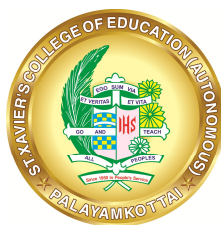# Annual Quality Assurance Report (AQAR)
2017-2018

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

sxcbed1@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; 9443554775

Name of the IQAC Co-ordinator: Dr. A. Punitha Mary

Mobile: 09894463454

IQAC e-mail address: sxceiqac@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)* SXCE 14785

1.4 **NAAC Executive Committee No. & Date:** EC/PCRAR/63/49
    (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)

1.5 Website address: www.stxaviersbedcollege.org

    New Website address: www.sxcedn.edu.in

Web-link of the AQAR: http:/stxaviersbedcollege.org/aqar.html

New Web-link of the AQAR: https://sxcedn.edu.in/wp-content/uploads/aqar/aqar2017-18.pdf

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	Five Stars	_	2000	2000-2005
2	2nd Cycle	A+	_	2007	2007-2012
3	3rd 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)* 2017 - 2018

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

   i. AQAR _ 2016-2017 submitted on 26.09.2017
  ii. AQAR _ 2015-2016 submitted on 20.12.2016
 iii. AQAR _ 2014-2015 submitted on 19.12.2015
 iv. AQAR _ 2013-2014 submitted on 09.09.2015
  v. AQAR _ 2012-2013 submitted on 06.04.2015

1.10 Institutional Status

University	State ☐	Central ☐	Deemed ☐	Private ☐

Affiliated College   Yes [√]   No ☐

Constituent College   Yes ☐   No [√]

Autonomous college of UGC   Yes [√]   No ☐

Regulatory Agency approved Institution   Yes [√]   No ☐

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

Type of Institution   Co-education [√]   Men ☐   Women ☐

   Urban [√]   Rural ☐   Tribal ☐

Financial Status   Grant-in-aid [√]   UGC 2(f) [√]   UGC 12B [√]

   Grant-in-aid + Self Financing [√]   Totally Self-financing ☐

1.11 Type of Faculty/Programme

   Arts ☐   Science ☐   Commerce ☐   Law ☐   PEI (Phys Edu) ☐

   TEI (Edu) [√]   Engineering ☐   Health Science ☐   Management ☐

   Others (Specify) | – |

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

> Tamil Nadu 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

> Central Government

University with Potential for Excellence	_	UGC-CPE	_
DST Star Scheme	_	UGC-CE	_
UGC-Special Assistance Programme	_	DST-FIST	_
UGC-Innovative PG programmes	_	Any other (*Specify*)	_
UGC-COP Programmes	_		

2. IQAC Composition and Activities

2.1 No. of Teachers `7`

2.2 No. of Administrative/Technical staff `–`

2.3 No. of students `2`

2.4 No. of Management representatives `5`

2.5 No. of Alumni `1`

2.6 No. of any other stakeholder and

   community representatives `1`

2.7 No. of Employers/ Industrialists `2`

2.8 No. of other External Experts `2`

2.9 Total No. of members

<div align="center">

20

</div>

2.10 No. of IQAC meetings held   2 (27th October 2017 & 13th April 2018)

2.11 No. of meetings with various stakeholders: No. | 28 | Faculty | 14 |

Non-Teaching Staff/Students | 8 | Alumni | 3 | Others | 3 |

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

If yes, mention the amount   Rs. 3,00,000/-

2.13 Seminars and Conferences (only quality related)

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

Total Nos. | 3 | International | 1 | National | _ | State | _ | Institution Level | 2 |

(ii) Themes

(1) Web 2 Tools
(2) ELT
(3) Research in 21st Century

2.14 Significant Activities and contributions made by IQAC

1. Organized a two day International Seminar on Research in 21st Century on 18th and 19th August 2017.
2. Organized a two day Workshop on Web 2 Tools on 21st and 22nd July 2017 as Staff Development Programme.
3. Organized a two day ELT Workshop on 28th and 29th July 2017 for Prospective Teachers.
4. Conducted Entry & Exit Behaviour tests for the prospective teachers.
5. Evaluated the professional development of Staff with the help of Students.
6. Published IQAC Newsletter.
7. Extended Moral support to organize the following Institutional Seminars
   a. Food Adulteration on 08th September 2017.
   b. De-addiction on 14th September 2017.
   c. Transgender on 20th September 2017.
   d. Human Rights and Duties 26th September 2017.
   e. A Institutional level competition on Legal Rights of women on 21st September 2017.

g. Legal Rights for women on 21st December 2017.
h. Health Awareness for women 27th November 2017.
i. Human Sexuality and Sex Education on 17th March 2018.
j. Alcoholism 19th March 2018.

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 have a solar power generation system.	Installed.
To purchase new computers for language lab.	Purchased.
To have students evaluation of the syllabus in the presence of all staff members.	A curriculum analysis was done by both staff and students.
To have regular supervision of students at intensive teaching practice.	The teacher educators supervise the prospective teacher regularly in the intensive teaching practice.
To form a uniform model for micro-teaching practice.	A model was evolved.
To provide sufficient time for re-planning, re-writing and re-teaching the micro-teaching episodes.	Enough and more time was given.
To conduct seminars as staff enrichment programme on ALM, ABL, research design, web 2 tools, open access resources and article writing for international journals.	Two day workshop on 'Web 2 Tools' was organized on 21st and 22nd July 2017 for the staff.
To allot time schedule for peer teaching prior to preliminary teaching practice.	Two days 28th and 29th of August were allotted for pear teaching.
To invite external experts (subject teachers) from neighbouring schools for giving demo to our students.	Subject experts from St. Xavier's Higher Secondary School were invited on 23rd and 24th August 2017 for giving demo to our students.
To adopt a village for extension activities (MOTESC and Community Camp).	The community camp was organized in a village named Nellaiapparpuram from 18th January to 20th January 2018.
To have one more psychology paper in the second semester or in the II year.	One more psychology paper was added in the II Semester of the B.Ed. Programme.
To allot a separate period for TNTET practice test.	In the IV Semester a sequence of TNTET tests were conducted twice in a week.
To organize an orientation on 'How to face interview' for students.	Organize a special talk on Jobs across the flour on 09th September 2017.
To take in to consideration the suggestions given by first year and second year students regarding the modification of syllabus.	Suggestions given by the students were taken into consideration by Board of Studies, Academic Council and Governing Body.

 * *The Academic Calendar of the year 2017-2018 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 Web 2 Tools for Staff.
- International Seminar on Research.
- 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.
- Exhibition on Beautiful Earth: Current Status.

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 staffs 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 2017-2018 are given as Annexure II.

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

> –

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of
permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
11	7	1	_	3

2.2 No. of permanent faculty with Ph.D.

8

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
-	1	-	-	-	-	-	-	-	1

2.4 No. of Guest and Visiting faculty and Temporary faculty

2		2		9

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops			
Presented papers			
Resource Persons			

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

> ICT integrated teaching (use of LCD, IWB and Documentary Reader).
>
> Peer and co-operative Learning (discussion among the peers with the pre-preparation of given topics).
>
> Accessing e-books through Kindle (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).
>
> Paperless Assignments for students.
>
> Online submission of assignments.

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

206

2.8 Examination/ Evaluation Reforms initiated by

the Institution (Double Valuation, Photocopy, Multiple Choice Questions)

	3

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

95%

2.11 Course/Programme wise

distribution of pass percentage :

B.Ed. – First Semester (2016-18)
Re - appear

Subject	50-59		60-74		75 and Above		Fail		Total
	NO	%	NO	%	NO	%	NO	%	
BPGE1	1	100							1
BPM1	1	100							1

TOTAL REAPPEARED - 2   **TOTAL PASS - 2**

BPGE1   General English Education – I
BPM1   Mathematics Education - I
P: PASS,   RA :REAPPEAR

B.Ed. – Second Semester (2016-18)
Re - appear

Subject	50-59		60-74		75 and Above		Fail		Total
BPIE	1	100							1
BPGE2	1	100							1
BPM2							1	100	1

TOTAL REAPPEARED - 3   **TOTAL PASS - 2**

BPIE   Innovations in Education
BPM2   Mathematics Education - II
BPGE2   General English Education – II

P: PASS   RA : REAPPEAR

I Semester Mark Percentage (2017 -2019)

M.Ed.

Subject Code	50-59		60-74		75 and Above		Fail		Total
	NO	%	NO	%	NO	%	NO	%	
MPHP			2	100					2
MPPL			2	100					2
MPES			2	100					2
MPRM1			2	100					2

TOTAL APPEARED -   2   **TOTAL PASS -   2**

Note:-

MPHP   Historical and philosophical Perspectives of Education
MPPL   Psychology of Learning and Development
MPES   Educational Sociology
MPRM1   Research Methodology -I
MTCE   Communication and Expository Writing
MTSD   Self – Development

III Semester Mark Percentage (2016 -2018)

M.Ed.

Subject Code	50-59		60-74		75 and Above		Fail		Total
	NO	%	NO	%	NO	%	NO	%	
MPET			1	50	1	50			2
MPGC			1	50	1	50			2
MPTE			1	50	1	50			2
MPIN					2	100			2

TOTAL APPEARED -   2   **TOTAL PASS -   2**

Note:-

MPET   - Educational technology
MPGC   - Guidance and counselling
MPTE   - Teacher Education at 21st Century
MTIN – Internship

III Semester Mark Percentage (2016 -2018)

<u>B.Ed.- PRACTICAL</u>

Subject	50-59		60-74		75 and Above		Fail		Total
	NO	%	NO	%	NO	%	NO	%	
Bio.Sci.			1	50.0	1	50.0			2
Com. Sci.					1	100.0			1
English			15	46.9	17	53.1			32
History			3	60.0	2	40.0			5
Maths			3	18.8	13	81.3			16
Phy.Sci.			9	69.2	4	30.8			13
Tamil			1	12.5	7	87.5			8
OVER ALL			32	41.6	45	58.4			77

TOTAL APPEARED -   77   **TOTAL PASS -   77**

I Semester Marks Percentage (2017 -2019)

<u>B.Ed.</u>

Subject Code	50-59		60-74		75 and Above		Fail		TOTAL
	NO	%	NO	%	NO	%	NO	%	
CORE PAPERS									
BCPF	8	8.2	70	71.4	18	18.4	2	2.0	98
BCCP	9	9.2	79	80.6	10	10.2			98
OPTIONAL - I									
BPE1	2	6.9	23	79.3	3	10.3	1	5.9	29
BPT1			3	42.9	4	57.1			7
BPM1	1	2.9	24	70.6	9	26.5			34
BPP1	2	11.8	12	70.6	3	17.6			17
BPB1			5	100.0					5
BPC1			4	80.0	1	20.0			5
BPH1			1	100.0					1

OPTIONAL - II								
BPGE1	**2**	*2.2*	**63**	*69.2*	**26**	*28.6*			**91**
BPGT1			**3**	*42.9*	**4**	*57.1*			**7**

TOTAL APPEARED - 98   TOTAL PASS – 96   TOTAL FAIL – 2

Experience for Teacher Enrichment (Internal)								
BES1			**5**	*5.1*	**93**	*94.9*			**98**
BEAA			**7**	*7.1*	**91**	*92.9*			**98**
BETP			**69**	*70.4*	**29**	*29.6*			**98**

Note:-

BCPF   Philosophical Foundations of Education
BCCP   Child Development and Pedagogy
BPC1   Computer Science Education - I

BPB1   Biological Science Education – I
BPE1   Special English Education - I
BPH1   History Education - I
BPM1   Mathematics Education - I
BPP1   Physical Science Education - I
BPT1   Special Tamil Education - I

BPGE1   General English Education – I
BPGT1   General Tamil Education   - I

BES1   Strengthening Language Proficiency
BEAA   Arts and Aesthetics
BETP   Teaching of Physical Education

Subject Code	50-59	%	60-74	%	75 and Above	%	Fail	%	TOTAL
ENGLISH									
BCPF			**21**	*72.4*	**7**	*24.1*	**1**	*3.4*	**29**
BCCP			**26**	*89.7*	**3**	*10.3*			**29**
BPE1	**2**	*6.9*	**23**	*79.3*	**3**	*10.3*	**1**	*3.4*	**29**
BPGE1	**2**	*6.9*	**24**	*82.8*	**3**	*10.3*			**29**
MATHS									
BCPF	**3**	*8.8*	**24**	*70.6*	**7**	*20.6*			**34**
BCCP	**1**	*2.9*	**27**	*79.4*	**6**	*17.6*			**34**
BPM1	**1**	*2.9*	**24**	*70.6*	**9**	*26.5*			**34**
BPGE1			**17**	*50.0*	**17**	*50.0*			**34**

PHYSICAL SCIENCE									
BCPF	**1**	*5.9*	**15**	*88.2*			**1**	*5.9*	**17**
BCCP			**16**	*94.1*	**1**	*5.9*			**17**
BPP1	**2**	*11.8*	**12**	*70.6*	**3**	*17.6*			**17**
BPGE1			**11**	*64.7*	**6**	*35.3*			**17**
BIOLOGICAL SCIENCE									
BCPF	**1**	*20*	**3**	*60.0*	**1**	*20*			**5**
BCCP			**5**	*100.0*					**5**
BPB1			**5**	*100.0*					**5**
BPGE1			**5**	*100.0*					**5**
COMPUTER SCIENCE									
BCPF			**2**	*40.0*	**3**	*60.0*			**5**
BCCP			**5**	*100.0*					**5**
BPC1			**4**	*80.0*	**1**	*20.0*			**5**
BPGE1			**5**	*100.0*					**5**
HISTORY									
BCPF	**1**	*100*							**1**
BCCP	**1**	*100*							**1**
BPH1			**1**	*100.0*					**1**
BPGE1			**1**	*100.0*					**1**
TAMIL									
BCPF	**2**	*28.6*	5	*71.4*					**7**
BCCP	**1**	*14.3*	6	*85.7*					**7**
BPT1			3	*42.9*	**4**	*57.1*			**7**
BPGT1			3	*42.9*	**4**	*57.1*			**7**

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

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	01
Faculty exchange programme	-
Staff training conducted by the university	19
Staff training conducted by this institution	20
Summer / Winter schools, Workshops, etc.	20
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	03	1	-
Technical Staff	1	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).
- Publishing a Quarterly Journal of Research and Reflections on Education (RRE).
- Motivates the B.Ed. students to do Survey on Social Issues and publish the findings as a book with ISBN.
- Organized an International workshop on Research in 21st Century from 18th to 19th August 2017.
- Encourages the Social Scientist produced in our college to continue their research by organizing a one day Social Scientist Meet on 28th April 2018.

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	_	18	_
Non-Peer Review Journals	_	_	_
e-Journals	_	_	_
Conference proceedings	_	10	_

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 *(other than compulsory by the University)*	-	-	-	-
Any other (Specify)	-	-	-	-
Total	-	-	-	-

3.7 No. of books published   i) With ISBN No. | 2 | 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	1	-	-	-	3
Sponsoring agencies	Manage-ment	-	-	-	Manage-ment

3.12 No. of faculty served as experts, chairpersons or resource persons | 15 |

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 | Rs.38,810/- |

Total | Rs.38,810/- |

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 | 3 | (2017 – 2018)
     who are Ph.D. Guides
     and students registered under them | - |

3.19 No. of Ph.D. awarded by faculty from the Institution | 9 |

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 [-]   State level [-]

National level [-]   International level [-]

3.25 No. of Extension activities organized

University forum [4]   College forum [25]

NCC [-]   NSS [-]   Any other [-]

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

- Painting Exhibition on Beautiful Earth: Current Status.
- Blood Identification Camp.
- Community Service Camp at Nellaiapparpuram Village, Tirunelveli.
- Extension Lectures on: De-Addiction, Food Adulteration, Human Sexuality and Sex Education, Transgender Awareness, Human Rights and Duties, Legal Rights of Women, Health Awareness for Women, Alcoholism, GST, National Integration.
- Swatch Bharat (Operation Clean Look).
- Joy of Giving.
- Youth Awakening Day.
- College level Competition on Legal Rights of Women.
- Inter-collegiate Quiz Competition.
- Intra mural Cultural Competitions.
- Medical Camp for the Villagers.
- Mother Theresa Evening Study Centre (MOTESC).
- NET Coaching Class.
- Social Project.
- Subject Clubs.
- TNTET Coaching.
- Yoga Training.
- Educational Tour to Jaipur.

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	-	-	-	-
Research Centre	-	-	-	-
Music Room	1	-	-	-
No. of important equipments purchased (≥ 1-0 lakh) during the current year.		Teaching Aids	Autonomy	1,35,905.00
Value of the equipment purchased during the year (Rs. in Lakhs)		Lab Materials	Autonomy	1,20,358.00
Others		Furniture	Autonomy	1,00,356.00
		Office Equipments	Autonomy	1,73,400.00

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 Rovan LMS Software.

4.3 Library services:

	Existing (2016-2017)		Newly added		Total (2017-2018)	
	No.	Value Rs.	No.	Value Rs.	No.	Value Rs.
Text Books	21593	25,97,010	332	93,970.00	21968	26,90,980.00
Reference Books	1990		43			
Journals	34	37,427.00	06	2,550.00	40	31,372.00
e-Books	93809	5,900.00	-	-	80409	5,900.00
e-Journals	6237		-	-	3828	
Digital Database	02		-	-	02	
CD & Video	245	33,525.00	22	1,724.00	267	35,249.00
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	Depart-ments	Others
Existing	91	43	12	12	1	14	09	2+2
Added	-	–	–	–	–	–	–	-
Total	91	43	12	12	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.)

- Wi-Fi enabled campus.
- Training on Website Creation.
- Training on Web 2 Tools.
- Certificate Course in web designing on demand.
- Creation of E-mail Id for all students.
- Training for writing online examination.

4.6 Amount spent on maintenance in lakhs :   (2017 – 2018)

i) ICT   1,35,905.00

ii) Campus Infrastructure and facilities   1,20,358.00

iii) Equipments   1,73,400.00

iv) Furniture   1,00,356.00

Total :   5,30,019.00

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 and NET 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.
- Conduction of Awareness Programme on : AIDs, Transgender, Legal Education, National Integration and Legal Rights of Women
- To be aware of current issues an awareness talk on GST was organized.
- Painting Exhibition on Beautiful Earth to create awareness on environmental pollution.
- Book Exhibition was organized to promote the reading habits of students.

5.2 Efforts made by the institution for tracking the progression

- Facilitating the students progression through mechanisms like Career Guidance and Placement Cell, Women Cell, Anti-ragging Squad and Appeals and Grievances Redressal Cell.
- Providing Value Added Courses like Human Rights Education, Environmental Education, Value Education, Education of Exceptional Children 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.

- Conduction of Campus Interviews to be employed in the reputed institution.
- Re-union of 2003-2004 and 2004-2005 B.Ed. batches were organized to follow up the progression of former students.
- Organization of TNTEU Tirunelveli District and Zonal level cultural meet to bring out the innate potentials of students.
- Organization of TNTEU Tirunelveli District and Zonal level sports meets to develop the students physically.
- 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.
- To become Worthy citizen, an Electoral Club was functioning.

5.3 (a) Total Number of students

B.Ed.	M.Ed.	M.Phil. (P.T.)	M.Phil. (F.T.)
100	2	5	-

Men	No	%
	27	25.23

Women	No	%
	80	74.77

(b) No. of students outside the state   -

(c) No. of international students   -

	Last Year (2016 – 2017)						This Year (2017 – 2018)					
	General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
B.Ed.	6	11	-	61	-	78	5	12	-	83	-	100
M.Ed.	-	1	-	1	-	2	-	-	-	2	-	2
M.Phil.	-	-	-	5	-	5	1	2	-	2	-	5

Dropout %

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 | 107

5.5 No. of students qualified in these examinations

NET | 1 | SET/SLET | 1 | 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.

- Campus Interview by CGPC.

- Counsellors for Men and Women students separately are available.

