - Education and social mobility - Marxism and social revolution - Martin Luther and social reformation - Social organizations: Meaning, nature and characteristics - Social groups: Meaning, significance and types.

UNIT - III : SOCIAL CHANGE AND CULTURE

Meaning and nature of social change, education as related to social equity and equality of educational opportunities - Constraints on social change in India: Caste, ethnicity, class, language, religion, regionalism - Teacher as an agent of social change - Culture: Meaning, characteristics, cultural lag, education as an agency of cultural development.

UNIT - IV : EDUCATION AND MODERNIZATION

Modernization: Meaning, characteristics and educational role of modernization - Digital divides in the society - Cyberology - Education for national development - UNESCO: Four pillars of education.

UNIT - V : CURRENT ISSUES

Education and democracy: Meaning, characteristics, democratic rights - Education and secularism: Meaning, characteristics, educational implications - Socialism and educational implications - Education of the socially and economically dis-advantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population - Disaster management - Liberalization - Globalization - Privatization.

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**PAPER - IV : INTRODUCTION TO RESEARCH
METHODOLOGY**

M.Ed. : SEM - I

Sub. Code : MPIR

Objectives:

The student

1. understands the concept of educational research.
2. identifies the problems, variables in educational research.
3. familiarizes with the review of literature.
4. knows the different types of sampling techniques.
5. understands the use of different types of tools and techniques in educational research.

UNIT - I : CONCEPT OF EDUCATIONAL RESEARCH

Meaning and nature, need and importance and scope of educational research - Nature of knowledge, source of knowledge - Scientific method: Definition, steps - Four levels of educational research - Qualities of research - Areas of educational research - steps in educational research - Kinds of educational research: Basic and applied research, evaluation research and action research, and their characteristics - Research paradigms in education: Qualitative, mixed and quantitative and their characteristics.

UNIT - II : RESEARCH PROBLEMS, VARIABLES AND HYPOTHESIS

Sources, selection and criteria of research problems, limitations and delimitations, statement of the problem in different forms - Concept, nature, characteristics and types of variables - Inter relationship of different variables - Concept, importance, characteristics and forms of hypothesis - Formulation and testing - Level of significance - Errors in hypothesis testing - Assumptions: Meaning and role.

UNIT - III : REVIEW OF RELATED LITERATURE

Purpose, need at different stages of research and steps of review of literature - Source: Primary, secondary, other sources, on line / off line references - Qualities of a researcher - Study skills for educational researcher: Skills for literature search, library skills,

reading skills, and note taking skills - Abstracting and organizing literature - Criticism of literature - Introduction to integrative research review and meta-analysis.

UNIT - IV : POPULATION AND SAMPLING

Population - Concept and its types - Sampling: Concept and need, characteristics of good sample-sampling unit, sampling frame - Sample size: Important considerations in determining sample size, sampling error, representative and biased samples - Probability sampling techniques: Simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi-stage sampling - Non-probability sampling techniques: Convenience sampling, purposive sampling, quota sampling and snowball sampling - Sampling in qualitative and mixed research - research proposal.

UNIT - V : TOOLS AND TECHNIQUES OF EDUCATIONAL RESEARCH

Tools: Meaning and concept - Characteristics of a tool - Establishing validity, reliability - Validation and standardization of a tool - Techniques: Observation, interview, socio-metric techniques, questionnaire, rating scales, interview schedules, attitude scales, checklist, personality inventories - projective devices.

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SEMESTER - II

PAPER - V : ADVANCED RESEARCH METHODOLOGY

M.Ed. : SEM – II

Sub. Code : MPAR

Objectives:

The student

1. understands the different types of quantitative research.
2. understands the different types of qualitative research.
3. familiarizes with different methods of data collection.
4. prepares a very good research report.
5. knows the modern trends in educational research.

UNIT - I : QUANTITATIVE METHODS OF RESEARCH

Experimental research: Nature, variables: Independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables - Pre-experimental research, quasi-experimental designs, true experimental research - Internal and external validity of results in experimental research - Non-experimental research: Survey, casual-comparative and correlational research, classification by time: Cross-sectional, longitudinal (Trend and Panel studies), and retrospective classification by research objectives: Descriptive, predictive and explanatory.

UNIT - II : QUALITATIVE METHODS OF RESEARCH

Qualitative Research: Meaning, steps and characteristics - Phenomenology, ethnography, case studies and grounded theory - Historical research - Mixed research: Meaning, fundamentals, principles, strength and weaknesses, types and limitations.

UNIT - III : COLLECTION OF DATA AND GENERALIZATIONS

Need for data collection, Data: Meaning, nature, types - Data collection: Ethical considerations - Precautions in data collection - Organization of data - Need of research generalizations - Generali-

zation: Meaning, definition, types, level, applications - precautions in formulation of generalization.

UNIT - IV : WRITING RESEARCH REPORT

Need of research report - Characteristics of a good research report - Preliminaries: Title page, declaration, certificate, acknowledgement, table of content, list of tables, list of figures - Text: Introduction, review of related literature, design of the study, data analysis, summary and conclusions - Format: APA and MLA - Reference Section: Bibliography, appendix, pagination - Language: Style of writing, footnote, citations and quotations - Evaluation of a research report - Writing research abstract and research papers.

UNIT - V : EDUCATIONAL RESEARCH IN INDIA AND MODERN TRENDS

Growth and trend of educational research in India - Problems and suggestions for improvement - quality control of educational research - Funding agencies: UGC, DST, ICSSR, NCERT - Modern trends: E-research - Internet based research - Web based research tools - Social networking tools and semantic web in educational research.

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PAPER - VI : INTRODUCTION TO STATISTICS

M.Ed. : SEM - II

Sub. Code : MPIS

Objectives:

The student

1. acquires knowledge of fundamental statistical concepts.
2. develops the skills of computation of central tendencies, variations and correlations.
3. develops the skill of drawing statistical graphs.
4. develops the skill of doing correlations and its applications.
5. develops the skill of testing of hypothesis using 't' test, ANOVA and chi-square.

UNIT - I : INTRODUCTION TO EDUCATIONAL STATISTICS

Meaning, importance and role of statistics for researchers - Scales of measurement: Nominal, ordinal, interval and ratio - Organisation of data - Frequency distribution - Graphical representation of data: Histogram, frequency polygon, frequency curve and cumulative frequency curve - Uses of graphs.

UNIT - II : MEASURES OF CENTRAL TENDENCY AND VARIABILITY

Measures of central tendency: Mean, median and mode - Calculation and uses: Measures of dispersion: Range, quartile deviation and standard deviation: Calculation and uses - Co-efficient of variation: Calculation and uses - Percentiles - Standard scores - T-scores: Calculation and uses.