No. of students benefitted | 107

5.7 Details of campus placement

	On campus		Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
9	160	56	5

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 | 27 | National level | _ | International level | _ |

No. of students participated in cultural events

State/University level | 56 | National level | _ | International level | _ |

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

Sports : State/University level | 23 | National level | _ | International level | _ |

Cultural: State/University level | 43 | National level | _ | International level | _ |

5.10 Scholarships and Financial Support

Sl. No.	Name of the Scholarship	Amount
1.	TN Govt. Post Matric. Scholarship: B.Ed. 1st Year: BC / MBC / scholarship (4 Nos.)	Rs. 20,005/-
2	B.Ed. 2nd Year: Hindu SC scholarship (8 Nos.) Converted Christian scholarship (6 Nos.) BC / MBC / scholarship (2 Nos.)	Rs. 96,520/- Rs. 33,750/- Rs. 11,175/-

5.11   Student organised / initiatives

Fairs   : State/University level | 0 | National level | - | International level | - |

Exhibition: State/University level | 1 | National level | - | International level | - |

5.12   No. of social initiatives undertaken by the students   [3]

5.13 Major grievances of students (if any) redressed:

   * Wi-Fi facilities for all students.

   * A separate room allotted for recreation of the boys.

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.
> - Rovan LMS Software for Library.
> - Short Messaging Service in the Library.
> - Official College Website.
> - Students database at CGPC.
> - Students' attendance sent to the parents daily.
> - Bio-metric system for students and staff attendance and sent it has been regularly sent to the university.

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.
> - Training on yoga.
> - Development of Modern Theatre skills.
> - Daily one hour is allotted for games.

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 Informatics Centre).
> - Teachers familiarity with digital teaching learning systems.
> - Team Teaching.
> - Self-learning materials (SIM) provided for the students.
> - Assignment and seminars are given for the students.

6.3.3 Examination and Evaluation

- Maintaining transparency in evaluation and publication of results.
- Online examination for Entry behaviour test.
- Multiple choice question was introduced for B.Ed. and M.Ed.
- Regularity in the conduct of internal and external examinations.
- Analysing the level of difference between internal and external marks in the awards committee.
- All the programmes in the college are evaluated by the staff members in the staff meeting.

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 Reflections on Education (RRE).
- Organized a one day Social Scientist Meet in commemoration of producing 104 doctorates in our research centre.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Added Books in Reference and Book bank.
- St. Xavier's Informatics Centre (SXIC) in the library.
- Added E-books in the Kindle.
- Free Wi-Fi access in the library.
- Added more physical facilities (5 closed book selves).
- E-gate register.
- Imaging and documenting damaged rare books on education.
- Updating the automation of library (RLMS).

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. M. Rosary Kiruba Alexy, Assistant Professor in Education.
3. Mrs. M. Balasaraswathi, Assistant Professor in English.
4. Rev. Fr. J. Martin George, Assistant Professor in Education.
5. Rev. Fr. F.X. Dominic Royce, S.J., Assistant Professor in Education.
6. Mrs. J. Annie, Assistant Professor in Computer Science.
7. Mr. D. Namasivayam, Assistant Professor in Performing Arts.
8. Ms. S. Serma Arunadevi, Scavenger.

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.

- A college level competition on Legal Rights of Women in collaboration with National Commission for Women, New Delhi.

- An awareness programme on Legal Rights of Women in collaboration with National Commission for Women was organized.

- A college level Quiz Competition was organized in collaboration with Alumni Association.

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	No	-	No	-
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?

- Conducting internal and external examinations in different modes.
- Declaration of results and issuing the mark statement 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.
- Providing Photo copy of Examination Answer Sheets on demand.
- Publishing the results in the college website.

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

Not applicable

Ours is an Autonomous College

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'.
- Organisers teachers day programme every year.
- Xaverian best teacher award was given by the alumni.
- Organization of college level quiz competition.
- Organisers free medical camp for villages in collaboration with our college.

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.

- Parents are invited for college programmes like college day and teachers day.

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.
- Painting exhibition on Beautiful Earth was conducted so that students can protect the environment.
- Operation Clean Look programme organized in our college to keep the campus clean.

Criterion – VII

7. <u>Innovations and Best Practices</u>

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

- Joy of Giving.
- Bio-metric system for staff and students attendance.
- Electronic Gate Register.
- Use of Web 2 Tools in Teaching.
- Focusing on prospective teachers public ethical behaviour by citizenship training.

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)

- Modern Theatre Skills.
- English Cultural Show.
- Go Green Activities.
- Mother Theresa Evening Study Centre.
- Community Camp at Nellaiapperpuram.
- Yoga Training.
- Intensive Bridge Course on English.
- Tutor Ward System.

7.4 Contribution to environmental awareness / protection

- Environmental awareness day in the first day of the community camp.
- Motivating students to maintain a plastic free campus.
- Encouraging students to use bicycle as a green practice.
- Painting Exhibition on Beautiful Earth.

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**

- To construct an Inter religious prayer hall.
- To build Additional Toilet for Girls.
- To update the computers in all the classrooms.
- Establishing a media laboratory.
- Introducing add on course.
- ISO certification.
- Pre-primary education to be started.

Name: Dr. A. Punitha Mary,   *Name: Rev. Dr. D. Thomas Alexander, S.J.*

Coordinator, IQAC,   *Chairperson, IQAC,*

St. Xavier's College of Education,   *St. Xavier's College of Education,*

Palayamkottai – 627 002.   *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.
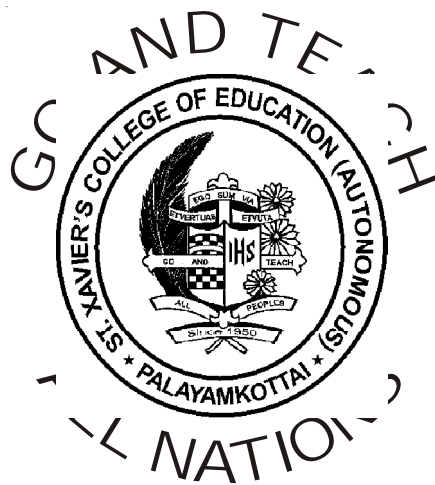
COLLEGE CALENDAR

2017-2018

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.
Year of establishment	:	1950
Name of the Educational Agency	:	Society of St. Francis Xavier (Regd.No.3 of 1920-21)
College Telephone No.	:	0462-2577630
Fax No.	:	0462-2577631
E-mail Address	:	sxcbed@yahoo.com, sxcbed1@gmail.com
Website	:	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. 0462-4264250
Name of the Principal	:	Rev. Dr. D. Thomas Alexander, S.J.
Residence Telephone No.	:	0462-4264218
Hostel	:	0462-4264496

Details of the Courses offered:

Programme	Year of permission	Sanctioned strength
B.Ed.	1950	30 Seats
"	1966	100 Seats
"	2006	100 + 50 Seats
"	2015 (As per NCTE 2014 Act)	100 Seats
M.Ed.	1969	15 Seats
"	2004	15 + 10 Seats
"	2008	25 + 25 Seats
"	2010	50 + 20 Seats
"	2015 (As per NCTE 2014 Act)	50 Seats
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 onwards -   TamilNadu Teachers Education University, Chennai.

College Code No.   :   12821 (Tamilnadu Teachers Education University)

4

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 - 17	Rev. Dr. J. Danis Ponniah, S.J.
2017 -	Rev. Dr. D. Thomas Alexander, 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 Sorborne 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 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 gradually 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 inturn 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.

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- 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, S.J. 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.

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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 to25 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 Manonmanium 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 Jubliee 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 quatrangle was extended.

2014 - 2015 Dean's office was renovated with Wooden Racks and flooring mat. A Software for bulk SMS, including attendance and annoncements 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 Regualtions, 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.

Academic and Adminstrative Audit Committee assessed the Internal Quality of the College.

NAAC extended the validity of Accreditation period upto 2020.

Launching of e-magazine (online) entitled "AASAAN" for prospective teachers.

2017-2018 College Journal "Research and Reflections on Education was approved by UGC and registered with No.64624.

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 (vii) 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 2007-2008.

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 Cylce) our college with **'A' grade with CGPA of 3.67** for a period of five years from 2012-2013.

EXTENSION OF NAAC ACCREDITATION

The NAAC has extended the validity of the given status to our college for two more years as a result of being awarded the highest status for three consecutive accreditation cycles and so the next NAAC accreditation process will be in 2020.

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 04th and 05th 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 a 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 discrimination in caste, 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 process.

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 2007-2008. Currently it is affiliated to the Tamilnadu Teachers Education University, Chennai from 2008 - 2009 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

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to the 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 Government 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 visualised 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. Philosophical Foundations of Education

2. Child Development and Pedagogy

3. Schooling, Socialisation and Identity

4. Innovations in Education

5. Learning for Human Development

6. Assessment of Learning

7. Curriculum and School

8. Vision of Education in India: Concerns and Issues

9. Soft Skills Development

Part II: Pedagogy Courses

The 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. Tamil Education

2. English Education

3. Physical Science Education

4. Biological Science Education

5. Mathematics Education

6. History Education

7. Computer Science Education

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: Experience for Social and Environmental Sensitivities (ESES)

Teachers in schools encounter pedagogically complex situations as well as oppurtunities 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 Experience for Social and Environmental Sensitivities.

1. Physical and Health Education
2. Guidance and Counselling
3. Library and Information Science Management
4. Human Rights and Duties Education
5. Envirionmental Education
6. Value Education
7. Education of Exceptional Children
8. Gender Issues in Education
9. School Management
10. Higher Education
11. 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 English Language Proficiency
2. Arts and Aesthetics
3. Teaching of Physical Education
4. Utilization of Library Resources

A. Practical Activities

- Micro, Demo, Peer and Priliminary 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 Lessen Plans and Other Educaional 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 Teresa Evening Study Centre (MOTESC) are awarded credits in the B.Ed. Programme.

(i). Mother Teresa 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 selected study centres 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 needy 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. Quality education creates 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 analyzing 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 become 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 validating the tools, 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 by the college.
- 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 serves as a source of reference for the policy-makers, educationists, researchers and students to reflect on 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 90 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 (External)**					
1.	Philosophical Foundations of Education	3	50	10	15	75
2.	Child Development and Pedagogy	3	50	10	15	75
II.	**Pedagogy Courses (External)**					
1.	Pedagogy of School Subject - I	3	50	10	15	75
2.	Pedagogy of School Subject - II	3	50	10	15	75
III.	**Experience for Teacher Enrichment (Internal)**					
1.	Strengthening English Language Proficiency	2	20	-	30	50
2.	Arts and Aesthetics	2	20	-	30	50
3.	Teaching of 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 (External)**					
1.	Schooling, Socialisation and Identity	3	50	10	15	75
2.	Innovations in Education	3	50	10	15	75
3.	Learning for Human Development	3	50	10	15	75
4.	Assessment of Learning	3	50	10	15	75
II.	**Pedagogy Courses (External)**					
1.	Pedagogy of School Subject - I	3	50	10	15	75
2.	Pedagogy of School Subject - II	3	50	10	15	75
III.	**Experience for Social and Environmental Sensitivity (Internal)**					
1.	Physical and Health Education / Guidance and Counselling / Library and Information Science Management (any one)	2	20	-	30	50
2.	Human Rights and Duties Education / Environmental Education / Value Education (any one)	2	20	-	30	50
IV.	**Experience for Teacher Enrichment (Internal)**					
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 (External)**					
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 Development	3	50	10	15	75
II.	**Pedagogy Courses (External)**					
1.	Pedagogy of School Subject - I	3	50	10	15	75
2.	Pedagogy of School Subject - II	3	50	10	15	75
III.	**Experience for Social and Environmental Sensitivity (Internal)**					
1.	Education of Exceptional Children / Gender Issues in Education (any one)	2	30	10	10	50
2.	School Management / Higher Education / Peace Education (any one)	2	30	10	10	50
3.	Social Project	1	-	-	25	25
4.	Mother Teresa Evening Study Centre	1	-	-	25	25
IV.	**Experience for Teacher Enrichment (Internal)**					
1.	Utilization of Library Resources	1	-	-	25	25
V.	**Reporting** Comprehensive Reporting & Evaluation	2	10	-	40	50
	Total	**24**	**320**	**70**	**210**	**600**

SUMMARY

SI. 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

S. No	Core Courses	Internal	External	Max - Marks	Sem.Exam Duration
1.	Philosophical Foundations of Education				
2.	Child Developement and Pedagogy				
3.	Schooling, Socialization and Identity				
4.	Innovations in Education				
5.	Learning for Human Development	9 x 30	9 x 70	9 x 100	3 hours
6.	Assessment of Learning				
7.	Curriculum and School				
8.	Vision of Education in India: Concerns and Issues				
9.	Soft Skills Development				
	Total	**270**	**630**	**900**	

Part - II

S. No	Pedagogy Courses	Internal	External	Max - Marks	Sem. Exam Duration
1.	Pedagogy of School Subject - I	6 x 30	6 x 70	6 x 100	3 Hrs
2.	Pedagogy of School Subject - II				
	Total (Sem.I, II & IV)	**180**	**420**	**600**	

Part - III

S. No	Experience for Social and Environmental Sensitivity	Modes of Evaluation				Max Marks
		Internal		External		
		CIA/Other Modes of Evaluation - I	CIA/Other Modes of Evaluation - II	Project	Viva Voce	
1.	Physical and Health Education / Guidance and Counselling / Library and Information Science Management (any one)	25	25	25	25	100
2.	Human Rights Education / Environmental Education / Value Education (any one)	25	25	25	25	100
3.	Education of Exceptional Children / Gender Issues in Education (any one)	25	25	25	25	100
4.	School Management / Higher Education / Peace Education (any one)	25	25	25	25	100
	Total	**100**	**100**	**100**	**100**	**400**

Part - IV

| S. No | Experience for Teacher Enrichment | Internal | | Max - Marks |
| | | Modes of Evaluation | | |
		Written Test in the Class	Oral / Practical Test in the Class	
1.	Strengthening English Language Proficiency	25	25	50
2.	Arts and Aesthetics	25	25	50
3.	Teaching of 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 (Part - I)	9	30	70	100	900
2.	Pedagogy Courses (Part - II)	6	30	70	100	600
3.	Experience for Social and Environmental Sensitivity (Part - III)	4	50	50	100	400
4.	Experience for Teacher Enrichment (Part - IV)	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
Semester - I Citizenship Training Record Criticism Record Micro Teaching Visit to Innovative and Special Schools	**Semester - III** 16 - Week of Internship Action Research Case Study Continuous and 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
Semester - II 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	**Semester - IV** Comprehensive Reporting and Evaluation Social Project Mother Theresa Evening Study Centre

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 (b) Under supervision of Mentor	25 100	25 100	50 200
	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 / Tour	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	Short Answer (30 Words) 8 (compulsory)	8 x 2	16
Part- II	Short Essay (200 Words) (Six Questions out of Eight)	6 x 4	24
Part-III	Long 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 re-appear 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 eduation 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 Methods in Education

Duration: 2 years (4 semesters)

1. Eligibility for Admission to the course

A candidate 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 and 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 Government 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 working days of an academic year will be 200 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 for an academic year will be 1200 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	Subject	Credit	L	T	P	Total
	I - Semester					
I.	**Perspective Courses**					
1.	Historical and Philosophical Perspectives of Education	4	60	10	30	100
2.	Psychology of Learning and Development	4	60	10	30	100
3.	Educational Sociology	4	60	10	30	100
4.	Research Methodology - I	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.	Research Methodology - II	4	60	10	30	100
2.	Educational Statistics	4	60	10	30	100
	Total	**8**	**120**	**20**	**60**	**200**
II.	**Specialisations**					
1.	Early Childhood Care and 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 and 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)

Sl. No	Subject	Credit	L	T	P	Total
	III - Semester					
I.	**Perspective Courses**					
1.	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.	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 Toal (Semester - IV)	**21**	**240**	**40**	**320**	**600**

40

<p align="center">**SUMMARY**</p>

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 Toal	**85**	**1007**	**160**	**1233**	**2400**

THEORY AND PRACTICUM COMPONENTS

I. Perspective Courses

1. Historical and Philosophical Perspectives of Education

2. Psychology of Learning and Development

3. Educational Sociology

4. Research Methodology - I

5. Research Methodology - II

6. Educational Statistics

7. 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 and Education / Education for Special Children

2. Inclusive Education / Education for Gender Sensitization

3. 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 and 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 Perspectives of Education				
2.	Psychology of Learning and Development				
3.	Educational Sociology				
4.	Research Methodology - I	30	70	100	3 hours
5.	Research Methodology - II				
6.	Educational Statistics				
7.	Educational Technology				
8.	Guidance and Counselling				
9.	Teacher Education at 21st Century				
	Total	**270**	**630**	**900**	
II.	**Tool Courses**				
1.	Communication and Expository Writing (Internal)	50	-	50	-
2.	Self-Development (Internal)				
	Total	**100**	**-**	**100**	
III.	**Specialisations**				
1.	Early Childhood Care and Education / Education for Special Children				
2.	Inclusive Education / Education for Gender Sensitization				
3.	School Management	30	70	100	3 hours
4.	Educational Management and Planning				
5.	ICT and Instructional System				
6.	Higher Education in Globalized Context				
	Total	**180**	**420**	**600**	

Sl. No	Subject	Internal	External	Max Marks	Exam Duration
IV	**Teacher Education**				
	1. Internship in Early Childhood Care and 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)	100	100	200	
	Viva - voce		50	50	
	Total	**200**	**150**	**350**	
	Grant Toal				
	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 of Tamilnadu Teachers Educational University 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

The theory question paper for each subject 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	Short Answer (30 Words) 8 (compulsory)	8 x 2	16
Part- II	Short Essay (200 Words) (Six Questions out of Eight)	6 x 4	24
Part-III	Long 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 re-appear 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 or 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.

5. Scheme of Examination

First Semester

SI.No.	Subject	Credits	Duration	Internal Marks	External Marks	Total Marks
1.	Advanced Educational Research Methodology & Statistics	10	3 hours	30	70	100
2.	Education of the Special Group Children	10	3 hours	30	70	100
	Total	**20**				**200**

Second Semester

SI.No.	Subjects	Credits	Duration	Internal Marks	External Marks	Total Marks
1.	Educational Policy Planning and Management	10	3 hours	30	70	100
2.	Dissertation Internal External	7 7		100	100	200
3.	Viva-voce Examination	4		--	50	50
4.	Course work	7		30	70	100
	Total	**35**				**450**

6. 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 Essay 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 Essay (Five questions out of Seven) 300 words	5 x 5	25
Part -II	Long Essay - Three with Internal Choice 800 words	3 x 15	45
	Total Marks		70

7. Passing Minimum

Every candidate should appear for all the papers in the Theory, and Dissertation. 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, if he/she secures not less than 50% in dissertation. All other candidates shall be deemed to have failed in dissertation. There will be no exams for improvement of marks.

A candidate who fails in one or more papers in the theory examination shall be permitted to re-appear only for those papers in which he/she fails. A candidate who fails in the dissertation and passes in the theory examination shall be deemed to have failed in the dissertation only and shall be permitted to re-appear for the same. 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 examinars. 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 re-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 the period of completion for B.Ed., M.Ed. would be 2+2 years and for 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, ie., 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 and 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 and later by Manonmaniam Sundaranar University. Now the centre is functioning

under Tamilnadu Teachers Education University. So far 90 scholars have obtained their doctoral degrees through our centre. At present, 08 candidates are pursuing their Ph.D. programme and 29 candidates are awaiting for Viva-voce.

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 5942sq.ft and seating capacity for about 250 readers. At present the library houses a collection of above 21,586 books, 1,315 book bank books, 871 dissertations, 53 dissertation abstracts international, 795 back volumes of journals, 245 CD's and 11 years question bank. The library subscribes 4 International and 39 National journals from reputed institutions. The library also subscribes 27 magazines and 2 daily news papers. Library is fully computerized through Rovan Technologies of 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 2 Kindle e-reader, 96,000 e-books and for about 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 alloted 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 alloted 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	
2	M.Ed.	5	15 Days
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 the 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 hours theory and 100 hours 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 councelling, 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 accommadates both B.Ed. and M.Ed. students (men & women seperately).

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

		B.Ed.	M.Ed.
	COLLEGE FEE		
		Rs.	Rs.
1.	Tuition Fee	1000	1500
2.	Ex-servicemen Fund	5	5
	Red Cross Society	10	10
3.	Special Fee		
	Laboratory Fee	10	--
	(Scicence Students only)		
	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.	Dr. M. Antony Raj	Assistant Professor in History Dean	M.A.(His.), M.Sc. (Psy), M.Ed., M.Phil.(His.), M.Phil. (Edn.), NET (Edn.), Ph.D (Edn.).
4.	Rev. Dr. S. Amaladoss Xavier, S.J.	Assistant Professor in Physical Science Controller of Examinations, Director, Fr. Bonhoure Centre for Research	M.Sc.(Che.) M.Ed., MBA, M.Phil. (Chem.), SLET (Edn.), Ph.D. (Edn.).
5.	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.).

Sl. No.	Name of the Faculty Member	Designation	Qualifications
6.	Dr. A. Michael J Leo	Assistant Professor in Education	M.Sc. (Maths.), M.Sc., (Psy.), M.Phil. (Maths.), M.Ed., SLET (Edn.), NET (Edn.), Ph.D, (Edn.).
7.	Dr. Y. Daniel	Assistant Professor in Bio-Science & Vice Principal	M.Sc. (Bot.), M.Sc. (Psy.), M.Ed., M.Phil.(Bot.), M.Phil. (Edn.), NET (Edn.), Ph.D. (Edn.).
8.	Mrs. A. Metilda Jasmine Shanthi	Assistant Professor in Mathematics	M.Sc. (Maths.), M.Sc. (Psy.), M.Ed., M.Phil. (Edn.), NET (Edn.).
9.	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.).
10.	Dr. T. Raja	Librarian	B.Sc., M.L.I.S., M.Phil. (LIS), SET (LIS), Ph.D. (LIS).
11.	Mr. S. Stalin	Arts & Craft Instructor (S.G.)	Hr.Sec., TTC, Dip. in Drawing. Diploma in Acup. Therapy.

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DETAILS OF MANAGEMENT TEACHING STAFF

Sl. No.	Name of the Faculty Member	Designation	Qualifications
1.	Mr. A. Nicholas Jegan	Computer Programmer	M.C.A., M.Ed., M.Phil. (Edn.).
2.	Mrs. M. Balasaraswathi	Assistant Professor in English	M.A. (English), M.Ed., M.Phil. (English), NET, (Edn.), D.E.S.
3.	Mr. U. Subramanian	Assistant Professor in Tamil	M.A. (Tamil), M.Ed., M.Phil.
4.	Rev. Fr. J. Martin George, S.J.	Assistant Professor in Education	M.A. (Hist.), M.Ed.
5.	Rev. Fr. F.X. Dominic Royce, S.J.	Assistant Professor in Education	M.A. (Socio.), M.A. (Eng.), M.Ed. (Edn.), M.Phil. (Eng.).
6.	Mrs. J. Annie	Assistant Professor in Computer Science	M.C.A., M.Ed.
7.	Mr. D. Namasivayam	Performing Arts	B.B.M., M.A. (Folklore), M.Phil. (Performing Arts) (Folklore).
8.	Mrs. M. Rosary Kiruba Alexy	Assistant Professor in Education	M.Sc. (Phy.), M.Ed., NET, M.Phil. (Edn.), M.Sc. (Stat. & I.T.).
9.	Mr. P. Lourduraj	Assistant Professor in Education	M.Sc. (Maths.), M.Ed., M.Phil. (Edn.), M.Sc. (Psy.).

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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.
4.	Fr. A. Arulanandam	Emeritus Professor of English	M.A., M.Ed.

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.	Mr. R. Murugaiah	Gardener (S.P.L.)	
5.	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. N. Raj Kumar	Clerical Assistant	B.Sc. (Maths)
4.	Mrs. A. Arul Mary Grace	Dean - Office Assistant	M.A., B.Ed. (Tamil), M.L.I.S. (Library Science), Type Writing (English & Tamil) - Higher
5.	Mr. V. Serma Nathan	Watchman	IX Std, I.T.I.
6.	Mr. A. Arockiasamy	Accountant	M.A.(His), B.Ed.

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COLLEGE GOVERNING BODY (2016-2018)

Rev. Dr. J. Danis Ponniah, S.J., *Provincial,*   *Chairman*
Jesuit Madurai Province.

Rev. Dr. D. Thomas Alexander, S.J., *Rector,*   *Vice-Chairman &*
St. Xavier's Institutions and Principal,   *Secretary*
St. Xavier's College of Education, Palayamkottai.

Rev. Fr. G. John Gualbert, S.J., *Secretary,*   *Member*
St. Xavier's College of Education, Palayamkottai.

Rev. Br. S. Edward Brunoraj, S.J., *Campus Treasurer,*   *Member*
St. Xavier's Institutions, Palayamkottai.

Rev. Fr. Xavier Alphonse, S.J.,   *Member*
Co- ordinator for Higher Education, Jesuit Madurai Province.

Rev. Dr. S. Amaladoss Xavier, S.J., *Asst. Prof., SXCE.*   *Member*

Mr. A. John Lawrence, *Associate. Prof., SXCE.*   *Member*

Dr. M. Antony Raj, *Asst. Prof., SXCE.*   *Member*

Rev. Fr. F.X. Dominic Royce, S.J., *Asst. Prof., SXCE.*   *Member*

Prof. Kumar Suresh, *Dept. of Educational Administration,*
NUEPA, New Delhi. **(2012-13 to 2017-18).**   *UGC Nominee*

Dr. E. Ramganesh, *Prof & Head, Dept. of Educational Technology,*
Bharathidasan University, Trichy. **(2016-2018).**   *TNTEU Nominee*

Dr. D. Sarala Thambavani,   *State Govt. Nominee*
Joint Director of Collegiate Education.

Dr. A. Amalraj **(2016-2018).**   *Member*

STANDING COMMITTEE OF GOVERNING BODY

Rev. Dr. D. Thomas Alexander, S.J., *Rector,*   *Vice-Chairman &*
St. Xavier's Institutions and Principal,   *Secretary*
St. Xavier's College of Education, Palayamkottai.

Rev. Fr. G. John Gualbert, S.J., *Secretary, SXCE.*   *Member*

Rev. Dr. S. Amaladoss Xavier, S.J., *Asst. Prof., SXCE.,*   *Member*
Controller of Examinations & Director, Fr. Bonhour Centre for Research.

Rev. Fr. F.X. Dominic Royce, S.J., *Asst. Prof., SXCE.,*   *Member*
Library Director.

Rev. Br. S. Edward Brunoraj, S.J.,
Campus Treasurer, St. Xavier's Institutions, Palayamkottai.   *Member*

Academic Council (2016-2018)

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

Dr. M. Antony Raj   *Members*

Mr. A. John Lawrance

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

Dr. A. Punitha Mary

Dr. A. Michael J Leo

Dr. Y. Daniel

Mrs. A. Metilda Jasmine Shanthi

Dr. R. Sathesh Franklin

Dr. T. Raja

Mr. A. Nicholas Jegan

Mr. U. Subramanian

Mrs. M. Balasaraswathi

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

Rev. Fr. F.X. Dominic Royce, S.J.

Mr. D. Namasivayam

Mrs. J. Annie

Mrs. M. Rosary Kiruba Alexy

External Experts (2016-2018)

Dr. Razul Mohaideen,
Associate Prof., V.OC. College, Thoothukudi - Teacher Education   *Members*

Rev. Fr. Santhanam, S.J.   - *Law*

Dr. Ajith Inigo   - *Medicine*

Dr. S.V.L. Michael, *Associate Prof., SXC.*   - *Higher Education*

Nominees from the University (2016-2018)

1. Dr. G. Singaravelu,   *Member*
   Prof. & Head, Dept. of Education, Bharathiyar University, Coimbatore.

2. Dr. V. Kalaiarasi,   *Member*
   Principal, IASE, Saidapet, , Chennai.

3. Dr. B.C. Shoba,   *Member*
   Principal, NVKSD, College of Education, Attoor, Kanyakumari.

Board of Studies (2016-2018)

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

Faculty Members

Dr. M. Antony Raj   *Members*

Mr. A. John Lawrence

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

Dr. A. Punitha Mary

Dr. A. Michael J Leo

Dr. Y. Daniel

Mrs. A. Metilda Jasmine Shanthi

Dr. R. Sathesh Franklin

Dr. T. Raja

Mr. S. Stalin

Mr. A. Nicholas Jegan

Mr. U. Subramanian

Mrs. M. Balasaraswathi

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

Rev. Fr. F.X. Dominic Royce, S.J.

Mr. D. Namasivayam

Mrs. J. Annie

Mrs. M. Rosary Kiruba Alexy

Mr. P. Lourduraj

Experts from outside the college (2016-2018)

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

Dr. Kanagaraj, *Principal, V.O.C. 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., *Principal.*	Chairman
Rev. Fr. G. John Gualbert, S.J., *Secretary.*	Member
Rev. Br. S. Edward Brunoraj, S.J., *Campus Treasurer.*	Member
Dr. M. Antony Raj	Member
Rev. Dr. S. Amaladoss Xavier, S.J.	Member
Dr. A. Punitha Mary	Member

Admission Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J., *Principal & Rector*	Chairman
Rev. Dr. S. Amaladoss Xavier, S.J.	Member
Dr. M. Antony Raj	Member
Mr. S. Stalin	Member
Rev. Fr. F.X. Dominic Royce, S.J.	Member

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

Rev. Dr. D. Thomas Alexander, S.J., *Principal.*	Chairman
Rev. Fr. G. John Gualbert, S.J.	Member
Dr. M. Antony Raj	Member
Mr. A. John Lawrence	Member
Rev. Dr. S. Amaladoss Xavier, S.J.	Member
Dr. A. Punitha Mary	Member
Dr. A. Michael J Leo	Member
Dr. T. Raja	Member
Mr. U. Subramanian	Member
Mrs. M. Balasaraswathi	Member
Rev. Fr. J. Martin George, S.J.	Member
Rev. Fr. F.X. Dominic Royce, S.J.	Member
Rev. Dr. S.M. John Kennedy, S.J., *Asst. Headmaster, SXHSS.*	Member
Br. S. Rajan, S.H.J., *General Secretary & Edu. Co-ordinator*	Member
Dr. A. Lourdusamy, *IQAC Co-ordinator, SXC.*	Member
Dr. Josephine Saleth Mary, *Asso. Prof., V.O.C. College of Edu.*	Member
Mr. Peter Moduthagam, *Headmaster (Rtd.)*	Member
Br. Kiruba Rao, *Student Representative from B.Ed.*	Member
Sr. Innaciammal, *Student Representative from M.Ed.*	Member
Mrs. R. Malarvara, *Parent Representative.*	Member

Examination Cum Awards Committee (2016-2018)

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

Planning and Evaluation Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Rev. Fr. G. John Gualbert, S.J.	*Member*
Mr. A. John Lawrence	*Member*
Dr. M. Antony Raj	*Member*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. A. Punitha Mary	*Member*
Dr. A. Michael J Leo	*Member*
Dr. Y. Daniel	*Member*
Rev. Fr. F.X. Dominic Royce, S.J.	*Member*
Mr. T. Thangaraj, *College Office Supreintendent*	*Member*
Rev. Fr. Wilson, S.J. *St. Xavier's Hr. Sec. School, Palayamkottai.*	*Member*
Br. Kiruba Rao, *Student Representative from B.Ed.*	*Member*
Sr. Innaciammal, *Student Representative from M.Ed.*	*Member*

Appeals and Grievances Redressal Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Rev. Fr. G. John Gualbert, S.J.	*Member*
Dr. M. Antony Raj	*Member*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. A. Punitha Mary	*Member*
Dr. Y. Daniel	*Member*
Thiru. S. Balasubramanian, *Advocate*	*Public Representative*

Library Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Rev. Fr. G. John Gualbert, S.J.	*Member*
Mr. A. John Lawrance	*Member*
Dr. M. Antony Raj	*Member*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. A. Punitha Mary	*Member*
Dr. A. Michael J Leo	*Member*
Mrs. A. Metilda Jasmine Shanthi	*Member*
Dr. T. Raja	*Member*
Mrs. M. Balasaraswathi	*Member*
Rev. Fr. J. Martin George, S.J.	*Member*
Rev. Fr. F.X. Dominic Royce, S.J.	*Member*
Mrs. M. Rosary Kiruba Alexy	*Member*

Research Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. M. Antony Raj	*Member*
Dr. A. Punitha Mary	*Member*
Dr. A. Michael J Leo	*Member*

College Development Council (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Rev. Fr. G. John Gualbert, S.J.	*Member*
Rev. Br. S. Edward Brunoraj, S.J.	*Member*
Mr. A. John Lawrence	*Member*
Dr. M. Antony Raj	*Member*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. A. Punitha Mary	*Member*
Dr. A. Michael J Leo	*Member*
Rev. Fr. J. Martin George, S.J.	*Member*
Rev. Fr. F.X. Dominic Royce, S.J.	*Member*
Dr. A. Amalraj, *President, Alumni.*	*Member*
Mr. Jamal, *EC Member, Alumni.*	*Member*
Dr. G. Selvaraj, *EC Member, Alumni.*	*Member*
Mr. A. Maria Susai, *EC Member, Alumni.*	*Member*
Mr. Peter Moduthagam, *EC Member, Alumni Asso.*	*Member*

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

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Mr. A. John Lawrence	*Member*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. A. Punitha Mary	*Member*
Dr. A. Michael J Leo	*Member*
Dr. Y. Daniel	*Member*
Mr. S. Stalin	*Member*
Mrs. A. Metilda Jasmine Shanthi	*Member*
Dr. R. Sathesh Franklin	*Member*
Mrs. M. Balasaraswathi	*Member*
Rev. Fr. J. Martin George, S.J.	*Member*

Career Guidance and Placement Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. A. Punitha Mary	*Member*
Dr. A. Michael J Leo	*Member*
Dr. Y. Daniel	*Member*
Mrs. J. Annie	*Member*
Mr. P. Lourduraj	*Member*

Extension Services (2016-2018)

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

Magazine Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. T. Raja	*Member*
Mr. S. Stalin	*Member*
Mr. A. Nicholas Jegan	*Member*
Mr. U. Subramanian	*Member*
Mrs. M. Balasaraswathi	*Member*
Mrs. J. Annie	*Member*
Mrs. M. Rosary Kiruba Alexy	*Member*

Red Ribbon Club (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Mr. A. John Lawrence	*Member*
Mrs. A. Metilda Jasmine Shanthi	*Member*

Red Cross Society (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Mr. P. Lourduraj	*Member*
Mrs. M. Rosary Kiruba Alexy	*Member*

Consumer Club (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. Y. Daniel	*Member*
Mr. U. Subramanian	*Member*

Computer Centre (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Mr. A. Nicholas Jegan	*Member*
Mrs. M. Balasaraswathi	*Member*
Mrs. J. Annie	*Member*

Language Laboratory (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Mr. A. John Lawrence	*Member*
Mrs. M. Balasaraswathi	*Member*

Psychology Laboratory (2016-2018)

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

Sports and Games Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. R. Sathesh Franklin	*Member*
Mr. S. Stalin	*Member*

Public Relations Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. A. Punitha Mary	*Member*
Dr. A. Michael J Leo	*Member*
Dr. Y. Daniel	*Member*
Dr. T. Raja	*Member*
Mr. U. Subramanian	*Member*
Mr. P. Lourduraj	*Member*

Research Journal (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Manager*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. A. Punitha Mary	*Member*

Counsellors (2016-2018)

Rev. Dr. Paul C. Jesuraj, S.J. (Men)
Rev. Fr. J. Martin George, S.J. (Men)
Dr. A. Punitha Mary (Women)
Mrs. M. Balasaraswathi (Women)
Mrs. M. Rosary Kiruba Alexy (Women)

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

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Mr. S. Stalin	*Member*
Dr. R. Sathesh Franklin	*Member*

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Scholarship Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. A. Punitha Mary	*Member*
Dr. Y. Daniel	*Member*
Rev. Fr. J. Martin George, S.J.	*Member*

Women Cell (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. M. Antony Raj	*Member*
Dr. A. Punitha Mary	*Member*
Dr. Y. Daniel	*Member*
Sr. Innaciammal, *M.Ed. Student*	*Member*

Disciplinary Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. Y. Daniel	*Member*
Dr. R. Sathesh Franklin	*Member*

Campus Ministry (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Rev. Fr. G. John Gualbert, S.J.	*Member*
Rev. Fr. J. Martin George, S.J.	*Member*

College Website Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. A. Michael J Leo	*Member*
Mr. A. Nicholas Jegan	*Member*
Mrs. J. Annie	*Member*

Alumni Association (2016-2018)

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

Anti - Ragging Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Rev. Fr. G. John Gualbert, S.J.	*Member*
Mr. D. Prabhakar, *Lawyer & Notary Public, Tirunelveli.*	*Member*
Mr. Britto, *"Vanmukil" NGO Director, Tirunelveli.*	*Member*
Mr. A. John Lawrence	*Member*
Dr. M. Antony Raj	*Member*
Rev. Dr. S. Amaladoss Xavier, S.J.	*Member*
Dr. A. Punitha Mary	*Member*
Dr. A. Michael J Leo	*Member*
Dr. Y. Daniel	*Member*
Dr. R. Sathesh Franklin	*Member*
Mr. T. Thangaraj	*Member*
Mr. Peter Muduthagam, *Alumnus.*	*Member*
Mr. P. Antony Joseph Suthakar, *Principal Correspondent, The Hindu, Tirunelveli.*	*Member*
Ms. Amutha, *M.Ed. Student.*	*Member*
Mr. P. Narayanan, *Retd Prof. & HOD, Abdul Hakeem College (Parent).*	*Member*
Inspector of Police*, Palayamkottai P.S.*	*Member*

Anti-Ragging Squad (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. M. Antony Raj	*Member*
Dr. A. Punitha Mary	*Member*
Dr. Y. Daniel	*Member*
Dr. R. Sathesh Franklin	*Member*
Mr. T. Thangaraj	*Member*

Equal Opportunity Cell (2016-2018)

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

Annual Report Committee (2016-2018)

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

Mother Teresa Evening Study Centre Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. Y. Daniel	*Member*
Mr. S. Stalin	*Member*
Mrs. M. Rosary Kiruba Alexy	*Member*

Anti-Tobacco Committee (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. Y. Daniel	*Member*
Dr. R. Sathesh Franklin	*Member*
Rev. Fr. J. Martin George, S.J.	*Member*

Health Club (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. R. Sathesh Franklin	*Member*
Mr. S. Stalin	*Member*
Mr. D. Namasivayam	*Member*

Fine Arts Club (2016-2018)

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. R. Sathesh Franklin	*Member*
Rev. Fr. J. Martin George, S.J.	*Member*
Mrs. J. Annie	*Member*
Mr. D. Namasivayam	*Member*
Mr. P. Lourduraj	*Member*

'Aasaan' - E-Magazine

Rev. Dr. D. Thomas Alexander, S.J.	*Chairman*
Dr. A. Michael J Leo	*Member*
Mr. A. Nicholas Jegan	*Member*
Mrs. M. Balasaraswathi	*Member*
Mr. U. Subramanian	*Member*
Mrs. J. Annie	*Member*
Mr. P. Lourduraj	*Member*

JULY 2017

1	SAT	
2	SUN	
3	MON	Inauguration of the academic year for B.Ed. I & II yrs Intensive English Training Programme - Begins
4	TUE	Orientation on Physical Education and SUPW – B.Ed. II Years
5	WED	Library Committee Meeting
6	THU	Orientation on Case Study Record - B.Ed. II years CGPC Meeting
7	FRI	Local Holiday
8	SAT	
9	SUN	
10	MON	

JULY 2017

11	TUE	Board of Studies Meeting Unit receiving from schools – B.Ed. II Years
12	WED	Research cell meeting Anti-ragging Committee Meeting
13	THU	
14	FRI	
15	SAT	
16	SUN	
17	MON	
18	TUE	
19	WED	Academic Council Meeting
20	THU	

JULY 2017

21	FRI	Staff Development Programme
22	SAT	,,
23	SUN	
24	MON	
25	TUE	Holy Spirit Mass
26	WED	Homage to St. Ignatius of Loyola
27	THU	Valediction of Intensive English Training programme
28	FRI	Workshop on ELT for I year B.Ed. students
29	SAT	,,
30	SUN	
31	MON	Feast of Ignatius of Loyola - Holiday

AUGUST 2017

1	TUE	Orientation - Personality Development Data Collection - M.Ed. II year - Begins
2	WED	Orientation - Personality Development
3	THU	Entry Behaviour Test/English Language Proficiency Test for Group Division Blood Identification Camp/Photo for ID
4	FRI	Seminar on Question Tag
5	SAT	M.Phil. Part Time - Topic Selection
6	SUN	
7	MON	Micro teaching
8	TUE	,,
9	WED	,,
10	THU	,,

AUGUST 2017

11	FRI	Micro teaching Orientation on Library Usage
12	SAT	Link Practice M.Phil. Submission of Research Proposal
13	SUN	
14	MON	Krishna Jeyanthi
15	TUE	Independance Day
16	WED	Link Practice
17	THU	Lesson Plan Preparation Tutor Ward
18	FRI	International Workshop on Research in 21st Century
19	SAT	,,
20	SUN	

AUGUST 2017

21	MON	Classes resume for M.Ed. II year after data collection Lesson Plan Preparation
22	TUE	Lesson Plan Preparation Women Cell Meeting
23	WED	Demo teaching Meeting with Senior teachers
24	THU	Demo teaching Inauguration of Subject Clubs
25	FRI	Vinayakar Chathurthi
26	SAT	Peer teaching Inauguration of College Students' Council
27	SUN	
28	MON	Peer teaching
29	TUE	Preliminary Teaching Practice (PTP) - I Observation of PTP by M.Ed. - I year
30	WED	
31	THU	Inauguration of CGPC

SEPTEMBER 2017

1	FRI	PTP - II
2	SAT	Bakrid
3	SUN	
4	MON	
5	TUE	PTP - III
6	WED	Operation Clean look
7	THU	Governing Body Meeting
8	FRI	PTP - IV
9	SAT	Data Collection - M.Phil. Part Time
10	SUN	

SEPTEMBER 2017

11	MON	PTP - V
12	TUE	Seminar on Research Methodology - I year M.Ed. & M.Phil. students
13	WED	
14	THU	PTP - VI
15	FRI	Special School Visit - I year B.Ed.
16	SAT	,,
17	SUN	
18	MON	Continuous Internal Assessment (CIA) - I
19	TUE	,,
20	WED	,,

SEPTEMBER 2017

21	THU	Visit to innovative school - I year B.Ed.
22	FRI	Extenstion Lecture on HIV & AIDS
23	SAT	Extension Lecture on Consumer Rights & Duties Submission of Chapter IV - II year M.Ed. students
24	SUN	
25	MON	Topic Selection for I yr M.Ed. & M.Phil. - Full Time
26	TUE	
27	WED	
28	THU	
29	FRI	Ayutha Pooja
30	SAT	Vijaya Dasami

OCTOBER 2017

1	SUN	
2	MON	Gandhi Jayanthi
3	TUE	
4	WED	
5	THU	
6	FRI	Subject Club Activities
7	SAT	Submission of Chapter III by II year M.Ed.
8	SUN	
9	MON	Internship for M.Ed. II year - Begins
10	TUE	

OCTOBER 2017

11	WED	
12	THU	
13	FRI	
14	SAT	Extension Lecture on De-addiction
15	SUN	
16	MON	
17	TUE	
18	WED	Deepavali
19	THU	
20	FRI	Submission of Chapter III by II yr M.Ed. & M.Phil.