UNIT - III : NORMAL PROBABILITY

Normal probability curve: Properties and uses - Applications of normal probability curve - Skewness and kurtosis - Confidential limits - Estimation of population mean.

UNIT - IV : CORRELATION AND REGRESSION

Correlation: Meaning, types and uses - Rank correlation, product moment correlation, partial correlation, multiple correlation and regression equations: Calculations and uses - Factor analysis (Theoretical Steps).

UNIT - V : TESTING OF HYPOTHESES

Parametric tests: 't'-test, ANOVA and post ANOVA tests: Calculations and applications - Non-parametric test: Chi-square - Computers in data analysis - Steps involved in using suitable software: SPSS.

REFERENCES

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2. Best, John, W. & Khan, James, V. (1992). *Research in Education*. New Delhi: Prentice-Hall of India Pvt. Ltd.
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PAPER - VII : EARLY CHILDHOOD CARE AND EDUCATION

M.Ed. : SEM - II

Sub. Code : MSEC

Objectives:

The student

1. knows the importance of Early Childhood Care and Education (ECCE).
2. understands the child's right.
3. knows the different techniques of developing child for schools.
4. gains knowledge about different institutions for ECCE.
5. familiarizes in organizing ECCE centers.

UNIT - I : INTRODUCTION TO EARLY CHILDHOOD EDUCATION

Early childhood: Meaning, importance - Early childhood education: Definition, scope and its significance, goals and objectives - History of early childhood care and education in India - Linkage of ECCE with primary education - Major contributions of UNICEF, NCERT and ICCW.

UNIT - II : CHILD'S RIGHT AND LEGISLATIONS OF CHILDREN

Child Rights: Right to health, right to nutrition and right to education- Role of NGOs in care and protection of rights of the child - UN convention on the rights of the child (1989) - National policy on children in 1974 - The Juvenile Justice Act (1986) - Child Marriage Restraint Act (1929) - Prevention of Immoral Traffic Act, The Child Labour (Prohibition and Regulation) Act (1986) - Hindu Adoption and Maintenance Act (1956).

UNIT - III : DEVELOPING CHILD FOR EARLY SCHOOL YEARS

Emergence of physical and motor skills to participate in team games, play skills and engaging in learning complex tasks - Emphasis on self-help skills relating to health, hygiene, feeding, dressing, asking for things - Language development for skill in

narrating events, stories, learning to discriminate sounds and role play - Developing friendship, being part of a group, co-operation, social acceptability and exclusion - Debate, puzzles, quiz and riddles (oral and visual) to develop thinking, reasoning, problem solving - Listening to a story and promoting child participation through recall and express appeal and comprehension - Role of rhymes and storytelling (local and classic) in building children's orientation to Mnemonic skills and build memory skills.

UNIT - IV : INSTITUTIONS OF EARLY CHILDHOOD CARE AND EDUCATION

Day-care centres / crèches / pre-schools / kindergartens - Play groups and recreational play-centres- Non-formal pre-school education and its importance - Mobile crèches, anganwadis, ICDS, Day-cares, Mid-day meals scheme - Well baby clinic, Balbhavan, Hobby centre, Play centre - DWCRA, Cottage industry at home - Role of care-givers for meeting the needs of children in crèches, anganwadis and balwadis.

UNIT - V : ORGANIZATION AND MANAGEMENT OF ECCE CENTRES

Philosophy and goals in the context of organization and management of the ECCE programmes - Management: Definitions, principles and techniques - Setting up and running the centre: Physical facilities, locality and building, furniture and equipment, organizing indoor and outdoor spaces- Supervisor, teacher/day-care worker, supportive staff / helpers, administrative personnel.

REFERENCES

1. Berk, L. (2006). *Child Development*. New York: Allyn & Bacon.
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PAPER - VII : EDUCATION FOR SPECIAL CHILDREN

M.Ed. : SEM - II

Sub. Code : MSES

Objectives:

The student

1. understands the concept of special education.
2. gains knowledge on policy and legislative provisions for special education.
3. understands the different types of disabilities.
4. knows about rehabilitation services.
5. analyses the present status and future of special education.

UNIT - I : CONCEPT OF SPECIAL EDUCATION

Concept of exceptionality and special education - Positive, negative and multiple deviations - Needs and problems of exceptional Children - Need and scope of special education - Historical development of special education - Philosophy of special education - Sociological perspectives of special education.

UNIT - II : NATURE AND NEEDS OF VARIOUS DISABILITIES

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

UNIT - III : POLICY AND LEGISLATIVE PROVISIONS FOR SPECIAL EDUCATION

NPE - 1986, POA - 1992, RCI Act - 1992, PWD Act - 1995 - National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 - National Policy for Persons with Disabilities - 2006 - International Legislation for Special Education - UN-ESCAP, UNCRPP - Sarva Shiksha

Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - Right to Education Act, 2009.

UNIT - IV : REHABILITATION SERVICES

Meaning, definition and types of rehabilitation - Types of rehabilitation programmes - Institution based rehabilitation and community based rehabilitation - Role of family and community in the rehabilitation process - Appropriate vocational counseling and training, different techniques in counseling.

UNIT - V : CURRENT TRENDS AND FUTURE PERSPECTIVES IN SPECIAL EDUCATION

Early identification and intervention - Individualized instruction - Advocacy - Collaboration - Attitudes and awareness - Normalization - Deinstitutionalization - Integration - Mainstreaming - Inclusion - Models of integration and inclusive education - Schemes and facilities to achieve normalization - Open distance learning system.

REFERENCES

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PAPER - VIII : INCLUSIVE EDUCATION

M.Ed. : SEM - II

Sub. Code : MSIE

Objectives:

The student

1. understands the need of inclusive education at present.
2. comprehends the historical development of inclusive education.
3. familiarizes with innovative practices in inclusive settings.
4. promotes positive attitude towards inclusive education.
5. organizes an inclusive classroom.

UNIT - I : INTRODUCTION TO INCLUSIVE EDUCATION

Inclusive education: Definition, concept and importance - Disability: Definition, concept and importance - Facing disability - Plan realistically - Difference between inclusive education: Special education and integrated education - Inclusion of children with diverse abilities in regular schools - Benefits of inclusion.

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.

UNIT - III : INNOVATIVE PRACTICES IN INCLUSIVE SETTINGS

Peer tutoring - Cooperative learning - Collaboration and consultation - Team teaching - Curriculum adaptation: Concept, meaning and need for curriculum adaptations for children with disabilities - Guidelines for adaptation for teaching / practicing science, mathematics, social studies, languages, physical education yoga, heritage, arts, drama in inclusive settings - Utilization of records / case profiles for identification, assessment and intervention for inclusive classrooms - Techniques and methods used for adaptation of content, laboratory skills and play material - Individualized Education Programme (IEP) - Interactive white board - M-learning - E-learning - Assistive technology - ICT in inclusive classroom.

UNIT - IV : PROMOTING POSITIVE BEHAVIOR

Challenging behavior: Meaning, response and sources - Violence and touching - Class meetings - Social competence: Meaning, friendships and social skills - Reflection: Reflecting on practice-effects of reflective teaching.

UNIT - V : ORGANIZING THE INCLUSIVE CLASSROOM

Physical layout of the inclusive campus and classroom - Plans for substitute teachers - Meeting students personal care and medication requirements - Collaborating with other professionals and parents in the inclusive campus, inclusive classroom - Working with paraprofessionals in the inclusive classroom.

REFERENCES

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**PAPER - VIII : EDUCATION FOR GENDER
SENSITIZATION**

M.Ed. : SEM - II

Sub. Code : MSEG

Objectives:

The student

1. acquires knowledge about gender discrimination.
2. analyses the issues and problems related to women in India.
3. understands the constitutional rights of women in India.
4. comprehends the role of women in nation building.
5. gets acquainted with the concept gender sensitization.

UNIT - I : SOCIALIZATION AND WOMEN

Gender concepts - Socialization: Meaning, definition and stages
- Agencies of socialization - Social construction of gender - Sex and gender, gender discrimination, gender stereotyping, gender roles and gender needs - practical and strategic - Women and social institutions: Family meaning and definition; ethos of joint, nuclear - Patriarchal and matriarchal families.

UNIT - II : WOMEN IN INDIA: ISSUES AND PROBLEMS

Issues related to female children: Female foeticide, female infanticide and child marriage - Issues related to women: Dowry, issueless women, divorce, widowhood, female commercial sex workers, domestic violence, problems of elderly and single women - Issues related to marginalized women: Problems of dalit and tribal women; devadasis - Discrimination and exploitation in the name of tradition - Problems of women prisoners, women living with HIV / AIDS and women who are physically and mentally challenged.

UNIT - III : WOMEN'S RIGHTS IN INDIA

Women's rights: Meaning, concept and universal declaration of human rights - Enforcement of human rights for women and children - Understanding human rights in Indian context - UN conventions - Universal debate on human rights for women - Constitutional rights of women.

UNIT - IV : WOMEN'S ROLE IN NATION - BUILDING

Women in commercial poultry - Rural women and poverty alleviation - Role of women in forestry - Women's participation in farm and home activities - Problems in enterprise set-up and management - Promoting entrepreneurship amongst rural women.

UNIT - V : GENDER SENSITIZATION

Gender inequality and its impact on men and women - Understanding the notion of citizenship - Nature of gender inequalities - Transgender: Characteristics and challenges - Access to and control over resources and positions of power - Understanding sexual harassment as gender based violence: Nature, victims, causes and impact of gender-based violence - Violence by men against women: Impact of violence - Contributing to prevention of sexual harassment: What is and is not sexual harassment - Provisions in the act of 2013 about prevention of sexual harassment - Role of men in prevention of sexual harassment at workplace - Gender sensitive language, work culture and workplace.

REFERENCES

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SEMESTER - III

PAPER - IX : ADVANCED EDUCATIONAL TECHNOLOGY

M.Ed. : SEM - III

Sub. Code : MPAE

Objectives:

The student

1. acquires the knowledge of meaning, scope and types of educational technology.
2. understands the strategies and techniques of teaching.
3. attains the knowledge of the instructional designs and models of teaching.
4. comprehends the mass media approach.
5. understands the use of computers in education.

UNIT - I : THE CONCEPT OF EDUCATIONAL TECHNOLOGY

Educational technology: Meaning, allied terms, evolution and development of educational technology, differences between modern educational technology approach and traditional educational technology approach - Micro and macro objectives of educational technology, technology of teaching and challenges of the modern times - Benefits of educational technology.

UNIT - II : STRATEGIES AND TECHNIQUES OF TEACHING

ICT and its role in higher education - E-learning: Definitions, characteristics, components and Role of e-learning - Web-based Teaching (WBT) and its educational benefits - Virtual university and virtual classrooms - Blended learning in education and teacher's role - Flipped classroom - Cloud computing - Learning without limits for creating an innovative society - E-content Development.

UNIT - III : INSTRUCTIONAL DESIGNS AND MODELS OF TEACHING

Instructional designs: Definitions - Forms of instructional designs: Training psychology, cybernetic psychology: Meaning, output and advantages - System analysis: Meaning, procedure, evaluation - System approach: Components, steps in Instructional

system - Models of teaching: Definition, characteristics, roles, elements, types: Advance organizer model, inquiry training model, Integrated Pedagogical Paradigm (IPP), Jurisprudential model and Skinner's contingency management model.

UNIT - IV : MASS MEDIA APPROACH

Multimedia: Concept and characteristics - Developing multimedia package - Telecommunication in education: Audio and video conferencing, audio graphs, computer conferencing, teleconferencing, tele teach, tele seminar, tele tutoring and hyper media.

UNIT - V : EDUCATIONAL TECHNOLOGY IN DISTANCE EDUCATION

Distance education: Meaning, scope and characteristics - Educational technology in distance education, mobile learning, video conferencing, EDUSAT - Virtual reality - Virtual tutoring - Intelligent Tutoring System (ITS) - MOOCs - NROER.

REFERENCES

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PAPER - X : GUIDANCE AND COUNSELLING

M.Ed. : SEM - III

Sub. Code : MPGC

Objectives:

The student

1. acquires the knowledge of guidance and counselling.
2. understands the objectives of guidance and counselling.
3. develops skills for an effective counsellor.
4. understands the need and the scope of guidance and counselling.
5. acquires the knowledge of educational, personal and vocational guidance.

UNIT - I : CONCEPT OF GUIDANCE AND COUNSELLING

Guidance and counselling: Definition, need, scope, aims, nature, principles and areas of guidance - Objectives of guidance and counselling for different stages: Childhood, adolescents and adult - Characteristics of good guidance and counselling - Guidance and counselling - Differences.

UNIT - II : APPROACHES TO COUNSELLING

Directive or Counsellor Centered, Non-Directive or Client - Centered, Eclectic Counselling: Basic Assumptions, Characteristics, Advantages and Disadvantages - Bases for different counselling approach: Rational Emotive Behaviour Therapy, Psycho-Analysis - Counsellor: Functions, Qualifications, Training of a Counsellor - Family Counselling.