OCTOBER 2017

21	SAT	
22	SUN	
23	MON	Classes resume for M.Ed. II year after Internship
24	TUE	
25	WED	
26	THU	
27	FRI	
28	SAT	
29	SUN	
30	MON	
31	TUE	Submission of Chapter II by II year M.Ed.

NOVEMBER 2017

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

NOVEMBER 2017

11	SAT	
12	SUN	
13	MON	Continuous Internal Assessment (CIA) - II
14	TUE	"
15	WED	"
16	THU	Submission of CIA - II Mark Lists
17	FRI	
18	SAT	Issue of Hall Ticket Classes Resume for B.Ed. - II year
19	SUN	
20	MON	Semester - I Exams Begin

NOVEMBER 2017

21	TUE	
22	WED	
23	THU	
24	FRI	Semester - II Begins Teaching Competency Assessment for IIyr B.Ed.-Internal
25	SAT	"
26	SUN	
27	MON	
28	TUE	
29	WED	Teaching Competency Assessment for IIyr B.Ed.-External
30	THU	"

DECEMBER 2017

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

DECEMBER 2017

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

DECEMBER 2017

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

JANUARY 2018

1	MON	New Year
2	TUE	
3	WED	
4	THU	
5	FRI	
6	SAT	
7	SUN	
8	MON	One week Special School Visit by I year M.Ed. - Begins One month visit to TEI by II year M.Ed. - Begins
9	TUE	
10	WED	

JANUARY 2018

11	THU	
12	FRI	
13	SAT	
14	SUN	Pongal
15	MON	
16	TUE	Thiruvalluvar Day
17	WED	Uzhavar Thirunal
18	THU	
19	FRI	
20	SAT	

JANUARY 2018

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

FEBRUARY 2018

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

FEBRUARY 2018

11	SUN	
12	MON	
13	TUE	
14	WED	Submission of Chapter IV by II year M.Ed. & M.Phil. students
15	THU	
16	FRI	
17	SAT	
18	SUN	
19	MON	
20	TUE	

FEBRUARY 2018

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

MARCH 2018

1	THU	Submission of Chapter V by II year M.Ed. & M.Phil. students
2	FRI	
3	SAT	
4	SUN	
5	MON	
6	TUE	
7	WED	
8	THU	Women's Day
9	FRI	
10	SAT	

MARCH 2018

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

MARCH 2018

21	WED	
22	THU	
23	FRI	
24	SAT	
25	SUN	
26	MON	
27	TUE	
28	WED	
29	THU	Mahavir Jayanthi
30	FRI	Good Friday - Holiday
31	SAT	

APRIL 2018

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

APRIL 2018

11	WED	
12	THU	
13	FRI	
14	SAT	Dr. Ambedkar Jayanthi & Tamil New Year
15	SUN	
16	MON	
17	TUE	
18	WED	
19	THU	
20	FRI	

APRIL 2018

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

MAY 2018

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

MAY 2018

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

MAY 2018

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

TOTAL WORKING DAYS

I Semester

July	-	16
August	-	23
September	-	23
October	-	24
November	-	17
		103

II Semester

November	-	04
December	-	17
January	-	20
February	-	22
March	-	22
April	-	18
		103

Total No. of Working Days: 103 + 103 = **206**

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©

mwꜩahi k , Ui sg; Nghf;Fk;
fy;tꜩahsH tho;f! fy;tꜩj ; jꜩl ;l k; tho;f!
fi yki dfs; vdꜩWk; tho;f!

ehdꜩyk; vq;Fk; nry;Yq;fs;!
ed;ndwꜩ ahtHf;Fk; fwgꜩAq;fs;! - ek;
khdꜩl kfdꜩd; Mi z , J - , i j
kdj jꜩy; vdꜩWk; eꜩi yeꜩWj;J - gy
kdꜩj Hf;Fk; fy;tꜩi a eꜩ toq;F! mwꜩT . . .

xLf;fggl ; Nl hUf;F tꜩLj i yAk;
c hꜩi kaw; NwhUf;F ewnraj ꜩAk; - mdꜩW
Koq;fꜩl tej hH , i wkfNd - mi j
toq;Fj y; vdꜩWk; c dfl Nd - GJ
i tafk; mj dhy; kyHej jꜩLNk! mwꜩT . . .

Mrꜩhꜩag; gz ꜩXH mwggz ꜩ!
mj wnfd c dꜩi d mHggz ꜩ - vd
MdꜩNwhH c i ujj mUs;thf;F - c d;
tho;tꜩdꜩy; mj i d eꜩi wNtwꜩW - jꜩdk;
Vi ofs; , j ajjꜩy; xsꜩNawꜩW! mwꜩT . . .

jÄœ¤jhŒ thœ¤J

UuhU« fl YL¤j Ãykl ªi j bfÊbyhGF«
    ÓuhU« tj dbkd¤ âfœguj¡ f© l Äâš
bj¡fz K« mâ‰áwªj âuhÉl eš âUehL«
    j¡fáW ãi wEj Y« jÇ¤jeWª âyfKnk
m¤âyf thri d nghšmi d¤JyF«ï ‹ gKw
    v¤âi rí « òfœkz ¡fï Uªj bgUª jÄHz §nf!
                              jÄHz §nf!

    c‹ ÓÇsi k¤ âw« ÉaªJ
braškwªJ thœ¤JJnk! thœ¤JJnk! thœ¤JJnk!

                    - kndh‹ kÂ a « Rªju« ãŸi s

eh£L¥g©

    #dfz kd mâehaf #anA
        ghuj gh¡a Éjhjh
    gŠrhg Ì ªJ F#uhj kuh£l h
        âuhÉl c¤fy g§fh
    ɪâaï khry aKdh f§fh
        c¢ry #yâju§fh
    jt Rg ehnk #hnf jt Rg Máõ khnf
        fhnA jt #afhjh
    #dfz k§fsj haf #anA
        ghuj gh¡a Éjhjh
    #anA #anA #anA
        #a #a #a #anA

                    - kfhfÉ ï uåª âueh¤ jhT®

Ô©lhi 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)

ï ªâa muáayi k¥ã‹ ghšï i l Élhj, cskh®ªj g‰WŸs ï ªâa¡ Fokfdh»a eh‹, ekJ muáayi k¥ã‹ go Ô©lhi k xÊ¡f¥g£LÉ£lJ v‹ gi j m¿nt‹. Ô©lhi ki a mo¥gi l ahf¡ bfh© L, vt®ÛJ«bj Çªnjh,bj Çahknyhr_fnt‰Wi ki akd«, th¡F, braš v‹ w vªj ti fÆY« fi l¥ão¡fkh£nl ‹ v‹ W ï j dhš cskhu cWâaË¡»nw‹. muáayi k¥ã‹ mo¥gi l¡ fU¤â‰»z §f, rka ntWghl ‰w Rj ªâu rKjha¤i j cUth¡Ftâš ne®i kíl D«, c©i kíl D« gÂah‰WtJ vdJ fl i kahF« v‹ gi jí« cz ®nt‹. ï ªâa muáayi k¥ã‹ ghš vd¡FŸs KG¥g‰¿‰F ï J v‹ bw‹ W« vL¤J¡fh£lhf És§Fbk‹ W« ï j dhš cskhw cWâaË¡»nw‹.

bfhLŠbraš vâ®¥ò ehŸ cWâbkhÊ

(On Anti-Terrorism Day - 21st May)

m»«i r, r»¥ò¤j‹ i kM»a e«eh£o‹ kuòfËš jsuhj e«ã¡i fí i l a ï ªâa Fokfdh»a eh‹, v› ti fahd bfhLŠ brašfi sí «, t‹ Ki wfi sí « KG M‰wnyhL vâ®¥ng‹ vd cWâ TW»nw‹. všyh k¡fËl ¤J«, mi kâ, rKjha x‰Wi k, ešYz ®î M»at‰i w¥ngh‰¿ ts®¡fî «, k¡fSi l acÆ®fS¡F« k‰W« e‰g©òfS¡F« CWÉi sÉ¡F« ãÇÉi d r¡âfi s vâ®¤J¥ nghuhl î « eh‹ cWâ TW»nw‹.

FHªi j¤ bjhÊyhs® Ki wÆi d mf‰Wtj‰fhd cWâbkhÊ

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

ï ªâa muáayi k¥ò ÉâfË‹ go fšÉ bgWtJ FHªi jfË‹ mo¥gi l cÇi k v‹ gjhš, 14 taâ‰F£g£l FHªi jfi s xUnghJ« vªjÉj¥ gÂfËY«‹LgL¤jkh£nl ‹ vdî «. mt®fŸ gŸË¡F¢ bršti j C¡FÉ¥ng‹ vdî « FHªi j¤ bjhÊyhs® Ki wÆi d K‰¿Ykhf mf‰¿l rKjha¤âš ÉÊ¥ò® ®î V‰gL¤Jnt‹ v‹ W«, jÄHf¤i j¡ FHªi j¤

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bj hÊyhsu‰w khÃykhf kh‰Wtj‰F v‹ dhšï a‹ wti u ghLgLnt‹ vdî « cskhu cWâ TW»nw‹ .

ešÈz ¡f ehŸ cWâbkhÊ

(On Communal Harmony Day - 20th August)

eh‹ rhâ, ï d, t£l hu, kj mšyJ bkhÊ ghFghL vJî Ä‹ ¿, ï ªâahÉ‹ mi d¤J k¡fË‹ cz ®î ¥ó®t x‰Wi k¡F«, ešÈz ¡f¤â‰F« ghLgLnt‹ v‹ W cskhu cWâbkhÊ vL¤J¡bfhŸ»nw‹ . nkY«, v§fS ¡»i l naahd mi d¤J ntWghLfi sí « t‹ Ki wÆš <Lgl hkš, ng¢Rth®¤i jfŸ _ykhfî «, muáayi k¥ò¢ r£l tÈKi wfi s¥ ã‹ g‰¿í « Ô®¤J¡bfhŸnt‹ v‹ W«ï j dhš cWâaË¡»nw‹ .

CHš vâ®¥ò cWâbkhÊ

(Anti-Corruption Day - 31st October)

ï ªâa eh£o‹ bghJ¥ gÂ ahs®fsh»a eh«, ekJ el to¡i ffŸrh®ªj všyh¤Ji wfËY«ne®i kí «xËî ki wî k‰wj‹i kí «ï l «bgWtj‰F, bj hl ®ªJ mauhJ ghLgLnth« v‹ W ï j dhš cskhu cWâ TWnth«. CHi y mwnt xÊ¤âl eh« thœÉš ï i l awhJ Kašnth« vdî « cWâ TWnth«.

eh« ÉÊ¥òl ‹ ekJ mi k¥ã‹ K‹ nd‰w« k‰W« e‰bgaU¡ fhf gÂ ah‰Wnth«. x‹ Wg£L eh« nk‰bfhŸS « Ka‰áfŸ thÆyhf, ekJ muR¡ F bgUi k nr®¥gJl ‹ ekJ eh£L k¡fS ¡F ca® be¿fË‹ mo¥gi l Æyhd nri tfŸ òÇnth«. v› Éj m¢rK«, jaî Ä‹ ¿ e« kd¢rh£á fh£L« be¿Æ‹ go ekJ fl i ki a M‰Wnth«.

njáa xUi k¥ghL cWâbkhÊ

(On National Integration Day - 19th November)

eh£o‹ Rjªâu«, xUi k¥ghL M»at‰i w¡ fh¡fî «, tY¥gL¤jî « v‹ i d m®¥gÂ ¤J¢ brašgLnt‹ v‹ W kdkhu cWâTW»nw‹ .nkY«, eh‹ xUnghJ« t‹ Ki wÆš <Lgl kh£nl ‹ v‹ W«, kj «, bkhÊ, t£l hu« k‰W« muáaš mšyJ bghUshjhu ngj §fS ¡F mi kâhd Ki wÆY«, muáaš r£l ¤â‰F c£g£L« Ô®î fhz ¤ bj hl ®ªJ ghLgLnt‹ v‹ W« cWâTW»nw‹ .

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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						

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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	Principal
1					
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

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Syllabus for Two year Bachelor of Education (B.Ed.) Programme
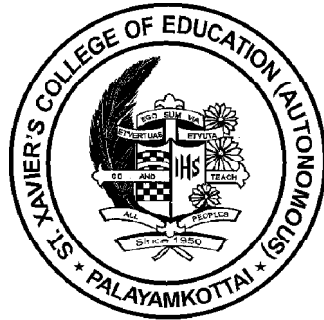
St. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)
[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA : 3.67]
**Palayamkottai - 627 002, Tirunelveli,
Tamil Nadu.**

2018 - 2020

B.Ed. Syllabus

B.Ed. Syllabus

Semester III

School Internship

Semester IV

Semester I

Paper I: Philosophical Foundations of Education

B.Ed. : Sem. I   **Sub. Code : BCPF**

Objectives:

The prospective teacher

1. grasps the concept of education and its premises.
2. comprehends the concept of philosophy of education and educational philosophy.
3. imbibes the importance and role of education in the Indian society.
4. acquires knowledge on eastern and western schools of philosophy.
5. familiarizes 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 - UNESCO: Pillars of education

Unit II: Philosophy 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, realism, naturalism, pragmatism and their 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

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: Educational Agencies and Schemes

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

Practicum

1. Sketch the life history of any two great philosophers.
2. Prepare a slide show presentation on any one of the topics.
3. Prepare a report by Critically analysing the life history of any one of the educational philosophers.
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: Child Development and Pedagogy

B.Ed. : Sem. I   **Sub. Code : BCCP**

Objectives:

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

Unit I: Nature of Educational Psychology

Psychology: Meaning, definition and branches - Methods: Introspection, observation, case study and interview – Educational Psychology: Meaning, definition, nature, scope and significance

Unit II: Human Growth and Development

Growth and development: Concept, meaning, definition and general principles - Distinction among growth, development and maturation - Interaction between nurture and nature – Dimensions of development: Physical, cognitive, emotional, social and moral – Phases of development and developmental tasks – Infancy, childhood and adolescence

Unit III: Cognitive Development

Cognitive process: Attention and factors relating to attention - Kinds of attention: Inattention, distraction, division of attention and span of attention – Sensation – Perception: Factors relating to perception and perceptual errors – Concept formation: Nature and types – Piaget's stages of cognitive development – Bruner's theory – Language and thinking – Reasoning and problem solving – Role of teachers in developing, reasoning and problem solving

Unit IV: Emotional, Social and Moral Development

Emotional development: Meaning, emotional control and maturity – Place of emotions in life – Significance of emotional intelligence – Social development: Meaning and factors – Social maturity

– Erikson's stages of social development – Moral development: Meaning - Kohlberg's stages of moral development

Unit V: Theoretical Perspectives on Learning

Learning: Nature and importance – Learning curve – Theories of learning: Trial and Error, classical conditioning and operant conditioning, learning by insight and Gagne's theory – Transfer of learning: Meaning and types – Theories of transfer of learning: E.L. Thorndike's identical components, Judd's theory and Baggley's theory of ideals – Learning by imitation – Levels of learning - Remembering - Forgetting: Curve of forgetting

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

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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 textbooks.
5. prepares lesson plan for teaching English at high school level.

Unit I: Learning how to Teach English

Micro teaching: Meaning and cycle - Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of closure, skill of using black board and skill of reinforcement - Link lesson - Introduction to link practice teaching - Lesson plan writing for link practice - Practising link practice - Demonstration of macro teaching - Observing demo teaching and recording - Introduction to peer teaching: Concept and advantages

Unit II: Teaching of Phonetics

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

Unit III: Teaching the Grammatical content of English - I (Standard - X)

Conjugation - Kinds of sentences - Finite and non-finite verbs - Prefixes and suffixes

Unit IV: Teaching the Grammatical content of English - II (Standard - X)

Verbal and 'Wh' question formation - Question tags - Active and passive voices - Sentence pattern

Unit V: Lesson Plan Writing and Evaluation

Bloom's taxonomy of educational objectives – Objective formulation for ELT - Writing lesson plan for teaching prose, poetry, grammar, composition and supplementary reader - Evaluation: Meaning and need - Diagnostic test: Need and item preparation - Achievement test: Need, Designing Blue print and item preparation

Practicum

1. Prepare an ICT integrated lesson plan.
2. Select a poem from Standard IX and transcribe in phonetics.
3. Choose a paragraph from a newspaper of your choice and syllabify.
4. Design the Blueprint for the Standard IX term-end examination.
5. Collect English language related materials from the news papers.