UNIT - III : TYPES OF GUIDANCE

Educational guidance: Meaning, need, objectives, characteristics - Stage wise educational guidance: Primary, secondary and higher stages- objectives - Problems and challenges and alternatives / solutions - Techniques of educational guidance.

Personal guidance: Meaning, nature, objectives - Personal guidance for primary, secondary and higher secondary levels - Its objectives - Types of emotional problems - Strategies of personal guidance - Information gathering: Parents, siblings, friends and observations - Tools of investigation: Projective and non-

projective techniques: Situational test, free association techniques, guess who techniques.

Vocational guidance: Meaning, definitions, characteristics and objectives - Vocational guidance for secondary and higher secondary - Problems in vocational guidance.

UNIT - IV : GUIDANCE FOR SPECIAL CHILDREN

Characteristics, problems and needs: Slow learners, gifted, socially disadvantaged children, emotionally disturbed and first generation learners - Role of the teacher in helping these children with special needs.

UNIT - V : ORGANISATION OF GUIDANCE AND COUNSELLING CENTRE

Guidance centre: Objectives, functions, resources, operational framework, contact with national and state level guidance centres - Role of headmaster and staff - Role of school counsellor - Activities at primary, secondary and higher secondary stage - Career conference, career talk - functions of career master.

Testing in guidance and counselling service: Use of tests in guidance and counselling - Test of intelligence: Aptitude, creativity, interest, personality - Psychology of adjustment - Mental health and hygiene, EQ and SQ: Implication on effective adjustment and development of integrated personality.

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**PAPER - XI : TEACHER EDUCATION AT 21ST
CENTURY**

M.Ed. : SEM - III

Sub. Code : MPTE

Objectives:

The student

1. understands the fundamentals of teacher education in India.
2. gets awareness of the agencies of teacher education and their roles.
3. understands the methods and approaches in teacher education.
4. understands the qualities, ethics and self-evaluation of a teacher.
5. acquires knowledge of the problems of teacher education.

UNIT - I : TEACHER EDUCATION IN THE EMERGING SOCIETY

Teacher education in the emerging society: Historical perspective - Recommendations of commissions on teacher education: Kothari Commission and National Policy on Education - Aims and objectives of teacher education: Elementary, secondary, higher secondary and tertiary level.

UNIT - II : TEACHER EDUCATION AND AGENCIES

Types of teacher education programmes and agencies - Pre-service teacher education - Distance education and teacher education - In-service teacher education - Orientation and refresher courses - Role and functions of MHRD, UGC, ASC, NCERT, NAAC, NCTE, NUEPA, SCERT, TANSICHE, DTERT, RIE and TNTEU.

UNIT - III : TEACHER EDUCATION CURRICULUM

Teacher education curriculum - National Curriculum Framework for Teacher Education 2009 - Critical analysis of teacher education syllabus at different levels - Innovative practices in teacher education: Micro teaching - Simulated teaching - Team teaching - Group methods - Individualized instruction: Definition, nature, characteristics, advantages and limitations - Recent trends in curriculum: E-content and on-line question bank system.

UNIT - IV : TEACHING AS A PROFESSION

Teaching as a profession - Qualities, duties and responsibilities of a teacher - Characteristics of an effective teacher - Competency based teacher education - Professional ethics - Performance appraisal of teachers: By self, administrators, colleagues and students - Technology and teachers.

UNIT - V : PROBLEMS IN TEACHER EDUCATION

Problems in teacher education: Liberalization - Privatization - Globalization - Commercialization of teacher education - Problems in admission - Curriculum and teacher evaluation.

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SEMESTER - IV

PAPER - XII : SCHOOL MANAGEMENT

M.Ed. : SEM - IV

Sub. Code : MSSM

Objectives:

The student

1. understands the concept of school management.
2. acquires knowledge about various management approaches.
3. develops the skill of maintaining school plant.
4. masters the methods of managing human resources.
5. understands the importance of financial resources.

UNIT - I : SCHOOL MANAGEMENT

Management: Meaning and definition - Educational management: Meaning, definition and components - School Management: Meaning, definition, aims, objectives, characteristics and principles - Elements of school organization and administration.

UNIT - II : APPROACHES AND FUNCTIONS OF MANAGEMENT

Approaches: Manpower and cost benefit analysis: Unit cost, individual and social cost, social demand, social justice, intrapolation and extrapolation, demographic projection and system approach - Functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB).

UNIT - III : SCHOOL PLANT AND MAINTENANCE AND MANAGEMENT OF MATERIAL RESOURCES

School buildings: Design and location - Components: School office, library, classroom, blackboard, laboratory, playground and hostel - School records and registers: Need, importance, types and modes of keeping records - Principles of time table construction - Discipline - Student welfare services.

UNIT - IV : MANAGEMENT OF HUMAN RESOURCES

Educational leadership: Meaning - Types: Democratic, Laissez-faire and Authoritarian - Headmaster: Qualification, qualities, duties, responsibilities and relationship with teachers, parents and

community - Teachers: Qualification, qualities, duties, responsibilities and relationship with headmaster, teachers, students and community - Supervision and inspection: Meaning, aims, types, steps, report writing, guidance and qualities of a supervisor - Difference between supervision and inspection.

UNIT - V : MANAGEMENT OF FINANCIAL RESOURCES AND TQM

Financial resources: Meaning, principles administration, sources and expenditure - Educational grants - Budget: Meaning, types, preparation and process of school - Total Quality Management (TQM): Meaning, methods, rules for managing quality education and total quality management based education.

REFERENCES

1. Alka Kalra. (2007). *Efficient School Management and Role of Principals*. New Delhi: APH Publishing Corporation.
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**PAPER - XIII : EDUCATIONAL MANAGEMENT AND
PLANNING**

M.Ed. : SEM - IV

Sub. Code : MSEP

Objectives:

The student

1. understands meaning, nature, scope, functions, principles and approaches of educational management.
2. acquaints the processes of educational management.
3. develops an understanding about the management of finance, resources.
4. prepares school or institutional budget.
5. applies the procedures of supervision and inspection.

**UNIT - I : EDUCATIONAL MANAGEMENT PRACTICE IN
THE PRESENT DAY CONTEXT**

Modern scientific management: Meaning, nature, scope and principles - System approach to operational management in education - Functions of educational managers - Research in educational management - Present trends in educational management - (X, Y and Z) Theory of management.

UNIT - II : THE PROCESS OF MANAGEMENT

Planning for a rational approach to goal achievement: Concept, objectives, steps for formulating the objectives - Planning strategy, policy and programme for realizing the objectives in terms of decision making programme development and forecasting; organizing, directing, staffing, recruiting - Planning for human resources, training, coordinating and controlling; budgeting, recording and reporting.

UNIT - III : MANAGEMENT OF FINANCING

Nature and scope of educational finance, sources, procurement, budgeting and allocation of funds, maintenance of accounts, sharing and distribution of financial responsibility - Mobilization of local resources - Private and self-financing of educational institutions - cost benefit analysis: Individual, social, institutional and unit cost.

UNIT - IV : SUPERVISION AND INSPECTION IN EDUCATION

Need for supervision: Meaning, nature, scope, limitations of present supervisory procedures - Evaluation of supervisory effectiveness - Inspection vs supervision - Academic supervision vs administrative supervision - Resources budgeting and auditing in education; resource: Meaning, types of mobilization, allocation and creation - Budgeting: Processes, formulation, types, drawbacks - Evaluation for performance and accountability.

UNIT - V : CONTROLLING AND LEADERSHIP STYLES IN EDUCATIONAL MANAGEMENT

Centralization - Decentralization, OBM, MBO, MBR, PERT, PPBS, control and methods of controlling, control-diameter unity of command - Leadership: Meaning and nature, theories of leadership - Leaderships styles - Decision making and crisis management - System evaluation - Programme evaluation and evaluation of functionaries.

REFERENCES

1. Aggarwal, J.C. (2010). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House.
2. Akhtar Najma. (1998). *Higher Education and University Management*, USA: Allyn - Bacon, Horizon Publisher.
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PAPER - XIV : ICT AND INSTRUCTIONAL SYSTEM

M.Ed. : SEM - IV

Sub. Code : MSII

Objectives:

The student

1. understands the meaning, nature and scope of ICT in education.
2. gets acquainted with e-learning and development in ICT.
3. understands meaning and nature of instructional system.
4. understands and use technology in instructional system.
5. evaluates instructional material or program.

UNIT - I : INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Information and communication technology: Meaning, importance and nature - Need of information and communication technology in education - Scope of ICT in education: Teaching-learning process, publication, evaluation, research and administration - Paradigm shift in education due to ICT: Curriculum, methods of teaching, classroom environment, evaluation procedure and educational management - Challenges in integrating information and communication technology in school education.

UNIT - II : INTRODUCTION TO COMPUTER

Computer: Meaning, definition and structure - Hardware - Input devices: Key Board, Mouse, Scanner, Microphone and Digital Camera - Output devices: Monitor, Printer, Speaker and Screen image projector - Storage devices: Hard Disk, CD and DVD - Mass Storage Device: Pen drive, Micro SD Card and External Hard Disk - Software: Operating System: Concept and function - Educational uses of application software: Word Processors, Presentation, Spread sheet, Database Management, Viruses and its Management - Facilities available for communication: E-mail, chat, online conferencing (Audio-video), e-library, websites, blog, wiki and social networking - - Concept and uses: Internet forum, News groups and search engines - Legal and ethical issues: Copyright, hacking, netiquettes and net-safety.

UNIT - III : ICT SUPPORTED TEACHING/LEARNING STRATEGIES

Computer Assisted Learning (CAL) - Project Based Learning (PBL) - Collaborative Learning - Technology Aided Learning - E-learning - Web Based Learning - Virtual Classroom - EDUSAT.

UNIT - IV : SYSTEMS APPROACH AND INSTRUCTIONAL STRATEGIES

System: Meaning and Characteristics - Systems approach: Concept, principles and application in education - Distinction between education, instruction and training - Instructional system: Meaning, nature, components, need, importance and uses - Analysis of instructional system - Instruction strategies: Self instruction - Programmed instruction and Computer assisted instruction - Models of instructional system: Mastery learning model - Synectic model and Modified system model.

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.

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**PAPER - XV : HIGHER EDUCATION IN GLOBALIZED
CONTEXT**

M.Ed. : SEM - IV

Sub. Code : MSHG

Objectives:

The student

1. understands the concept of higher education in India.
2. acquires knowledge about role and functions of administrative bodies of higher education.
3. develops readiness to undertake reforms and innovations in higher education
4. comprehends the importance of linking LPG with higher education.
5. decides to enrich the quality of higher education through research.

UNIT - I : CONCEPT OF HIGHER EDUCATION

Higher education: Meaning, definition, objectives of higher education - Development of higher education in India - Demand for higher education - Higher education and social change - Higher education and culture - Quantitative and qualitative higher education - Financing higher education.

UNIT - II : ROLE AND FUNCTIONS OF ADMINISTRATIVE BODIES

The Role of MHRD, UGC, NUEPA, NAAC, NCTE, TANSCHER, RUSA on higher education - Growth of universities in recent years - Types and functions of universities - Role and functions of university administrative bodies: Syndicate, senate, academic council and board of studies.

UNIT - III : HIGHER EDUCATION AND LPG

Liberalization, privatization, globalization: Meaning, definition, need, importance and impact on higher education - Commercialization of higher education - Democratization of higher education - Autonomy to colleges - College with potential for excellence - Self financing colleges - Higher education and open universities and distance education.

UNIT - IV : PROBLEMS AND INNOVATIONS IN HIGHER EDUCATION

Problems of Indian higher education: Admission, curriculum, teaching, learning and evaluation - Reforms in higher education: Curriculum and examination system - Higher education and employment - Knowledge Commission - Vocationalisation of higher education - ICTs in higher education.

UNIT - V : RESEARCH AND QUALITY PERSPECTIVES OF HIGHER EDUCATION

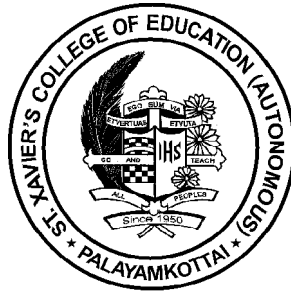
Research in higher education: Meaning, need and importance - Research organizations in India - Funding agencies: UGC, CSIR, DST, ICSSR - ICT - Role of ICT in research - ICT and quality in higher education - Maintenance of standards of higher education.

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**SYLLABUS
FOR M.PHIL. COURSE**



**St. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)**

**[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA : 3.67]
Palayamkottai - 627 002, Tirunelveli,
Tamilnadu**

2016 - 2017

M.Phil. Syllabus

M.Phil. Syllabus

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SEMESTER - I

PAPER - I : ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

M.Phil. : SEM - I

Sub. Code : MPH1

Objectives :

After the completion of this course the scholars

1. understand and identify the foundations, the sources of research problems and variables of educational research.
2. formulate hypotheses, design Educational research and understand the modern development in educational research.
3. analyze the nature of enquiry and acquisition of information.
4. explain theory behind statistics and choose appropriate statistical techniques for the analysis.
5. acquire the skill in using computer for data analysis.