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Paper III: rpwgGjjkp; - I

Nehf;fq;fs;

Mr.jpa khz th;

1. jkpogghlg; nghUs; fwgpjjy; gwwp mwpe;J nfhs;fpwhH.
2. jkpogghlg; nghUs; fwgpjjy; nfhs;i ffis mwpe;J nfhs;fpwhH.
3. jkponkhopf; fy;tpapd; rpwggkrqfis tsHf;fpwhH.
4. fwgpjjy; jpwdfs> gapwp jpwdfis tsHf;fpwhH;
5. ghljjpl;lk; mi kggjwfhdf; Nfhl ghLfi sg; Ghpe;J nfhs;fpwhH;

myF I: nraAs> ci uei lgghlg; nghUs; fwgpjjy;

thoj;J - jpUf;Fws; - GwehD}W - KJnkhopffhQrp - jdpgghly; - jpUth&H ehdkz pkhiy - VHKi d - mkkhi d - Kf;$lwgs;S - rPtfrpej hkz p - ci uei lfs; - Vohk; tFgG ghlg; nghUs;

myF II: , yf;fz gghlk> Jiz gghlg; nghUs; fwgpjjy;

rhHngOj;J ti ffs; - ehy;ti frnrhw;fs; - ngaHrnrhy; - tpi dKwW - NtwWi k mi lnkhop - Nghyp - mz p, yffz k; , ayG etpwrp c aHT etpwrp - Jiz gghlk; Vohk; tFgG ghl gnghUs;

myF III: jkponkhopf; fy;tpapd; rpwgGfs;

nkhopj; Nj hwwf; nfhs;i f> rpwgGfs> gz Gfs; - nkhopAk; r%fKk; - nkhop tshrrpapy; Rpoei yapd; gq;F - jpuhtpl nkhopapd; rpwggpayGfs; - jhankhopf; fwgpjjy; Nehf;fq;fs> gadfs; - c aHj dpr; nrknkhop rpwgGfs> gz Gfs;

myF IV: fwgpjjy; jpwdfs; gapwrp

Ez z pi yf;fwgpjjy; tpsffqfs> Nj hwwqfs> gbfs> Rowrpfs> edi kfs> jP kfs; - jpwd; tpsffk; fpsH tpdh - khz tH gqNfwi g mjpfhpffFk; jpwd> tpsfFjy; jpwd> jpwd; gapwrp - epfoT vOj g gapwrp

myF V: ghljjpljk; mi kggjw;fhd NfhlghLfs;

GS kpd; NfhlghLfs; - n` HghHbd; gbfs; - Mz ;Lj; jpljk; - myFj; jpljk; mi kgG> , dwpai kahi k> gadfs; - ghljjpljk: Nehf;fq;fs> mi kf;Fk; Ki wfs; kwWk; cl;\$Wfs> edi kfs; - khjplhgghljjpljk; vOjg; gapwrp

nra;Ki w gapwrpfs;

1. j kpo; vz ; glbay; j ahhpjjy;
2. nrhwfsQrpa njhFgG j ahhpjjy;
3. typkpFk> typ kpfh , lqfi sg; glbaypLf.
4. myFjjpljk; j ahhpjjy;
5. Mz ;Lj ; jpljk; j ahhpjjy;

ghh;t E}y;fs;

1. muqfrhkp> G+ (2006). j kpo; nkhop fwgpjjy; kJi u: khepyh gjpggfk;

2. MWK fehtyH. (2001). j kpo;, yffz k; nrdi d: Kyi y epi yak;

3. fz gjp> t. & rejpufh uh[; Nkhfd; (1992). ewwkpo; fwgpf;Fk; Ki wfs; nrdi d: rhejh gjpggfk;

4. fz gjp> tp. & n[auhkd> G+ (2005). ewwkpo; fwgpf;Fk; Ki wfs; - gFjp 2. nrdi d: rhejh gjpggfk;

5. fi yrnry;tp> nt. (2007). fy;tpapay; j kpo; fwgpjjy; <NuhL: rQrpt; ntspaL.

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9. j z ;lghz p> R. (2012). j kpo; - fwgpjjy; njwgGj j kpo; kJi u: kbdh gjpggfk;

10. j kpoehL ghl E}y; epWtdk> xdgjhk; tFgG> vl;lhk; tFgG ghl E}wfs;

11. ngh[paz z d> Nfh. (2016). *j k[ponkho[fwgpj j y[py; Gj [pa mZ FK i wfs;* nrd[i d: td[j h gj [pggfk;

12. k[dhl r[p Rej uk> m. (2010). *j k[po; fwgpj j y; nghJj j k[po, j [pz ;Lf;fy; fht:ahkhyh gj [pggfk;*

13. k[dhl r[p Rej uk> m. (2010). *j k[po; fwgpj j y; r[pwgGj j k[po, j [pz ;Lf;fy; fht:ahkhyh gj [pggfk;*

14. t[p[ayl Rk> t. (2016). *Ez z [pi y fwgpj j y;* nrd[i d: rhuj h gj [pggfk;

15. Nt Z Nfhghy> , .gh. & rhej Fkhh> f. (2013). *j k[po; fwgpj j y[py; GJ i kfs; r[pwgGj j k[po;* nrd[i d: rhuj h gj [pggfk;

16. n[gh> v.MH. (2014). *j k[po; fwgpj j y[py; GJ i kfs:;* fd[d[pahFkh[p nuj j [pd gj [pggfk;

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Paper III: Computer Science Education - I

B.Ed. : Sem. I   **Sub. Code : BPC1**

Objectives:

The prospective teacher
1. acquires the knowledge of Standard XI computer science text-books.
2. develops knowledge in windows XP, web design and C programming of Standard XI computer science textbook.
3. imbibes the knowledge of the nature of computer science teaching.
4. understands the aims and objectives of teaching computer science.
5. masters the techniques and methods of teaching computer science.

Unit I: Fundamentals of Computer and Working With a Typical Operating Systems (Windows & Linux) (Standard - XI, Vol. I)

Introduction to computers - Number systems - Computer organization - Theoretical concepts of operating system - Working with typical operating system: Working with windows and working with linux. Algorithmic problem solving: Specification and abstraction - Composition and decomposition - Iteration and recursion

Unit II: Applications of Computer Science (Standard - XI)

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

Introduction - Bloom's Taxonomy of Educational Objectives - Computer Science at different levels: Primary, secondary and higher secondary - Attainment of the objectives of Computer Science teaching

Unit IV: Techniques of Teaching

Microteaching: Meaning and cycle - Skill of probing questions, skill of explaining, skill of increasing pupils

participation, skill of closure, skill of use of black board and skill of reinforcement - Link lesson - Lesson plan - Unit plan

Unit V: Instructional Methods and Aids

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

Practicum

1. Prepare a CAI package for a topic from Standard XI textbook.
2. Prepare a branching program for any one of the topics from Standard XII textbook.
3. Evaluvate an educational website.
4. Prepare different charts using MS EXCEL for the achievement of your students in the intensive teaching practice.
5. Prepare mind-map for a topic from Standard XI textbook.

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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. acquires the aims and objectives of teaching Mathematics.
3. improves his/her competencies in teaching secondary level Mathematics.
4. masters the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
5. develops the competencies in pedagogical analysis 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: Aims and Objectives of Teaching Mathematics

Aims and objectives of teaching Mathematics at primary, secondary and higher secondary levels - Bloom's taxonomy of educational objectives - Writing GIOs and SIOs - 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 III: 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 methods - Analytic and

synthetic methods - Heuristic and project methods - 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 construction of diagnostic test and achievement test - Error analysis - Remedial teaching - Action research in Mathematics teaching

Unit IV: Algebra and Trigonometry

Algebra: Polymomials - Arithemetic of polynomials - Value and zeros of a polynomial - Division of polynomials - Remainder theorem - Trigonometry: Special angles and complementary angles

Unit V: Set language Types: and real numbers

Set language - Set operations - Cardinality on set operations - Real numbers: Rational munber - Irrational number - Real number

Practicum

1. Prepare a unit plan for any one of the topics from Standard IX.
2. Prepare an album on how Maths is correlated with other subjects.
3. Prepare a model question paper based on Bloom's taxonomy.
4. Prepare an ALM lesson plan.
5. Analyze the pedagogy of secondary Mathematics textbook.

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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. recognizes the skills relating planning the lessons and presenting them effectively.
4. applies the knowledge of the various techniques and methods of teaching of Physical Science.
5. masters 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 among 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 plan - 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: Techniques and Methods of Teaching Physical Science

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 - 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) - Activity Based Learning (ABL) - Active Learning Method (ALM)

Unit IV: Facts, Principles and Applications of Physics

Measurement: Derived quantities, Screw gauge – Measurement of Time – Astronomical distances

Motion: Speed, Distance-Time graph, Velocity, Acceleration

Electricity: Electric cell – Types, Electric circuit, Kinds of circuits – Ohm's law, Joule's law of heating – Heating of electric current: Chemical effects, Magnetic effect of electric current – Electromagnet – Electric bell

Heat: Measuring temperature – Conversion of Scales of temperature

Unit V: Facts, Principles and Applications of Chemistry

Matter in Our surroundings: Physical nature of matter – Characteristics of particles of matter – States of matter

Elements & Compounds around us: Types of pure substance – Element – Molecule of an element, Periodic Classification of Elements - Compound – Valency

Ancient views on atomic structure: Laws of Chemical combination – Dalton's Atomic theory, Modern Atomic theory – Avagadro's Hypothesis – Relative Atomic & Molecular mass – Mole concept

Solutions: Solute & Solvent – Types of solutions, Solubility

Practicum

1. Prepare a powerpoint on the life history of any one of the scientists.
2. Prepare a unit plan for any one of the unit from Standard IX Science textbook.
3. Construct 20 objective type questions from Standard IX Science textbook.

4. Draw a Mind-map on a topic from Standard IX Science text-book.

5. Prepare improvised teaching aids for teaching a lesson from Standard IX Science textbook.

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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. comprehends the methods and techniques of teaching Biological Science.
3. develops necessary competence in teaching the subject in terms of methods, skills and techniques.
4. constructs appropriate assessment tools for evaluating learning of Biological Science.
5. understands the basic concept related to Biological Science.

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: 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 Methods (PLM) - Development of programmed learning material - Teaching machines - Computer Assisted Instruction (CAI) - Modular approach

Unit III: 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 IV: Crop Production and Management (Standard - VIII)

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 (Standard - VIII)

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 a 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 e-lesson plan.

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Paper III: History Education - I

B.Ed. : Sem. I   **Sub. Code : BPH1**

Objectives:

The prospective teacher

1. knows the 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 and Geography.
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 Textbook - Dramatization - Modern Methods: Programmed learning - Computer Assisted Instruction (CAI) and Team teaching

Unit IV: World's Early History (Standard - IX)

Evolution of humans and society - Prehistoric period: Origin of the earth, the geological ages and prehistory: Human evolution and migration, prehistoric cultures: Lower, middle and upper Palaeolithic, Mesolithic and Neolithic - Prehistoric Tamilagam: Lower and middle, Palaeolithic, Mesolithic, Neolithic and Megalithic periods - Ancient civilisations: Egyptian, Mesopotamian, Chinese and Indus valley - Early Tamil society and culture: Sources for the study, the Sangam age: Polity, society, economy, towns and ports, faith and belief system and culture of arts

Unit V: Government and Electoral System (Standard - IX)

Forms of Government and Democracy: Government: Meaning and forms: Aristocracy, monarchy, autocracy, oligarchy, theocracy, democracy and republic - Democracy: Meaning, definition, salient features, evolution, types, merits and demerits, democracy in India and major challenges to Indian democracy - Election, political parties and pressure groups: Electoral system in India: Constitutional provisions, process, types, NOTA - Political parties: Meaning, types and role of opposition party - Pressure group : Meaning, categories and functions - Mobilizing people towards socially productive activities

Practicum

1. Prepare a powerpoint presentation for a topic from any one of the units.
2. Write a drama based on a historical event.
3. Read a biography of a historian and submit a report.
4. Prepare a scrap book.
5. Sketch a unit plan for any one of the unit from Standard IX syllabus.

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Paper IV: General English Education - I

B.Ed. : Sem. I   **Sub. Code : BPGE1**

Objectives:

The prospective teacher
1. acquires the knowledge of micro teaching skills.
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

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 - Introduction to link practice teaching - Lesson plan writing for link practice - Practicing link lesson - Demonstration of macro teaching - Observing demo teaching and recording their observations - Merits of peer teaching

Unit II: Methodology of Teaching Prose

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 - 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 - Teaching of vocabulary: Types of vocabulary - Active and passive - Techniques of teaching and improving vocabulary

Unit III: Methodology of Teaching Poetry

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

Unit IV: Methodology of Teaching Grammar and Composition

Teaching of grammar: Objectives, 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 - Teaching of composition: Objectives, principles of teaching composition, Types of composition - Pictorial, guided and free, 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

Teaching of supplementary reader: Objectives, steps involved in teaching supplementary reader, writing a lesson plan for supplementary reader unit - Evaluation: Meaning, characteristics of a good test - Need for skill based evaluation - Diagnostic testing - Nature and need - Preparation of diagnostic test items in English - 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: nghJjjkpo; - I

B.Ed. : Sem. I   **Sub. Code : BPGT1**

Nehf;fq;fs;

Mrhpa khz th;

1. jkpo; nraAs; ghlgnghUs; fwgpjjy; Elgf; $Wfis mwpeJ nfhs;fpwhH.
2. jkpo; ciueil>, yf;fz g; ghlgnghUs; fwgpjjy; gadfis mwpeJ nfhs;fpwhH.
3. nkhopapd; gadghLfs; gwwp mwpeJ nfhs;fpwhH.
4. gbjjy> vOJjy> NgRjy> fwgpjjy; jpwd; tshf;fpwhH.
5. tFggi wj; jpwdfs; tsHf;fpwhH.

myF I: nraAs> ciueilg; ghlgnghUs; fwgpjjy;

jpUtUlgh - , dpai t ehwgJ - jpUtsS tH khi y - esntz gh - tpNtf rpej hkz p - Njkghtz p - fkguhkhaz k; - Kj;JFkhurhkkpggspi sjjkpo; - tpyypghuj k; - ciueil vl;hk; tFgG ghlgnghUs;

myF II: , yf;fz k> Jiz gghlg; nghUs; fwgpjjy;

FwwpaYfuk; - FwwpayppFuk; - totF: , ayG> jFjp - MFngaH - NtwWik - GzHrrp; , ayG> tppfhuk; - ahgG - cti kaz p - vLj;Jffhl;L cti k mz p - Jiz gghlk; vl;hk; tFgG ghlgnghUs;

myF III: nkhopjpwdfs; fwgpjjy;

Nfl;ly; jpwd;: Nehf;fqfs> Nfl;ly; jpwi d tshgggj wFhpa topfs> ti ffs; - NgRjy; jpwd; Nehf;ffqfs> gadfs> njhlff>, i lepi yg; gsspfspy; thankhopg; gapwrpd topahf nkhopgghl k; fwgj wfhd Ki wfs> jpUej; pagNgrrpd; jdi kfs> jpUjjkppyyh Ngrrpd;, ayGfs> crrhppggpy; VwgLk; rpf;fy;fs> ehnefpo> ehgpwo; gapwrp> %r;Rg; gapwrp thankhopg; gapwrp jUk; Mrhpahpd; eyypayGfs;

myF IV: gbjjy> vOJjy; jpwdfs; fwgpjjy;

thrpjpjy; njhlff tFggpy; fwgpffFk; Ki wfs; - thatppL gbjjypd; Nehf;ffqfs> epi w> Fiwfs> thaf;Fs; gbjjypd; Nehf;ffqfs> epi w> Fiwfs; - gbff gapwWk; Ki wfs; (vOj;J> nrhy> nrhwnwhlh> fz ;L nrhyYjj y> fij j

Ki wfs> e‖i w> Fi wfs) Moej >mfdw gbggpd;Nehffqfs;
- e‖i w> Fi wfs; - gbggpy; Mh‖tji jj; J}z ‖Lk; Ki wfs>
kdgghl k; nraj y‖d; gad;fs; - vOJj y; j‖wd; Nehffk>
Kjw;ga‖wr‖fs>vOJ fUt‖fi sg; g‖bfFk;Ki wfs> eyy
i fnaOjj‖d; eyy‖pay‖Gfs;

myF V: tFggi w j‖wd;fs; ts‖jjy;

J}z ‖l y; khWghl‖Ljj‖wd> ghl k; njhl q;Fjy; j‖wd>
tYT‖l l y;j‖wd> t‖psffk> ga‖wr‖p e‖foT vOJj y; - , i z gGg;
ghl t‖psffk> ga‖wr‖p e‖foT vOJj y; - Ezz ‖pi yffwg‖jj y>
Ngh‖pay; fwg‖jj YffKs;s NtWghLfs; - Ezz ‖pi yf;
fwg‖jj y‖d; gad;fs; - c wW Nehff;y; t‖psffqfs> $Wfs>
gad;fs; - Nj HT: t‖psff;k> ti ffs> Fi waw‖j Nj HT
t‖psffqfs> gad;fs;

nra;Ki w ga‖wr‖pfs;

1. eh g‖wo> eh nef‖o; ga‖wr‖pf;Fh‖pa nrhy> njhl Hfs;j ahh;
   nra;f.
2. nra;As; ghl gnghUS f;F c wW Nehff;y; xdW vOJf.
3. **,** i z gGg; ghl k; xdW j ahH nra;f.
4. Fi waw‖j Nj HT khj‖h‖p t‖pdhj j hs; j ahh; nra;f.
5. kuGrnrhw;fi sg; gl bay‖pLf.

ghh;‖t E}y;fs;

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2. MWK fehtyH. (2001). *j kp‖o;, yfFz k;* nrdi d: Kyi y
   e‖‖pi yak;

3. fz gj ‖‖p t. & rej ‖u‖fh uh[; Nkhfd; (1992). *ewwkp‖o;*
   fwg‖f;Fk; Ki wfs; nrdi d: rhej h gj ‖ggfk;

4. fz gj ‖‖p t‖p. (2010). *ewwkp‖o; fwg‖f;Fk;Ki wfs;* nrdi d:
   rhej h gj ‖ggfk;

5. fi yrnry;t‖p> nt. (2007). *fy;t‖p‖a‖pay; j kp‖o; fwg‖jj y;*
   <NuhL: rOr‖‖Pt; nts‖pal‖.

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   kJi u: k‖‖bdh gj ‖ggfk;

8. jkoehL ghl E}y;eWtclk> xdgj hk; tFgG> vl l hk; tFgG ghl E}wfs;

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Paper V: Strengthening English 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 for 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 and passive voice - 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 of the 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**

Objectives:

The prospective teacher

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

Unit I: Writing and Drawing

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

Unit II: Exposing Creativity

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

Unit III: Handcraft Training

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

Unit IV: Theatre Workshop

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

Unit V: Health Management

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

Practicum

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

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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, demon stration, imitation, dramatization, At-Will method, Whole-Part-Whole method, visualization and observation method - Intra-mural 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 - 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, kumbhaka and rechaka - Kriyas in Yoga

Practicum

1. Draw a layout for any one of the games.
2. Organize a sports meet/games.
3. Demonstrate asanas and pranayamas.
4. Organize a 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. grasps the sociological foundations of education.
2. comprehends the socialization processes, socialization of families, schools and various parenting styles and their impact on learners.
3. imbibes 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. masters the influence of education on democracy, secularism and other social issues.
5. familiarizes 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. knows various forms of educational technology and its educational implications.
2. acquires adequate understanding instructional media in education.
3. learns the basic concept of ICT.
4. understands the impact of ICT on the classroom.
5. recongnises the basic concept of Artificial Intelligence and its applications.

Unit I: The concept of Educational Technology

Educational Technology: Concept, definition, need, importance and scope - Technology in education and technology of education - Forms of educational technology: Teaching technology, instructional technology, behavioural technology, systems approach and their educational implications

Unit II: Instructional Media

Instructional Media: Need, importance and classification - Edgar Dale's Cone of experience - Types of media: Print and Non-print media - Educational Radio - Educational Television - Selection and integration of media in teaching learning process - Multi-media Package - Models of teaching: Glaser basic model, Bruner's concept attainment model and integrated pedagogical paradigm

Unit III: ICT in Education

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

Unit IV: Communication, Interaction and Emerging Educational Technologies

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

Unit V: Artificial Intelligence in Education

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

Practicum

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

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Paper X: Learning for Human Development

B.Ed. : Sem. II   **Sub. Code : BCLH**

Objectives:

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

Unit I: Intelligence and Creativity

Intelligence: Meaning, definition, nature and distribution - Theories of intelligence: Single, Two factor and Multifactor theories, Guilford's structure of intellect, Gardner's multiple intelligence theory – Assessment of intelligence: Individual and group tests: Differences and examples – Individual differences: Meaning, definition and causes - Creativity: Meaning, definition, process, identification and promotion – Assessment of creativity: Paul Torrance's test and Baqur Mehedi's test

Unit II: Motivation and Group Dynamics

Motivation: Meaning, definition, types, cycle – Theories of motivation: Maslow's hierarchy of needs and achievement motivation - Techniques of developing achievement motivation – Role of rewards and punishments – Level of aspiration – Leadership: Meaning, definition and traits - Types: Autocratic, democratic and laissez faire – Classroom climate

Unit III: Personality and Assessment

Personality: Meaning and definition, determinants – Theories of personality: Type – Carl Jung, Trait - Cattell, Type cum Trait - Eysenck and psychoanalytic – Assessment of personality: Projective: Thematic apperception test and non-projective techniques: In-

ventories, rating scales – Aptitude, attitude and interest: Concept and measurement– Integrated personality

Unit IV: Mental Health and Hygiene

Mental health and hygiene: Concept – Conflict: Meaning and types - Frustration – Adjustment and Mal adjustment – Defence mechanisms – Mental illness - Juvenile delinquency - Promotion of mental health

Unit V: Guidance and Counselling

Guidance: Meaning, definition, nature and needs – Types: Educational, vocational and personal – Counselling: Meaning, definition, nature and needs - Types: Directive, non-directive and eclective - Identification of children with counselling needs – Counselling techniques: Individual and group techniques – Guidance for the children with learning difficulties, under achievers and gifted

Practicum

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

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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. recognizes 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 strategies - 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: Classroom 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 (2005) - 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 college in your area.
4. Write a report on the evaluation or examination system followed by any one of the college or university.
5. Prepare an observation schedule to assess the learning of the students.