UNIT - I : FOUNDATIONS AND PERSPECTIVES OF EDUCATIONAL RESEARCH

Educational research: Meaning, definition, need, scope and Characteristics - Scientific methods - Eight-stage model of the scientific method - Objectivist and subjectivist conceptions of social reality - Different approaches and types of research and research processes - Objectivity and ethical concerns in educational research - Approaches: Positivism, Empiricism, Realism, Phenomenology, Ethnography and Symbolic interactionism - Grounded theory.

UNIT - II : RESEARCH METHODS

Hypotheses for problem solving - Construction and confirmation of hypotheses - Logic of hypotheses testing - Null hypothesis and its significance - Experimental design: Types and basic principles - Internet based experiments - Survey research - Types of survey: Telephonic and internet based survey - Different types of tools of survey - Evaluating website - Computer simulations - Meta analysis - Sampling techniques: Need and purpose.

UNIT - III : QUANTITATIVE TECHNIQUES (THEORETICAL ASPECTS)

Regression and correlation analysis: Simple, partial and multiple - Parametric tests - Comparing two means: t-test - Comparing more than two means: F-test - Two and three way analysis of variance - Analysis of covariance - Non-parametric tests: Chi-square test - Median - Mann Whitney 'U' -test - Multivariate analysis: Characteristics and applications - Factor analysis - Discriminant analysis - Cluster analysis - Reliability and validity - Item analysis.

UNIT - IV : QUALITATIVE APPROACHES

Qualitative research in education: Nature, definition and design - In-depth interview - Participant observation - Approaches to qualitative data analysis, conversation analysis, discourse analysis and semeiotic analysis - Grounded theory.

UNIT - V : COMPUTER BASED DATA ANALYSIS AND RESEARCH REPORT

Data base packages: MS Excel, use of MS Excel for Data entry variables - Import and export of files - Data manipulation - Data transformation - Performing simple statistical analyses: Measures of central tendency, measures of variability, percentiles, correlation and t-Value: Statistical packages - SPSS - Review of packages and their uses in educational research - Research proposal - Research report and format of the research report - Style of writing the report - References and bibliography - Evaluation of research - Criteria of evaluation.

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**PAPER - II : EDUCATION OF THE SPECIAL GROUP
CHILDREN**

M.Phil. : SEM - I

Sub. Code : MPH2

Objectives:

After completion of the course the scholars

1. get acquainted with persons with disabilities and disadvantaged children and their characteristics, needs and scope of their educational provisions.
2. know about constitutional provisions, National Policies and programmes for promotion of education among persons with disabilities and disadvantages.
3. understand the status of education among persons with various disabilities and disadvantaged.
4. understand the impediments, challenges and problems in achieving UEE with special reference to persons with disabilities and disadvantaged.
5. familiarize with various strategies and programmes for promotion of education among persons with disabilities and disadvantaged.

UNIT - I : SPECIAL GROUP CHILDREN

Meaning and definition of impairment, disability and handicap - Characteristics and needs of persons with disabilities - Concept and scope of special education - Universalization of education and education of the persons with disabilities - Approaches of special education - Special schools, integrated schools, inclusion and normalization - Definition, types, characteristics and needs of socially disadvantaged children - Concept and scope of compensatory education - Policies and programmes for promotion of education among the persons with disabilities and disadvantaged sections of the society.

UNIT - II : CONSTITUTIONAL PROVISIONS FOR SPECIAL GROUP CHILDREN

Constitutional provisions and acts - National and state policies - National policy on education - Integrated child development

programmes - Benefits and concessions/provisions by state and central government - Social security measures.

UNIT - III : CHALLENGES AND PROBLEMS IN THE WAY OF ACHIEVING UEE

With special reference to education of the Tribal/Scheduled caste children, minorities, girl child and working children - Access, enrolment, participation, and learning achievement - Establishment of schools, teacher preparation programmes (Human Resource) providing infrastructure facilities, development of instructional material - Quality of schooling - Factors determining school effectiveness - Community mobilization, participation and contribution.

UNIT - IV : STRATEGIES AND PROGRAMMES

Decentralized educational planning and management - Community based rehabilitation and micro-planning - Effective role of school education committees - Enhancing access to school - Providing minimum facilities.- Early childhood care and education - Early intervention programmes for the disabled - Establishment of special schools and integrated schools for catering to the needs of disabled children - Initiation of integrated children services.

UNIT - V : EDUCATING THE GIRL CHILD

Gender sensitization: Meaning and definition - Gender bias - Educational planning and implementation, removing gender bias in education (curriculum and text books) with special reference to social, cultural and education aspects of women empowerment - Promoting research in special education and education of the disadvantaged.

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SEMESTER - II

PAPER - III : EDUCATIONAL POLICY PLANNING AND MANAGEMENT

M.Phil. : SEM - II

Sub. Code : MPH3

Objectives :

After the completion of this course the scholars

1. understand the basic concepts, approaches, procedures to management theory in educational administration and management.
2. acquire knowledge and skills for educational, institutional and financial planning.
3. explain the functions of leadership role as changing agent.
4. optimize student participation in curricular and co-curricular activities.
5. manage the institutional and instructional processes towards the attainment of the functional objectives.

UNIT - I : NATIONAL POLICY ON EDUCATION

Center and State relation in education - Recommendations of various commissions in the context of universalization of elementary education - Secondary education - University education - Recent changes in economic policy for education at national and state level.

UNIT - II : EDUCATIONAL MANAGEMENT

Definition and scope of management - Functions of management - Principles of management - Management and decision making - Management and administration - Need to modernize educational administration - Major approaches to management theory: McGregor's X - Y theory and Taylorism.

UNIT - III : EDUCATIONAL AND INSTITUTIONAL PLANNING

The concept, scope and objectives of institutional Planning - the need for institutional planning - Basic characteristics of institu-

tional 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 - Concept of educational planning - Approaches to educational planning - Planning, programming, budgeting and control.

UNIT - IV : MODERN EDUCATIONAL MANAGEMENT TECHNIQUES

MBO, PERT, PPBS and MIS - Application of modern management techniques to educational administration - Decision making and problem solving - Team building - Capacity building - Systems approach to educational change - Educational manager as a change agent and as a leader - Facilitator of change - Factors affecting change - Management as communication system - Motivation and participation - TQM in higher education and NAAC.