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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. understsands the Standard XI and XII English grammar.
5. applies the learnt grammar in expressions.

Unit I: Reading Skills

Purpose of reading: reading for pleasure, reading for information - 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 - English for competitive examinations: classification of errors, identifying and overcoming common errors in English, classroom discussions and activities - Action research: concept, steps and advantages - action research in ELT

Unit II: Extensive Reading

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

Unit III: Study Skills

Meaning, need for training the students in study skills, three types of study skills: gathering skills, storage skills and retrieval skills - Developing study skills: exploring the dictionary, examination of different types of dictionaries, use of thesaurus - Skill of note-making and note-taking, need, difference between note-making and note-taking, tips for development - Preparation of bibliography card, col-

lecting data and relevant materials from primary and secondary sources

Unit IV: Teaching the Grammatical Content of English - I (Standard - XI)

Homophones - Primary and modal auxiliaries - Relative clause - 'If' clause - Phrase and clause

Unit V: Teaching the Grammatical Content of English - II (Standary - XII)

Negative formation - Verb division and sentence construction - Direct and indirect speech - Simple, compound and complex sentences - 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 textbooks and a CBSE textbook.
5. Select a passage and identify whether the sentences are simple, compound or complex.

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Paper XII: rpwgGjjkpo; - II

B.Ed. : Sem. II   **Sub. Code : BPT2**

Nehf;fq;fs;

Mrpha khz th;

1. jkpogghlg; nghUs; fwgpjjy; NfhlghLfis mwpeJ nfhs;fpwhH.

2. jkpogghlg; ghpTfisf; fwgpf;Fk; Nehf;fk> Ki wfs; mwpeJ nfhs;fpwhH.

3. nkhoggapwpapd;, dwpai kahi ki a cz HeJ gapwrp ngWfpwhH.

4. , yf;fpa eaq;fis mwpeJ nfhs;fpwhH.

5. mstlL kjpgglL gadghLfs; gwwp mwpeJ nfhs;fpwhH.

myF I: jkp; nra;As> ci uei lg; ghlg;nghUs; fwgpjjy;

VW jOTjy; - kz;Nkfiy - mfohaTfs; - jpUfFws; -, aejppuqfSk; , i z a top gadghLk; - X vd; rkfhy NjhoHfNs - capHti f - tpz;i z Ak; rhLNthk; - GwehD}W - jzz;H - xdgjhk; tFgG

myF II: jkp;, yf;fz k> Ji z gghlg; nghUs; fwgpjjy;

jkpNohtpak; - jkp;tpL J}J - tsUk; nry;tk; - ehpdwp mi kahJ cyF - gl;l kuk; - nghpa Guhz k; - njhl H , yf;fz k; - Ji z tpp dfs; - tyypdk; kpFk; , lq;fs; - typ kpfh , lq;fs; - xdgjhk; tFgG

myF III: jkpogghlgghpTfisf; fwgpffFk; Nehf;fq;fs> Ki wfs;

nra;As; fwgpjjy; Nehffqfs> fwgpf;Fk; Ki wfs> njhlqfFk; Ki wfs> ci uei lf; fwgpjjy; Nehffqfs; ti ffs> fwgpjjy; Ki wfs> gadfs; - ci uei l> nraAS fFKss NtWghLfs> nraAs> ci uei l fwgpjjy; Ki wapYss NtWghLfs; -, yf;fz k; fwgpjjy; Nehffqfs> fwgpf;Fk; Ki wfs> epp w> Fi wfs> , yf;fz k; fwgpf;Fk; Ki wfspp lNaAss NtWghLfs>, yf;fz k; ntWffg gLtjw;fhdf; fhuz q;fs>, yf;fz k; , dpp kahf;Fk; topKi wfs; - ci uei l> nraAs> fl;Li ugghljjpy;

, yf;fz j;i j , i z j;Jf; fwg;pf;Fk; Ki wfs; - Ji z gghl k; fwg;pj j y; Nehf;fq;fs> jd;i kfs> ga;wr;pfs> Mr;p;pah; nrayghLfs; - Ji z f;fUt;pfs;pd; gq;F

myF IV: t;pdhf;fs;

Nehf;fk> ti ffs> t;pdhffs;pd; r;pwggpayGfs> t;pdh t;pdTk; Ki wfs> gadfs> , dw;pai kahi k> t;pdhffs; t;pdTk; NghJ ftdp;f;f Ntz;bai t> edD}yhH nfhs;i f> NjHT t;pdhffs; jahhj;jy> NjHT> tFggi w t;pdhffSf; fp;i lNaAss; NtWghLfs> t;pdhtq;f;pa;pd; gadfs;

myF V: mst;Lk; kj;pgg;Lk;

t;psffqfs> Nehf;ffqfs> gadfs> NtWghLfs> Nj h;t;pd; , dw;pai kahj g; gz;Gfs> Nj h;t;pd; gadfs> Mr;p;paH jahhp;fFk; Nj HTfs> thankho> vOj;Jj; Nj h;T e;pi wfs> Fi wfs> rhj i dj;Nj h;T (m) mi l Tj Nj h;T t;psffk> gadfs; - Fi waw> mi l Tj Nj h;t;pw;FKss; NtWghLfs; - t;pdhj j hs; mi kgG: t;pdhj j hs; mi kgg;py; ftd;ff Ntz;bai t> Gwtat;pdhffs> FWt;pdhffs> fl;Li u t;pdhffs;pd; e;pi wfs> Fi wfs> Nj h;T rh;p;pUj j k> t;pdhj j hs; tbti kgG t;psffk> - jahhj j y;

nra;Ki w ga;wr;pfs;

1. xd;gj hk; tFgG ghl E}yppy; nraAs; gFj pay;Yss; mz;pfi sj; nj hFj;J vOJf.
2. xd;gj hk; tFgG ghl E}ypay; nraAs; gFj;p xd;i wf; fhl;rp;pggLj;Jf.
3. GJf; ft;pQHfi sg; gwwpj; nj hFj;J vOJf. (xd;gj hk; tFgG ghl E}y; Mr;p;pahfs; kl;Lk;)
4. t;pdhtq;fp; xdW jahh; nra;f.
5. t;pdhj j hs; tbti kgGj; j pl;l;k; xd;i w jahH nra;f.

ghh;i t E}y;fs;

1. muq;frhk;> G‡ (2006). *j kpo; nkho; fwgj j y;* kJi u: khe;pyh gj;pggfk;.
2. MWK fehtyH. (2001). *j kpo;, yf;fz k:* nrd;i d: Kyi y ep;i yak;.
3. fz gj > t. & rej;uufh uh[; Nkhfd;. (1992). *ewwkpo; fwgpf;Fk; Ki wfs;* nrd;i d: rhej h gj;pggfk;.

4.   fi yrnry;t> nt. (2007). *fy;t;a;ay; j k;o; fwg;j j y;* <NuhL: rQrPt; nts;alL.

5.   fi yrnry;t> nt. (2009). *fy;t;a;ay; r;wgGj ; j k;o,* <NuhL: rQrPt; nts;alL.

6.   fi yrnry;t> nt. (2009). *j k;o; ga;ww;yp;y; El gq;fs;* <NuhL: rQrPt; nts;alL.

7.   rq;fud> gh. *j k;o;, yffz E}y;* nrd;i d: Ruh fgNy[; Mg; fhkgb\ d;

8.   RgGnul bahH> e. (2000). *ew;w;k;o; ga;w;W K i w.* r;j kguk; nk;a;aggd; j k;oha;t fk;

9.   j z ;l ghz > R. (2012). *j k;o; - fwg;j j y; r;wgGj j k;o;* kJ i u: kl;dh gj;ggfk;

10. j k;oz z y; (2000). *j w;fhy;f , yf;f;a tuyhW.* kJ i u: kl;dhl ;r;j gj;ggfk;

11. j k;oehL ghl E}y; e;W t dk> x dgj hk; t FgG> vl;l hk; t FgG ghl E}y;

12. ngh;az z d> Nfh. (2016). *j k; onkho; fwg;j j y;p;y; Gj;a mZ FK i wfs; - gFj;p 1.* nrd;i d: t dp;j h gj;ggfk;

13. kl;dhl ;r;j Rej uk> m. (2010). *j k;o; fwg;j j y; nghJj j k;o;* j;z ;Lf;f;y; fht;ahkhkyh gj;ggfk;

14. kl;dhl ;r;j Rej uk> m. (2010). *j k;o; fwg;j j y; r;wgGj j k;o,* j;z ;Lf;f;y; fht;ahkhkyh gj;ggfk;

15. N t Z Nfhghy; , .gh. & rhej Fkhh;p; f. (2013). *j k;o; fwg;j j y;p;y; GJi kfs; r;wgGj j k;o;* nrd;i d: rhuj h gj;ggfk;

16. n[gh> v.MH. (2014). *j k;o; fwg;j j y;p;y; GJi kfs;* fd;d;ja;ahhFkhh;p; nuj;j;d gj;ggfk;

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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. develops the specific qualities of a good teacher.
5. grasps the use of computer science textbook.

Unit I: Computers in Education

Use of Computers in Education - Role of Computers in Educational Planning and Administrative Planning - Computers in Open Learning

Unit II: 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 III: 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 IV: Evaluation in Computer Science

Concept, objective, tools and techniques, criteria and norm referenced tests, types of test, principles of test construction and administration of an achievement test, blueprint, characteristics of a good test, item analysis, continuous and comprehensive evaluation, computer aided evaluation, online examination

Unit V: Computer Science Textbooks

Meaning - Qualities of good computer science textbook - Use of textbook in and outside the classroom - Criteria for evaluation computer science textbook - Values of a computer science library

Practicum

1. Prepare a record using Visual basic.
2. Create a student database for complete reference.
3. Evaluate Standard XI 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. acquires the modern approach in mathematics education.
3. develops the skill in writing VB programmes.
4. practices the role of electronic media in mathematics teaching.
5. masters 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: Aryabhatta, Bhaskaracharya, Ramanujam, Euler, Euclid, Phythagoras

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, If - then else, Nested if, Select case - Loop Structure: do while loop, For Next Loop - 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 Geomentry

Matrices: Types, operations, properties of matrix multiplication - Co-ordinate geomentry: 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 on 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 one of the topic from Standard IX Mathematics syllabus.
5. Prepare a list of Mathematics websites.

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Paper XII: Physical Science Education - II

B.Ed. : Sem. II   **Sub. Code : BPP2**

Objectives:

The prospective teacher
1. understands various concepts, facts, terms and developments in the field of science education.
2. acquires the knowledge of physical science at secondary level.
3. develops 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: 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: 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

Research: Meaning, need - Types of research: Experimental - Action research: Steps - Science teaching and globalization

Practicum

1. Prepare a linear programme on any one of the topic from Standard IX Physics/Chemistry.
2. Prepare powerpoint slides for any one of the topic from Standard IX Science syllabus.
3. Prepare a report on your action research.
4. Evaluate the Science websites and prepare a report.
5. Conduct a discussion on Mendeleev's periodic table and prepare 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. develops skills in making aids, preparing instructional materials and using audio visual aids.
4. comprehends the importance of textbooks in the teaching-learning process.
5. gets a acquinted the content related to school curriculum.

Unit I: Biologists and Learning Resources in Biological Science

The great Biologists: Louis Pasteur, Charles Darwin, Gregor Mendal, 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: Curricular and Co-curricular Activities

Reading materials - Library - Textbooks: 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 museum materials - Biology club: Objectives, organization and activities - Maintenance of aquarium, vivarium and terrarium - Garden: School garden and home garden - Herbarium - Field trip

Unit IV: Improvement in Food Resources (Standard - IX)

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 (Standard - IX)

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. Prepare a Herberium.
5. Organize a field trip - Photo album, nature album.

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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. inculcates 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) - Classroom 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

Evaluation: Meaning, difference, objectives, functions and advantages - Difference between Examination and 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: Spheres of the Earth (Standard - IX)

Lithosphere endogenetic processes: Spheres of the earth: Abiotic and biotic - Abiotic: Lithosphere, atmosphere and hydrosphere - Biotic: Biosphere - Structure of the earth: Crust, mantle and core - Rocks: Meaning and types - Geomorphic processes: Internal: Earthquake, tsunami, volcano - Lithosphere exogenetic processes: Weathering types: Physical, Chemical and Biological - Gradation: Degradation and aggradations - Agents of gradation - Erosional and depositional landforms: River, groundwater and waves - Atmosphere: Composition and structure: Troposphere, stratosphere, mesosphere, thermosphere and exosphere - Weather and climate: meaning and factors influencing: winds, clouds, rainfall and humidity

Unit V: Economic Development and Employment (Standard - IX)

Understanding development: Perspectives, measurement and sustainability: Development perspectives, indicators of economic development: Net National Product (NNP), Per Capita Income (PCI), Purchasing Power Parity (PPP) and Human Development Index (HDI) - Sustainability of development: Natural resources: Renewable resources and non-renewable - Use of non-conventional sources of energy: Solar power - Employment in India and Tamil Nadu: Employment sectors: Primary, secondary and tertiary - Types of employment: Organised, unorganised, public and private sector

Practicum

1. Prepare a radio program.
2. Prepare a mind map for a topic from Standard IX History syllabus.
3. Construct an achievement test.
4. Prepare a picture album.
5. Prepare a report on the historical background of your 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. understsands Standard VII English grammar.
5. understsands Standard VIII English grammar.

Unit I: Methods of Teaching English

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

Unit II: Approaches in English Language Teaching

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 - Oral approach: Principles, question-answer method, characteristics of a good questioning, types of questions, relationship with socratic method, activities employed in oral approach, evaluation - Situational approach: Concept, kinds of situation, different ways of creating situation, evaluation - 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

Audio-visual aids - Blackboard: Guidelines for usage and

writing, do's and don'ts on the blackboard - Stick diagrams: developing the skill to draw stick diagrams to explain situations - ELT websites - PLM: Principles, types, preparation of ELT materials in PLM

Unit IV: Teaching the Grammatical Content of English - I (Standard - VII)

Noun, Adjectives - Adverbs - Concord - Punctuation - Regular and irregular verb forms

Unit V: Teaching the Grammatical Content of English - II (Standard - VIII)

Gerund - Infinitives - Participles - Phrases and Clauses - Transitive and Intransitive verbs - Tenses - 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.

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Paper XIII: nghJjjkp; - II

B.Ed. : Sem. II   **Sub. Code : BPGT2**

Nehf;fq;fs;

Mrpha khz th;

1. jkpo; nraAs; ghl gnghUs; fwgpfFk; gyNtW Ki wfi s mwpe;J nfhs;fpwhH.
2. jkpo; ci uei l f; fUj;Jffi s mwpe;J nfhs;fpwhH.
3. tpOkqfi s mwpe;J nfhs;fpwhH.
4. Kjjkpo; tsHrrp epi yfi s mwpe;J nfhs;fpwhH.
5. ghljjpll k; jahhpjjy; cjjpfi s mwpe;J nfhs;fpwhH.

myF I: nraAs> ci uei l g; ghl gnghUs; fwgpjy;

mwptpay; MjjpRb - mwptpay; MsNthk; - fz padpd; ez gd; - xsp gpwejJ - nkhop Kjy; vOj;Jfs; - , Wjp vOj;Jfs; - %Ji u - Jdgk; ntyYk; fy;tp - fy;tp fz ; jpwej tH - E}yfk; Nehf;fp - , d vOj;Jfs; - Mwhk; tFgG

myF II: , yf;fz k> Ji z gghlg; nghUs; fwgpjy;

, dgjjkpo; - jkpof;Fkgp - tsHjkpo; - fdT gypjjJ - jkpo; vz ;fspd; ti f njhi f - rpyggjpfhuk; - fhz pepyk; - rpwfpd;Xi r - fpotDk; fl Yk; - KjnyOj;Jk; rhHngOj;Jk; - jpUf;Fws; - Mwhk; tFgG

myF III: jkpo; nkhopAk; tpOkf; Nfhl;LghLfs;

tpOkf; fy;tp Nehf;fq;fs> ti ffs> Mrphph H gq;F> Nji tfs; - Nj rpf fy;tp Muharrp kwWk; gapwrp FO ghpe;Ji uf;Fk; tpOkqfs> jkpo; , yf;fpajjpy; rqf fhy Kjy; gfjp , yf;fpa fhyk; ti uf; fhz gngWk; tpOkqfs;

myF IV: Kjjkpo; tshrrp epi y

, ay; jkpo; , yf;fpak; tpsf;fk> kuG> GJf;ftpi j> ftpi j Nkdhl;lhh> jkpowpQhfs; jUk; tpsf;fk; - fwgid - ti ffs; - cz hrrp - tbtk; - ghLgnghUs; - csSi w ctkk; - , iwrrp - nraAs; eyk; ghuhl;ly; - , i rjjkpo; njhy;fhgppak> rpyggjpfhujjpy; fhz gnLk; , i rf;FwppgGfs> Nj thu , i rf;$Wfs> gpwfhy tshrrp epi y - ehl fjjkpo; Nj hwwk> tshrrp rpyggjpfhujjpy; fhz pnLk; ehl fr; nrajpfs>

B.Ed. Syllabus ━━━━━━━━ 84

nra;Ai s ehl fkhf;f;f; fwgj;j y> ehl f cjj;fs> ehl f
ti ffs;

myF V: ghl j j l ;k; mi kggj w;fhd Nfhl ghLfs;

ghl f;FwgG - , dw;ai kahi k - edi kfs; - Mrh;aH
kdj w; nfhss Ntz bad - ghl f;FwgGj ; j ahhj j y; nra;As;
- c i uei l - , yf;fz k; - Ji z gghl k; - fl;Li u vOj g;
ga w;rp - ghl j j l ;l j j w;Fk> Mrh;aH fwgj;j y; Fw;ggw;FKss
NtWghLfs; - fbj k; ti ffs> ghl j j l ;l ;k;

nra;Ki w ga w;rp

1. kj gGf;f;y;t j Uk; r W fi j xdW j ahH nra;f.
2. Ji z gghl k; xd;w;i d ehl fkhf khw;w vOJf.
3. , yf;f;aeak; ghuhl ; l y; xdW vOJf.
4. gonkho p;fi sj ; nj hFj ;J vOJf.
5. fbj k; xd;w;w;F ghl f;FwgGj ; j ahh; nra;f.

ghh; t E}y;fs;

1. muq;frhk; G+ (2006). *j k p; nkho p; fwgj;j y;* kJi u:
khe y;h gj ggfk;

2. MWK fehtyH. (2001). *j k p;, yf;fz k;* nrdi d: Kyi y
ep; yak;

3. MWK fehtyH. (2004). *ed;D}y; fhz b f c i u
nrhyyj;fhuk;* nrdi d: Kyi y ep; yak;

4. MWK fehtyH. (2004). *ed;D}y; fhz b f c i u
vOj j p;fhuk;* nrdi d: Kyi y ep; yak;

5. fz gj; t. & rej;ufh uh[; Nkhfd; (1992). *ew;wkp;
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12. j pUK Ufd>, uh. *Voi r vz z qfs;* nrdi d: kz pthrfk; gj pggfk;

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Paper XIV: Physical and Health Ecucation

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 Rulesof 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 - 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 - Types of Pranayama

Practicum

1. Prepare an album for sports and games.
2. Prepare a report on a project organized from any one of the topic from the above units.
3. Prepare a report on safety measures for sports injuries.
4. Demonstrate 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 prepare an album.
2. Prepare an interest inventory.
3. Prepare a powerpoint presentation for a topic from the above units.
4. Collect 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 the basic functions of the library.
3. understands the origin and historical background of the library.
4. develops the knowledge in the day to day functions of the library.