UNIT - V : RESOURCE MANAGEMENT

Management of human, material and financial resources - Management of personnels: Teaching and non teaching in organization - Institutional climate - Group dynamics - Management of learning process - Learning resources - Time management - Classroom management - Finance management: Principles of educational finance - methods of financing education - Sources of income (Government and Private) - Cost benefit analysis.

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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

Plan of Action for the Academic Year 2016 – 2017

Criteria	Plan of Action
<p align="center">Curricular Aspects</p>	<p>Curriculum Transaction:</p> <ul style="list-style-type: none"> • Academic Council Meeting • Anti-Ragging Committee Meeting • Board of Studies Meeting • Career Guidance and Placement Cell Meeting • Caste Discrimination Monitoring Committee Meeting • College Development Committee Meeting • Examination cum Awards Committee Meeting • Extension Services Committee Meeting • Finance Committee Meeting • Governing Body Meeting • IQAC Meeting • Library Committee Meeting • Magazine Committee Meeting • Pre-Board of Studies Meeting • Board of Studies Meeting • Research Cell Meeting • Students Welfare and Extra-curricular Activities Committee Meeting • Women Cell Meeting
<p align="center">Teaching – Learning and Evaluation</p>	<ul style="list-style-type: none"> • CIA – I – Semester I • CIA – II – Semester I • Demo Teaching • I Semester Examination • Lesson Plan Writing Exercise • Mark sheet Distribution through PTA • Micro Teaching

	<ul style="list-style-type: none"> • Practical Commission for II year B.Ed. • Preliminary Teaching Practice • Visit to Special School
Research Consultancy and Extension	<ul style="list-style-type: none"> • NET coaching classes on Education • NET coaching classes on Library Science • Pre-Ph.D. Examinations • Pre-Ph.D. Viva voce • Research Colloquium • Seminar on Electronic Resources and Academic Libraries • Seminar on Research Methodology
Infrastructure and Learning Resources	<ul style="list-style-type: none"> • Hostel for girls • Inverter for Research Centre • Life in the Jubilee Blog • New Toilet for girls • Purchased bulk anti-virus software for all computers • Purchased New Almiras for Library • Purchased one copier for Library • Updated Computers in the Computer Centre • Updated Psychology, Biological, Language and Physical Science Lab
Students' Support and Progression	<ul style="list-style-type: none"> • Awareness programme on Alcoholism • Awareness programme on Dengue • Basic Legal Rights Awareness • Blood Identification Camp • Bridge Course • Career Guidance and Placement Cell Inauguration • Christmas Day Celebration • College Assembly • College Day • Entry Behaviour Test for B.Ed. • Inauguration of Subject Clubs • Inauguration of the Academic Year – B.Ed. & M.Ed. II year • Inter – religious Prayer Service

	<ul style="list-style-type: none"> • Interaction with Transgender • Intra-mural Cultural Competitions • Library Orientation talk • Orientation for B.Ed. Students • Pongal Celebration • Sangamam and Graduation Day • Science and Arts Exhibition • Senior Teacher Meeting • Sports Day • Students Council Inauguration • Students Counselling • Subject club activities • Talk on HIV and AIDs • Teachers Day • Tutor-Ward System • Visit to Aaikudi Special School • Volleyball Tournament • Women's Day • Women's Day Celebration • XATEC • Yoga Training
<p style="text-align: center;">Staff Enrichment Programmes</p>	<ul style="list-style-type: none"> • Creating one's Own Website • Smart Classroom Skills • Counselling • Web 2 Tools • Yoga training • Writing proposals for projects
<p style="text-align: center;">Extension Services</p>	<ul style="list-style-type: none"> • Community Camp • Educational Tour • IGNOU Counselling • MOTESC – Child Jesus School and Government Boys Hostel • Social Project Day



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Palayamkottai, Tirunelveli – 627002.

Action Taken Report for the Academic Year 2016 - 2017

Criteria	Action Taken on . . .
Curricular Aspects	<ul style="list-style-type: none"> • Curriculum Transaction: Pre-Board of Studies Meeting (29th June 2016) • Examination cum Awards Committee Meeting (13th July 2016) • Board of Studies Meeting (14th July 2016) • Academic Council Meeting (02nd August 2016) • Students Welfare and Extra-curricular Activities Committee Meeting (06th August 2016) • Bridge Course (08th to 31st August 2016) • Library Committee Meeting (09th August 2016) • Research Cell Meeting (10th August 2016) • Career Guidance and Placement Cell Meeting (12th August 2016) • Extension Services Committee Meeting (13th August 2016) • Magazine Committee Meeting (17th August 2016) • Women Cell Meeting (18th August 2016) • Anti-Ragging Committee Meeting (23rd August 2016) • Caste Discrimination Monitoring Committee Meeting (24th August 2016) • Finance Committee Meeting (22nd September 2016) • College Development Committee Meeting (26th September 2016) • Governing Body (19th October 2016) • Examination cum Awards Committee Meeting (05th January 2017) • Magazine Committee (2nd February) • Women Cell Meeting (27th February 2017) • Finance Committee Meeting (01st March 2017) • Career Guidance and Placement Cell (CGPC) Meeting (06th March 2017) • IQAC Meeting (10th March 2017) • Library Committee (13th March 2017) • Governing Body Meeting (26th April 2017)

Teaching – Learning and Evaluation	<ul style="list-style-type: none"> • Micro Teaching (6th to 12th September 2016) • Lesson Plan Writing Exercise (14th to 15th September 2016) • Demo Teaching (5th, 6th October 2016) • Preliminary Teaching Practice (14th, 18th, 21st and 24th October 2016) • Visit to Special School (31st October and 1st November 2016) • CIA – I – Semester I (26th to 28th October 2016) • CIA – II – Semester I (9th to 12th December 2016) • I Semester Examination (17th to 21st December 2016) • Practical Commission for II year B.Ed. (20th & 21st December 2016) • Mark sheet Distribution through PTA (8th February 2017)
Staff Enrichment Programmes	<ul style="list-style-type: none"> • Creating one's Own Website (23rd December 2016)
Research Consultancy and Extension	<ul style="list-style-type: none"> • Research Colloquium (17th September 2016) • Seminar on Electronic Resources and Academic Libraries (21st & 22nd October 2016) • Seminar on Research Methodology for M.Ed. & M.Phil. (3rd & 4th November 2016) • NET coaching classes on Library Science (16th to 18th December 2016) • Pre-Ph.D. Examinations (20th & 21st February 2017) • Pre-Ph.D. Viva voce (2nd May & 22nd June 2017)
Infrastructure and Learning Resources	<ul style="list-style-type: none"> • Updated Psychology, Biological, Language and Physical Science Lab • Inverter for Research Centre • Purchased New Almiras for Library • Purchased one copier for Library • Updated Computers in the Computer Centre • Purchased bulk anti-virus software for all computers
Students' Support and Progression	<ul style="list-style-type: none"> • Inauguration of the Academic Year – B.Ed. & M.Ed. II year (01st August 2016) • Bridge Course (08th to 31st August 2016) • Students Counselling (01st & 02nd September 2016) • Orientation for B.Ed. Students (02nd & 03rd September 2016) • Entry Behaviour Test (03rd September 2016) for B.Ed.

	<ul style="list-style-type: none"> • Teachers Day (12th September 2016) • Blood Identification Camp (20th September 2016) • Inauguration of Subject Clubs (21st September 2016) • Library Orientation talk (23rd September 2016) • Tutor-Ward System (24th September 2016 & 23rd February 2017) • College Assembly (26th September 2016) • Students Council Inauguration (30th September 2016) • Senior Teacher Meeting (7th October 2016) • Career Guidance and Placement Cell Inauguration (15th October 2016) • Yoga Training (10th November 2016) • Basic Legal Rights Awareness (5th November 2016) • Awareness programme on Dengue (8th November 2016) • Inter – religious Prayer Service (12th November 2016) • Talk on HIV and AIDs (17th November 2016) • Awareness programme on Alcoholism (23rd November 2016) • Interaction with Transgender (25th November 2016) • Sangamam and Graduation Day (10th December 2016) • 'X' Mas Day Celebration (22nd December 2016) • Subject club activities (11th to 25th January 2017) • Pongal Celebration (13th January 2017) • Intra-mural Cultural Competition (27th January 2017) • Visit to Aaikudi Special School (28th January 2017) • Science and Arts Exhibition (6th March 2017) • Women's Day Celebration (8th March 2017)
<p>Extension Services</p>	<ul style="list-style-type: none"> • IGNOU Counselling (19th & 20th November 2016) • Community Camp (2nd to 4th February 2017) • Social Project Day (6th February 2017) • Educational Tour (11th to 18th February 2017) • MOTESC – Child Jesus School and Government Boys Hostel



St. Xavier's College of Education (Autonomous)

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Palayamkottai

Best Practices – (2016-2017)

1. GO GREEN ACTIVITIES

Introduction

Educational institutions in general have both negative and positive impacts on the society around them. The activities hunted in a school or college can create a variety of environmental impacts. St. Xavier's College of Education, being an Autonomous institution pays its commitment for substantial improvements in the environmental sustainability in many ways. It has taken a number of positive steps for improving the College's environmental sustainability. One among them is "Go Green Activities".

Objectives

- 1) To plant diversified species.
- 2) To maintain Green campus for quality living.
- 3) To enable students to Know green and think green.
- 4) To prevent water wastages.
- 5) To encourage the use of paper bags.
- 6) To make the campus as plastic free.

Practice

The college undertakes various activities through subject clubs and health and hygiene club like cleaning the campus, creating eco-friendly awareness among the students through special lectures by inviting the eminent personalities. In this academic year our students undertook some go green activities. Activities organized were to Plant diversified species especially medicinal plants and to Identify different plants species.

Planting diversified species

Already our college has a beautiful green lawn maintained by the gardener of our college. To create more eco-friendly atmosphere at the college campus, plantation program was organized this year by Bio Science clubs members and many volunteers also join hands. About 10 medicinal plants were planted in our college campus. The college tries to plant new trees in every new academic year.

Conclusion

In this modern age people are not caring for nature, they are directly or indirectly damaging the environment and it causes problems like; global warming, difficulties in maintaining ozone layers, air pollution, water pollution etc. Go Green Activities in our

college is felt as the most competent ecological way to solve environmental problems we face every day.

2. ACADEMIC AND ADMINISTRATIVE AUDIT

Introduction

St. Xavier's College of Education has evolved benchmark by conducting an academic and administrative audit in this academic year. The academic, administrative, curricular and extra-curricular activities carried out by the faculty of the college needs to be assessed by internal committee as well as by external academicians and peers as their appreciations and valuable suggestions boost the confidence of the faculty.

Objectives

The purpose of the Academic and Administrative Audit is to evaluate and give valuable suggestions on the following points.

- 1) Availability of teaching and non-teaching faculty.
- 2) Infrastructural facilities available for carrying out academic and administrative activities.
- 3) Efforts taken for curricular development.
- 4) Teacher quality.
- 5) Teaching methods adopted and use of ICT in teaching, learning process.
- 6) Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
- 7) Faculty development programmes implemented by the college.
- 8) Strengths, Weaknesses. Opportunities and Challenges of the department.
- 9) Research facilities and research output in the form of publications.
- 10) Computer, internet and library facilities available.
- 11) Mentoring system, introduction of Remedial classes, Bridge courses, guidance for NET/SET and competitive examinations.
- 12) Skill development and personality development programmes.
- 13) Generation of funds and optimum utilization.
- 14) Evaluation methods adopted for internal and external examinations.
- 15) Future plans of the department.

The academic audit committee

A two member audit committee was formed which was chaired by Dr. Ramganes, Professor and Head, Department of Educational Technology, Bharathidasan University, Trichy and the other member was Dr. Nithila Devakarunyam, Principal, St. Christopher's College of Education, Chennai.

Date of Visit

The Academic and Administrative Audit committee visited and audited our college on 03rd May 2017.

Audit course

The audit team reviewed the self-study report, conducted site visit, and gave their report that included commendations, affirmations and recommendations for continued improvement. The departments, centers and administrative sections submitted the necessary information in the format provided by the IQAC of the college. The information were about their achievements, curricular, co-curricular activities and extra-curricular activities carried out, participation of students in various activities and their achievements and participation of teachers in national and international conferences, seminars and workshops. Individual faculty profile indicating their contribution in teaching, research and extension activities and their achievements, awards and prizes received along with supporting data was submitted to the audit team.

The departments and centers presented all the data such as Feedback forms collected from students and other stakeholders on curricular developments, infrastructural facilities and performance of teachers for validation of the committee. The information about consultancy services, collaborations with other reputed universities and institutions, placement records, students admitted and their results in final examinations, mentoring system and financial support provided to students etc. also were verified during the visit of AAA committee.

Conclusion

The institution is committed to produce young, dynamic and integrated teacher personalities who will work for the society as agents of social change. However, there are some lacunae in the process of moulding the younger minds. Hence, the institution has taken the report of the Administrative and Academic Audit committee seriously and it was placed before the Governing Body members for their scrutiny in order to plan out the improvements that could be done for the future.