Unit I: Library and Society

Library: Definition – Development of Library and Information Science in India – Five Laws of Library Science - Types of Libraries: Public Libraries - Academic Libraries – Special Libraries - College Libraries: Importance of Libraries in Teacher Education Institutions - Library Associations: SALIS

Unit II: Information Sources

Information Sources: Types of Information Sources - Reference Sources: Encyclopedias', - Dictionaries - Geographical Sources - Year Books – Handbooks and Directories - Electronic Resources: E-books and E-journals - ISSN - ISBN

Unit III: Information Services

Information Services: Reference Service, Current Awareness Services, Online Services, Reprographic Services, and Extension Services - Role of Teacher and Librarian in the Use of Library

Unit IV: Library Management

POSDCoRB System of Management in Libraries – Library Routine Services: Book Selection - Accessioning – Processing - Circulation Section - Serial Section and Maintenance Section – Library Finance: Library Annual Budget and Library Statistical Reports - Stack Verification - Preservation and Conservation of Information Materials: Binding and Digital Storage

Unit V: ICT in Libraries

Library Automation: OPAC, Library Software: KOHA – Library Networks: DELNET, OATD and NISSAT - RFID Technology in Libraries: 2CQR – Consortia: UGC-N-List Consortium - e-Shodsindu - e-Shodganga, and National Digital Library

Practicum

1. Prepare a report on Libraries of National importance and its functions.
2. Prepare a powerpoint presentation on Library Management System.
3. Write a report on any one of the topic from the above units.
4. Prepare a catalogue for the books in your home.
5. Write a review on any five books that you have 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. comprehends the concept, meaning and theories of human rights.
4. analyzes the issues related to human rights violations with regard to the marginalized sections.
5. learns the role of government and non-governmental agencies in human rights and duties.

Unit I: Introduction to Human Rights

Human rights and duties: Meaning and definition - 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 - Cyber rights and duties

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 the Tamilnadu Prohibition of Harassment of Women Act (1998) - Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act (2013) - 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, Social Watch and AIDWA

Practicum

1. Prepare a report on a documentary film on human rights violation.
2. Prepare a scrap book on human rights issues.
3. Prepare 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. comprehends 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. acquires 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 schools, teachers and students in environmental conservation and sustainable development

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 - Swachh Bharat movement - National Disaster Management Act (2005) - Role of UN bodies and NGOs

Practicum
1. Prepare a photo album on the history of river Thamirabarani.
2. Prepare a collage and posters on environmental issues.
3. Prepare a report on global warming/disaster management.
4. Organize any activity of enhancing environmental awareness.
5. Prepare a report on the contributions of any one of the Indian natural agriculturist.

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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. applies the need of value education in schools.
4. develops 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 - Assesment of accountability in school education - Accountability of state and central authorities in school education - Professional norms: Meaning, characteristics, types, factors affecting professional norms, advantages - Professional ethics: Meaning, components, essential qualities of teachers in relation to their students

Practicum

1. Identify the educational value concept in Thirukkural and prepare a report.
2. Prepare a report on any one of the 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.

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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. knows about curriculum development at school level.
4. comprehends the distinctive features of progressive school.
5. appreciates the importance of school based curriculum.

Unit I: Concept of Curriculum

Curriculum: Meaning and definition - Syllabus: Meaning and Definition - Changing concept of curriculum - Components of curriculum - Difference between syllabus and curriculum

Unit II: Curriculum Determinants and Consideration

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

Unit III: Curriculum Development at School Level

Introduction - Curriculum design: Vertical and Horizontal organization - ABC of curriculum design - Major categories of curriculum Design: Subject-centred, Learner-centred, Broad Field, Social problem, Curriculum development as a dynamic process - Principles of curriculum development - Criteria for selection and organization of content - Curricular development agencies: NCERT, SCERT, University: Board of Studies and Academic Council

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

Unit V: Curriculum Implementation and Evaluation

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

Practicum

1. Prepare a report on the community resources available to the school curriculum.
2. Prepare a report on an ideal approach of curricum development.
3. Prepare a report on the activities of board of studies and academic council of your college.
4. Prepare a report by interviewing a school headmaster about the school curriculum.
5. Prepare a report on the mertis and demertis 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. recognizes the issues and challenges of contemporary Indian schooling system.
4. familiarizes concerns and challenges of universalization of education.
5. comprehends 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. A.P.J. Abdul Kalam and Vision 2023 of TamilNadu Government - Aspirations of Indian society: Nationalism, social order, social justice and universalism - Role of education relevant to Indian society - Problems of Indian society - Education and Indian social structure - Education for social change - School as a social unit - School and society

Unit III: 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 - Inequality: Nature - Consequences of inequality in education - Intervention strategies reducing inequality

Unit IV: Education and Development: An Interface

Idea of common school system - Right to education bill and its provisions - Universalization of school education: Issues and challenges - Wastage: Causes and remedies - Medium of instruction - Education for national development - Evaluation and examination patterns: Trends and challenges

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 above units.
2. Prepare a report on the strategies to overcome the issues in school.
3. Prepare a report on the criteria to assess a school in terms of quality.
4. Prepare a report on your Pro-active role for Universal Peace.
5. Prepare a report on the ways and means to protect river Thamirabarani.

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Paper XVIII: Soft Skills Development

B.Ed. : Sem. IV   **Sub. Code : BCSD**

Objectives:

The prospective teacher
1. understands soft skills and hard skills.
2. develops an understanding of effective communication skills.
3. familiarizes effective presentation skills.
4. becomes aware of self.
5. experiences the skills needed for teachers.

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 - 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 and creativity / lateral thinking skills

Unit IV: CAST Skills

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

Unit V: Skills for Teachers

Empathy - Presentation skills: Meaning, components - listening skills - Employability 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. Identify the soft skills of your neighbour by a paper pencil test.
2. Prepare some exercises to develope self esteem.
3. Know yourself through SWOT analysis and prepare a report.
4. Organize a group activity to train assertive skills.
5. Write an assignment on developing rational beliefs.

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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 Englsih.
4. develops the skills of classroom English.
5. becomes competenet in remedial English teaching.

Unit I: Teaching of Linguistics

Linguistics: Meaning and definition - Scope of theoretical and applied linguistics - Components of linguistics: Phonetics, phonology, morphology, syntax, semantics and pragmatics - 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 -

Unit II: Syntax and Semantics

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

Semantics: Definition - Three levels of meaning: Word meaning, sentence meaning and speaker meaning - Denotative and connotative meaning of lexis - Pragmatics: Definition - Use of language in academic and social contexts

Unit III: Reproductive and Creative Writing in English

Essay writing: Types of essays, guidelines for writing an essay, writing essays on given topics, writing a lesson plan for teaching an essay - Letter writing: Types, writing letters for different needs, teaching of letter writing as a guided composition,

writing a lesson plan for letter writing - Summary writing: Steps, points to be noted while writing a lesson plan for summarizing - Translation: Guidelines, translating the given passage - Creative writing: Collection of news paper reports on events and functions, preparation of a report for newspapers, writing for journals

Unit IV: Expressions of Concepts in English

Idiomatic expressions - Phrasal expressions - Phrasal verb expressions - Informal and formal expressions - Greeting - Concluding - Giving instructions - Clarifying - 'Wh' questions for a class - Verbal questions for a class

Unit V: Enriching English

Bridge course: Meaning, designing a bridge course - Remedial English: Need, planning and organizing different remedial activities at school level - English for Specific Purposes (ESP): Definition, classification, English for Academic Purposes (EAP), English for Occupational Purposes (EOP)

Practicum

1. Prepare powerpoint slides on Phonetics.
2. Write a letter to your friend appreciating his/her 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: rpwgGjjkpo;- IV

B.Ed. : Sem. IV **Sub. Code : BPT4**

Nehf;fq;fs;

Mrpipa khz th;

1. fi yjjipililjjipy; jhankhop ngWkiplk; gwwip mwpe;J nfhs;fipwhh;
2. nkhopaipay; NfhlghLfi s mwpe;J nfhs;fipwhh;
3. nkhopaipd; gyNtW tsHr;rp epi yfs; gwwip mwpe;J nfhs;fipwhh;
4. tFggi wjjipwd;fs; NkkgLj;Jjy; c z He;J gapwrp ngWfipwhh;
5. jkpo; tsHjj nghipatHfs; kwWk; fipwpj;JtHfs; jkpoggz pia mwpe;J nfhs;fipwhh;

myF I: fi yjjipililjjipy; jhankhop ngWkiplk;

fi yjjipililk; - fy;tipaipd; Nehf;fk> Njrpaf; fy;tipf; nfhs;ifi f> Nehf;fq;fs> FwipfNfhs;fs> ghipe;Ji ufs; - fi yjjipililjjipy; jha;nkhopaipd; , lk> fi yjjipililk; cUthf;Ftjipy; mbggi lf;nfhs;i ffs;- fi yjjipililjjipwFk; ghljjipililjjipwFKss NtWghLfs;

myF II: nkhopaipay; NfhlghL

nkhopj; Njhwwf; nfhs;i ffs> xyip nkhopahjy> jkpo; xyipfspd; gwwG> NgrR c WgGfS k; nraygwhLfS k> xyipadipay; xyipadfi sf; fz lwptjwFj;Ji z GhpAk; nfhs;i ffs> gwwG mbggi laipy; c apnuhypipfs> nkanahypipfs;

myF III: nkhopaipd; gyNtW tshrrp epi yfs;

nkhopg; ngahgG: tipsf;fk> Nehf;fq;fs> ti ffs> rpipffy;fs> edi kfs> nkhopgngahfFk; NghJ fi lggipbff Ntz bai t - mwptipay; jkpo; mwptipay; jkpo; Kjdi kg; ngw nraia Ntz Ltd> Mff; toKi wfs; - jkpo; MIrp nkhop ejip kdw nkhopaha; nraygLtjhy; VwgLk; gadfs; - gpwnkhopr; nrhwfs;

myF IV: tFggi wjjipwd;fi s NkkgLj;Jjy;

, yfffipa fofqfspd; mi kgGk; nrayKi wAk> gadfs; - vOjjipwwi y tshjjiy; gssip, jo> i fnaOj;J , jofs;

B.Ed. Syllabus ——————— 117

jahhpjjy> gi lgghwwy; tsh;f c jTk;Rioy> gi lgghwwy;
tbtk> ji ygGj; jUjy> FwpgGj; jUjy> Kbi t khwwpj;
jUjy;

myF V: jkpo; tsHjj rhdNwhHfs;

c kWgGytH> tLkhKdpth> lhfl h; fhyLnty> [A. Nghg>
NjtNeag; ghthz H> GJi kg;gpjjd>   tujuhrdhH>
fp , uh[ehuhaz d> n[afhejd>mgJy;uFkhd> m. Y}hUrhkp>
Nr.r.

nraKi w gapwrpfs;

1. rqf , yf;fpag; ghl y; xdwpi d ehl fkhf;Ff.
2. GJi kggpjjd;npWfi jfS s;xdwpi d ehl fkhf vOJf.
3. i fnaOj;Jg; gpujp xdwpi d c Uthf;Ff.
4. c i urrpjjpuk; xdW vOJf.
5. VNjDk; xU , yf;fpa E}y; gwwp jpwdha;T fl;Li u
vOJf.

ghh;t E}yfs;

1. fz gj > t. & rejpufh uh[; Nkhfd; (1992).   ewwkpo;
fwgpf;Fk;Ki wfs; nrdi d: rhejh gjpggfk;

2. fz gj > tp. & n[auhkd> G‡ (2005). ewwkpo; fwgpf;Fk;
Ki wfs; - gFjp 2. nrdi d: rhejh gjpggfk;

3. fi yrnry;tp nt. (2007). fy;tpapay; jkpo; fwgpjjy;
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4. fi yrnry;tp nt. (2009). fy;tpapay; npwgGj ; jkpo; <NuhL:
rQrPt; ntspal.

5. fi yrnry;tp nt. (2009). jkpo; gapwwypy; Elgqfs;
<NuhL: rQrPt; ntspal.

6. rldpthrd> uh. (2005). nkhopapay; nrdi d: Kyi y
epi yak;

7. RgGnul bahH> e. (2000). ewwkpo; gapW Ki w. rpj kguk;
nkaaggd; jkpoha;tfk;

8. Qhdrkgejd> m.r. (2004). , yf;fpa fi y. nrdi d:
njd;dpejpa i rt rpejhej E}w; gj;pgG.

9. jkpoz z y; (2000). jwfhypf , yf;fpa tuyhW. kJi u:
kldhl rpj gjpggfk;

10. jz ;lghz p R. (2012). jkpo; - fwgpjjy; npwgGjjkpo;
kJi u: kldh gjpggfk;

11. ngh[paz z d> Nfh. (2016). *j k[ponkho[fwg]j j y[py; Gj [a mZ FK i wfs;* nrd[i d: td]j h gj [ggfk;

12. ka[pi y Ntq[fl rhk> r[bd[(2003). *f[w]j j t K k; j k[pOk;* nrd[i d: trej h gj [ggfk;

13. k[bdhl r[p Rej uk> m. (2010). *j k[po; fwg]j j y; nghJj j k[po;* j [pz ;Lf[fy; fht[ahkhyh gj [ggfk;

14. k[bdhl r[p Rej uk> m. (2010). *j k[po; fwg]j j y; r[pwgGj j k[po;* j [pz ;Lf[fy; fht[ahkhyh gj [ggfk;

15. Kj [Jrz ;Kfk; (2005). *, f[fhy nkho[pa[pay;* nrd[i d: K yi y e[pi yak;

16. tuj uhrdhH> K. (2005). *nkho[p E}y;* nrd[i d: ghh[p e[pi yak;

17. tuj uhrdhH> K. (2006). *nkho[p E}y;* nrd[i d: ghh[p e[pi yak;

18. NtZ Nfhghy> , .gh. & rhej Fkhh[p f. (2013). *j k[po; fwg]j j y[py; GJi kfs; r[pwgGj j k[po;* nrd[i d: rhuj h gj [ggfk;

19. n[gh> v.MH. (2014). *j k[po; fwg]j j y[py; GJi kfs;* fd[d[pahh[p Fkhh[p nuj j [pd gj [ggfk;

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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. applies the ICT integration in teaching learning process.
3. familiarizes themselves with E-learning and web based learning.
4. masters the ICT for professional development.
5. develops skill in preparing CBI courseware.

Unit I: Curriculum Construction in Computer Science

Meaning - Curriculum, course of study and syllabus - Principles of curriculum construction - Selection and organization of content - Approaches in curriculum construction - Critical evaluation of Tamil Nadu higher secondary computer science curriculum

Unit II: Computer Science Teacher

Academic and professional qualification of a computer science teacher - Special qualities - In-service training - Evaluation of teachers: rating by supervisor or colleques - Self-evaluation - Evaluation by pupils - Classroom interaction analysis

Unit III: Computer Science Laboratory

Introduction, need for planning - Features - Essential infrastructure - Laboratory management - Organization of practical work - Maintenance of record - Discipline rules for teacher and laboratory staff - Rules for students, cybercrime - Care and maintenance of hardware and software in the computer science laboratory

Unit IV: 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

Unit V: ICT Integration in Teaching Learning Process

Introduction - Project based learning - CLASS project - Programmed Logic Automated Teaching Operation (PLATO)

Practicum

1. Develope a courseware material for secondary curriculum.
2. Create a 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. masters the psychology of learning.
3. develops the competencies in the pedagogical analysis of content of various branches of Mathematics.
4. acquires the competencies in curriculum analysis of Mathematics.
5. gains 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: Theries 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, Mathematics 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. Organize a quiz competition.
2. Critically analyse Standard X Mathematics textbook.
3. Organize a field trip and write a report.
4. Prepare a booklet on puzzles in Mathematics.
5. Prepare a list of books 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. acquires curricular projects attempted in our country and the knowledge of abroad.
3. develops the criteria in selecting a good textbook and to evaluate a science textbook.
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 Textbook and Science Library

Qualities of a good science textbook - Use of textbooks inside and outside the classroom - Criteria for evaluation of science textbooks - Critical analysis of the existing Tamil Nadu science textbook 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: White House plan; organization and maintenance of physical laboratory; administration, grouping of pupils, instruction to pupils, discipline in the laboratory, laboratory manuel; 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: Physical Science related Problems

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

Practicum

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

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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. acquires the principles of curriculum construction.
3. knows different models of teaching biological science.
4. comprehends the special qualities of good biological science teacher.
5. develops a scientific perspective of the problems confronting our country.

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: Models of Teaching Biological Science

Models of teaching: Introduction, definition, characteristics, functions and sources - Elements of a model - Types: Concept attainment model, advance organizer model, synectics and Biological science enquiry training model

Unit IV: 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

Unit V: Health Problems

Communicable diseases: Meaning - Types: Diarrhoea - Malaria - Hepatitis - Typhoid - Sexually transmitted diseases: HIV - Chlamydia - Gonorrhea - Syphilis - Viral diseases: Swine flu - Dengue fever - Bacterial diseases: Tuberculosis - Typhus - Causes, symptoms and treatment - Non communicable diseases: Meaning - Types: Cancer - Diabetes - Chronic lung disease - Female health issues: Breast cancer - Maternal mortality

Practicum

1. Prepare a report on your visit to a zoological park/botonical garden.
2. Prepare powerpoint slides on communicable or non communicable diseases.
3. Prepare a questionnaire to evaluvate the teaching competency of your peers.
4. Prepare a report on the major diseases in India.
5. Prepare an album on communicable diseases in your locality.

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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. realities 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 Hisory

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 - Textbook: 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 - 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 Student's 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. Prepare a report on a recently read History related book.
3. Conduct a debate on current event and prepare a report.
4. Prepare the life sketch of any one of the freedom fighters.
5. Prepare a report on your visit to a closeby museum.

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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

English as a colonial language - English in post-colonial times - 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

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, while 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 - 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

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 - Writing: Need for good handwriting, types of handwriting - Print, italic and cursive, characteristics of good handwriting, 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: Textbook and Teaching of English

Psychological and linguistic principles of teaching English - Merits of skill based teaching - Difference between L1 and L2 teaching-learning process - Textbook: Need and functions of a text-book - Characteristics of a good textbook - Analysis of textbooks and its activities for effective teaching-learning process - Language laboratory: Concept, requirements - Infrastructure facility, hardware and software, teacher's role, evaluation - Computer Assisted Instruction (CAI), Computer Assisted Language Learning (CALL)

Unit V: Enhancing Professional Competencies of an English Teacher

Factors affecting language learning - Role and competencies of a good English language teacher - Challenges in teaching of English for the second language learners - Developing the professional competencies of an English teacher

Practicum

1. Prepare powerpoint slides on the skills needed for an English teacher.
2. Write a critical review on a recently read supplementry reader.
3. Prepare a vocabulary file based on at least three dictionaries (Minimum 10 words).
4. Prepare a 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: nghJjjkp;- IV

B.Ed. : Sem. IV   **Sub. Code : BPGT4**

Nehf;fq;fs;

Mrpja khz th;

1. gz ;ila>jwfhy gapwWKi wfi s mwpeJ nfhs;fpwhH.
2. Gjpa mZ F Ki wfi s mwpeJ nfhs;fpwhH.
3. ghl E}ypd; jdi ki ag; gwwp mwpeJ nfhs;fpwhH.
4. nkhopggapwrpapd; , dwpai kahi ki a c z heJ gapwrp ngWfpwhH.
5. jkpo; fwgjj jypy; jfty; njhopy; Elgk; gwwp mwpeJ nfhs;fpwhH.

myF I: gapwWKi wfs;

rqffhy jhankhop gapwW Ki wfs; - nkhopahrpjpahfs; mwpejpUff Ntz ba mbggi l tpjp nkhopahrpjpah; jFjpfs> gz Gfs> gz ;ila>jwfhypf gapwW Ki wfFss NtWghLfs; - gz ;ila gapwW Ki wapd; epi w> Fi wfs; - gapwW Ki wapy; njhyfhggpjah; fUj;Jfs; - edD}yhh; fUj;Jfs; - E}yfS k; mjd; ti ffSk; - Mrpjpah> khz th; jFjp gz G - fwgpfFk; Ki w> khz th; Nfl;Fk; Ki w

myF II: fwgjj jypy; Gjpa mZ F Ki wfs;

FOKi wfs; fpz ;lhfhh;ld; Ki w> tpi sahl;L Ki w> nrayjpll Ki w> thHjj hfy;tpp Ki w> ebgG Ki w tpsffqfs; - epi wfs> Fi wfs; - jdpKi wfs; jdpggapwrp Ki w> lhy;ld; jpll k> khz bNrhhp Ki w> NkwghHi tg; gbgG> fz ;lwp Ki w tpsffqfs> epi wfs> Fi wfs;

myF III: ghl E}Yk; jdi kAk;

ghl E}yfs; eyypayGfs> rpwej ghl E}y; jahhpggpd; NghJ kdjpwnfhs;sjj ffi tfs; - , yfffaj; jpwdhaT nfhsi ffs; jpwdhaT Njhwwqfs> , di wa jpwdhaT epi yfs> ti ffs; tpsff Ki w> gilgG topj; jpwdhaT - kuG top> tpjpp Ki w> mofpay> ghuhl;L> kjpggl;L> tuyhwW> xggl;L> gFgG> , yfffa MaT newpKi wfs;

myF IV: gssp E}yfk;

tFgG E}yfk> tFgG E}yfqfspy; i tggjwfhd E}y;

Njhenj Lf;Fk; NghJ ftdjj;py; nfhssjjffi tfs> gssp
E}yfk> NkwNfhs; E}yfk; - ghhi t E}yfs; epfz Lfs>
mfuhj;p fi yf;fsOrpak> mgpj;hd nrej;hkz p nkhopahrpphpaH
fli k

myF V: jkp; fwgjjypy; jfty; njhopy; Elgk;

nkhopgapwwha;T $lk; mi kgG> gad; - fz pdpj; jkp;
fz pdp top nkhopf; fwgjjy> gadfs; -, yffz , yffpak;
fwgjjy; - , i z ak; , i z a topffyt> jkp; , i z a
rpwgG> jkp; , i z a gyfi yffof Nehffk> FwpfNfhs; -
nkhopf; fy;tp FWej fL - gy;Y}lfk; top jkp; fwgjjy;

nra;Ki w gapwpfs;

1. xggi lgGjjhs; xdW jahH nraf.
2. nra;As; xdwpwF , i z ajs xggL jahh; nraf.
3. thffpa ti ffi sr; rhdWld; vOJf.
4. fz pdp top , yffz , yffpak; rhHej ghljnjhFgG jahH nraf.
5. nkhopgga;wwha;Tf$lk; gwwp fl;Liu xdW vOJf.

ghhi t E}yfs;

1. muq;frhkp> G+ (2006). jkp; nkhop fwgjjy; kJiu: kheppyh gj;pggfk;

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5. fz gj> t. & rejpufh uh[; Nkhfd; (1992). ewwkp; fwgpffFk; Ki wfs; nrdi d: rhej h gj;pggfk;

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11. *GypAH Nfrpfd; c i u nj hy;fhggpak;* nrdi d: ghhp epi yak;

12. nghpaz z d> Nfh. (2016). *j kponkhop fwgpj j ypy; Gj pa mZ FK i wfs;* nrdi d: tdj j h gj pggfk;

13. kPdhl rp Rej uk> m. (2010). *j kpo; fwgpj j y; nghJj j kpo;* jpz ;Lf;fy; fht;ahkhKyh gj pggfk;

14. n[gh> v.MH. (2014). *ghl gnghUs; kwWk; j kpo; fwgpj j y;* fd;dpahhFkhp: nuj j pdh gj pggfk;

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Paper XXI: Education of Exceptional Children

B.Ed. : Sem. IV   **Sub. Code : BEEC**

Objectives:

The prospective teacher
1. expands the knowledge of special children.
2. identifies the problems of exceptional children.
3. cultivates new attitudes towards special children.
4. familiarizes with national declarations and educational schemes of exceptional children.
5. gains knowledge of inclusive classroom practices.

Unit I: Exceptional Children

Concept of impairment, disability and handicap by WHO- Exceptional Children: Definition, Needs and problems - Slow learners, mentally retarded, autism, dysgraphia, dyslexia, dyscalculia, multiple disability and gifted: Causes, problems and educational measures

Unit II: Physically Challenged and Socially Disadvantaged

Physically Challenged: Ortho, visual and hearing - Socially Disadvantaged on the basis of sex, age, language, religion, characteristics - Causes, problems and educational measures

Unit III: Approaches and Perspectives

Tracing the 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 IV: National Declarations and Educational Schemes

The Persons With Disabilities Act (PWD Act) 1995 - The Rehabilitation Council of India Act (1992) - Right to Education Act (2009) - Education of Special Group of Children with 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

Teaching practices - Adaption of curriculum - Classroom

management - Lesson Plan - Individualized Education Plan (IEP): Definition, development and implementation- Role of special teacher, speech therapist, psycho therapist, occupational therapist and counsellor in inclusive education - Assistive Technology

Practicum

1. Prepare powerpoint slides 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 and prepare a report.
4. Write a report on the welfare schemes of government of Tamilnadu for differently abled children.
5. Prepare an album on assistive technology.

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Paper XXI: 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. knows some important landmarks in connection with gender and education in the historical background.
3. develops different theories on gender and education.
4. learns about gender issues in schools and curriculum.
5. acquires issues related to sexual harassment and agencies related to gender security.

Unit I: Gender Issues: Key Concepts

Meaning and definition: Gender, sex, sexuality, transgender, patriarchy, masculinity and feminism – Social norms and implication of sexuality - Gender bias – Gender stereotype - women empowerment through gender sensitization

Unit II: Gender Studies: Paradigm Shifts

Historical background of Social reforms in Republic India – Gender inequality: structural marginalization, cultural stereotypes, sexism and discrimination - Gender inequality across the globe, at home, in education and in workplace

Unit III: Theories on Gender

Theories on gender and education: Socialization, gender difference and structural – Schooling of girls - Encouragement of co-education and its recommendation - Gender issues in media

Unit IV: Gender Issues and Curriculum

Gender based education and curriculum (primary, secondary and higher education) - Gender issues: Textbooks, class-room practices and pedagogy - Role of teacher in gender sensitisation - Provision of UNESCO and UNICEF

Unit V: Gender, Sexual Harassment and Remidies

Gender violence: Meaning and forms – Types of violence against women – Factors restricting progress of women and

Remedies - Views of government schemes – The sexual harassment of women at workplace act and rules 2013 and Protection of children from sexual offences act 2012 (POCSO)

Practicum
1. Prepare powerpoint slides on any one of the topic from the above units.
2. Make posters 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. gains knowledge on total quality management.

Unit I: Management

Concept of Management: Meaning, definition, objectives and characteristics - Educational management: Meaning, definition and components - Functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCoRB)

Unit II: School and Classroom Management

School management: Meaning, definition, aims, objectives, characteristics and principles - Elements of school organization and school administration - Difference between school organization and school administration - Classroom management: Meaning, definition, characteristics and tips for effective classroom management

Unit III: Management of Material Resources

School Plant: Meaning, importance, location, design, constructions and maintenance - Components: School office, library, class rooms, staff room, laboratory, play ground and hostel - School records and registers: Need, importance, types and modes of keeping records - Financial resources: Meaning, principles, administration, sources and expenditure - Educational grants - Budget: Meaning, types, preparation and process of school

Unit IV: Managment of Human Resources

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 - Student welfare services: Meaning, need and types

Unit V: Total Quality Management (TQM)

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 classroom 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 the knowledge on the role of agencies in higher education.
3. understands the policy perspectives in higher education.
4. applies innovations in teaching-learning process of higher education.
5. acquires knowledge of the administrative bodies.

Unit I: Introduction to Higher Education

Higher Education: Meaning, objectives, and historical perspective - Social change and higher education – Financing higher education – Organizational structure of higher education in India – Policies of higher education in India

Unit II: Higher Education and Development

The role of MHRD, RUSA, UGC, NUEPA and NCTE on higher education- Types and functions of Universities and Institutions – Assessment and accreditation agencies of higher education: NAAC, NBA and NIRF, QCI - 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) – National Curriculum Framework (2005) – National Curriculum Framework for Teacher Education (2009) - National Knowledge Commission (2005) – National Repository of Educational Resources (NROER)

Unit IV: Problems and Innovations in Higher Education

Problems of Indian higher education: Influence of liberalization, privatization, globalization, access, enrolement, equity and unemployment - Reforms in higher education: Autonomy,

Single Window System, Courses, Choice Based Credit System (CBCS), evaluation, MIS, virtual and digital learning modes

Unit V: Role and Functions of Administrative and Academic Bodies

Role and Functions of: Vice Chancellor, Syndicate, Senate, Academic Council, Board of Studies and IQAC

Practicum

1. Visit a nearby higher education institution and prepare a report on its functioning.
2. Write an assignment on any one of the topic from the above units.
3. Prepare an evaluative report on the examination pattern of higher education at present.
4. Prepare a report on the role and functions of IQAC.

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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. knows 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 - Significance of peace education in the curriculum - Determinants of peace

Unit II: Integration of Peace Education in Curriculum

Modes of integration: Subject content, subject perspectives, teaching methods, co-curricular activities, staff development, class-room management, school management - Practical steps to build peace culture in schools

Unit III: Conflict Resolution

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

Factors affecting peace: Human rights, ecology, population, economy, culture, religion and politics - Contributors to peace: Gandhi, Thalailama and Mother Theresa - Non-aligned movement - Campaign for nuclear disarmament - Role of world organizations in promoting peace: UNO, SAARC and Common Wealth organization

Unit V: Education 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) and submit a report.
2. Prepare a report on any one of the NGOs promoting peace.
3. Identify a personality at International level who stood for peace and prepare a report.
4. Find out the factors that affect peace in your area and prepare a report on it.
5. Write a report on cultural barriers in promoting peace.

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Syllabus for Two-year
Master of Education (M.Ed.)
Programme

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**

2018 - 2020

M.Ed. Syllabus

M.Ed. Syllabus

S.No.   Content   Pg. No.

Semester I

Semester II

Semester III

Semester IV

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. appreciates the contributions made to education by prominent educational thinkers.
4. familiarizes 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 implication - Islamic philosophy of education and its implications - Christian philosophy of education and its implications

Unit III: Western Philosophies of Education

Idealism, naturalism, pragmatism, existentialism, realism, Marxism 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, John Dewey, Pestalozzi, Maria Montessori, Froebel, Paulo Friere and Ivan Illich - Eastern Philosophers: Thiruvalluvar, Aurobindo, Dr. A.P.J. Abdul Kalam, Radha Krishnan, Vivekananda and Tagore

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, classification of values, emerging perceptions in value education - Values as an instrument to counter terrorism

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Paper II: Psychology of Learning and Development

M.Ed. : Sem. I   **Sub. Code : MPPL**

Objectives:

The student

1. acquires knowledge about the psychology of the learners.
2. understands the individual differences that exist among the learners.
3. learns the theories of learning and its application.
4. analyses the styles of learning.
5. appreciates emotional behaviour and balances his/her emotions.

Unit I: Individual Diferences

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

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: Mental Health

Mental Health: Meaning and definition - Characteristics of a mentally healthy person - Mental Hygiene: Definition and objectives - Need of mental health and hygiene for teachers - Factors affecting mental health – Assessment of mental health - Adjustment as a process - Adjustment problems - Methods and mechanisms of adjustment - Guidance techniques in adjustment - Group dynamics - Group process - Interpersonal relationship - Sociometric grouping

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Paper III: Educational Sociology

M.Ed. : Sem. I   **Sub. Code : MPES**

Objectives:

The student

1. understands the importance and role of education in the Indian society.
2. aquires the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations.
3. familiarizes the process of social change, social progress and the difference between social change and cultural change.
4. gets acquainted with constitutional provisions for Education in Indian democracy.
5. analyses the concept of secularism, LPG, UNESCO's document on education and its implications.

Unit I: Educational Sociology

Educational Sociology: Meaning, definition, 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 role of education in modernization - Cyberology - Digital divides in the society - Social Medias and Social Problems - Education for national development

Unit V: Current Issues

Education and democracy: Meaning, characteristics, democratic rights - Education and secularism: Meaning, characteristics, educational implications - Socialism and educational implications - Women and rural population - Demonetisation - Status of socially disadvantaged group

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Paper IV: Research Methodology - I

M.Ed. : Sem. I   **Sub. Code : MPRM1**

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. applies 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 Problem, Variable and Hypothesis

Sources, selection and criteria of research problems, limitations and delimitations, research questions, 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 Sample

Population - Concept and its types - Sample: Concept, need, characteristics - sampling unit, sampling frame - Sample size: Important considerations in determining sample size, sampling error, representative and biased samples - Probability sampling techniques: Simple random, systematic, stratified random, cluster and multi-stage - Non-probability sampling techniques: Convenience, purposive, quota and snowball - 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: Research Methodology - II

M.Ed. : Sem. II   **Sub. Code : MPRM2**

Objectives:

The student

1. understands the different types of quantitative research.
2. realizes 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, causal-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 - Generalization: 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, findings, interpretation, discussion - Format: APA and MLA - Reference Section: Bibliography/Reference, 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, DBT, 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: Educational Statistics

M.Ed. : Sem. II   **Sub. Code : MPEST**

Objectives:

The student

1. acquires knowledge of fundamental statistical concepts.
2. understands the skills of computation of central tendencies, variations and correlations.
3. develops the skill of drawing statistical graphs.
4. realizes the skill of doing correlations and its applications.
5. applies 't' test, ANOVA and chi-square to test hypothesis.

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 Hyposthesis

Parametric tests: 't'-test, one way ANOVA and post hoc tests: Calculations and applications - Non-parametric test: Chi-square - Computers in data analysis - Steps involved in SPSS

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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. acquiers knowledge about the child development.
4. gains knowledge about different institutions for ECCE.
5. familiarizes various approaches and activities in ECCE centers.

Unit I: Introduction to Early Childhood Education

Early childhood: Meaning and importance - Early childhood education: Meaning, Definition, Scope, Need and Importance - Goals: Developmental and Educational-Objectives: Related to Cognitive, Affective, Psychomotor and Content- - History of early childhood care and education in India: Pre-independence and post-independence

Unit II: Child's Right and Legislations of Children

Child Rights: Right to Health, Nutrition and Education - UN convention on the rights of the child (1989) - National policy on children (1974) - The Juvenile Justice Act (1986) - Child Marriage Restraint Act (1929) - Prevention of Immoral Traffic Act (1986), The Child Labour (Prohibition and Regulation) Act (1986) - Hindus Adoption and Maintenance Act (1956)

Unit III: Development of Child

Child development: Meaning, principles and importance - Stages of child development: Infancy and Early Child hood – Physical, Cognitive, Social, Emotional and Language Development: Meaning, Significance, Factors affecting and Educational programmes

Unit IV: Organizations and Management of ECCE Centres

Day-care centers - Crèches- Mobile crèches- Anganwadis and

Balwadis-ECCE programs: Planning :Meaning, Objectives and Principles – Management: Definitions, Goals, 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

Unit V: Approaches and Activities at ECCE Centre

Approaches: Montessori, Interactional, Project, Behavioral and Drill – Activities: General Activities, Outdoor Activities, Indoor Activities, Specific Activities, Classroom Activities, Activities in Health Education, Safety and Health Care Activities, Art Activities and Musical Activities

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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. comprehends 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 - Vision, Hearing, Mental, Learning disability, Multiple disabilities: Definition, identification and characteristics - Leprosy cured, Neurological and loco motor disabilities: Definition, identification and characteristics - Autism spectrum disorders: Definition, identification and characteristics

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 Spcial 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

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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. learns to organize 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 among 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/ Committees

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 (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 – Co-operative learning - Team teaching - Curriculum adaptation: Identification, Types and Modification of Environment - Identification, assessment and intervention of exceptional Children by: Records, Profiles, Intelligent and Achievment

tests –Individualized Programme Plan (IPP) - Assistive technology and its uses

Unit IV: Promoting Positive Behaviour

Challenging behavior: Meaning, response and sources - Violence and touching - Class meetings - Developing Social competencies: Friendships and social skills - Reflection: practices, diaries and reflective teaching

Unit V: Organizing the Inclusive Classroom

Physical layout of an inclusive classroom - Plans for substitute teachers - Meeting student's personal care and medication requirements - Collaborating with: Parents, para-professionals and other professionals in the inclusive campus and classroom

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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 work-place

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SEMESTER III

Paper IX: Educational Technology

M.Ed. : Sem. III   **Sub. Code : MPET**

Objectives:

The student

1. acquires the knowledge of meaning, scope and types of educational technology.
2. recognizes 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. appreciates the use of computers in education.

Unit I: The Concept of Educational Technology

Educational technology: Meaning, 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), Web-based Learning (WBL) 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, teleconfe-rencing, 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: Coursera - OER: NROER

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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. realizes the need and the scope of guidance and counselling.
5. gains knowledge about 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: Organization 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. distinguishes the methods and approaches in teacher education.
4. attains the qualities and ethics 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, HRDC, NCERT, NAAC, NCTE, NUEPA, SCERT, TANSCHE, 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 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. appreciates the different techniques of classroom management.

Unit I: School Management

Management: Meaning, Definition, characteristics and functions (POSDCoRB) - School management – Meaning, definition, aims and objectives, characteristics, principles, scope and practical measures- School administration: meaning, definition, aims and objectives - School organization: meaning, definition, aims and objectives - Difference between school administration and school organization

Unit II: Approaches and Managing Committee

Approaches: Manpower, Cost benefit Analysis: unit cost, individual cost and social cost, social demand, social justice and Intra education and extrapolation, demographic projection and system approach- Managing Committee: Meaning and functions- Managing committees of private and government secondary schools

Unit III: School Plant and School Complex

School Plant: Meaning and maintenance of school plant - 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 - Discipline – School-community relationship: Importance, objectives - programmes to develop school-community relations- School complex: Meaning, aims and objectives, functions, advantages and limitations

Unit IV: Management of Human Resources and TQM

Headmaster: Qualification, qualities, duties, responsibilities and relationship with teachers, parents and community - Teachers: Qualification, qualities, duties, responsibilities, diaries, professional ethics and relationship with headmaster, teachers, students and community - Principles of time table construction- Total Quality Management (TQM): Meaning, models, Total quality management based education- rules for managing quality education and total quality management based education

Unit V: Classroom Management and Instructional Management

Components of classroom- Classroom Management: Meaning, Definition, principles, approaches, dimensions, techniques, determinants, teacher's role and evaluation- Instructional management: Meaning, models and problems

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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. realizes 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

Concept of Education Management - Models of Education Management - Modern scientific management: Meaning, nature, scope and principles - System approach to Educational Management - Research in educational management - Present trends in educational management: X, Y and Z Theory of management; Organizational Behaviour Management (OBM), Management By Objectives (MBO), Management By Exception (MBE), Management By Results (MBR)

Unit II: The Process of Management

Planning and Management of Education: Policy for strategies, Priority areas and Implementation Mechinary, Training, Research and Orientation. Basic functions of Educational Management: Educational Planning, Organizing, Directing and Controlling - Functions of Educational Managers

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 - Budgeting: Processes, formulation, types, drawbacks

Unit IV: Supervision and Inspection in Education

Supervision: Meaning, nature, scope, significance, principles - Limitations of present supervisory procedures - Evaluation of supervisory effectiveness - Inspection vs supervision - Academic supervision vs administrative supervision - Auditing in Education - Evaluation for performance and accountability

Unit V: Controlling and Leadership Styles in Educational Management

Centralization - Decentralization, PERT, PPBS, Control and methods of controlling, Control-diameter - Leadership: Meaning and nature, theories of leadership - Leaderships styles - Decision making and crisis management - System evaluation - Programme evaluation and evaluation of functionaries

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Paper XIV: ICT and Instructional System

M.Ed. : Sem. IV   **Sub. Code : MSII**

Objectives:

The student
1. acquires knowledge about 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. recognizes and use technology in instructional system.
5. evaluates instructional material or program.

Unit I: 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 II: 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 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 Technolology 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, TANSCHE 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 - Deemed Universities - 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
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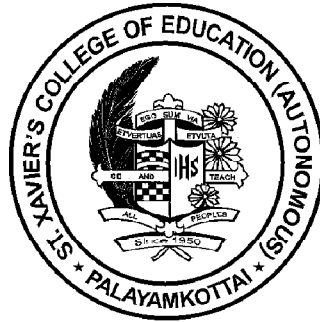
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2018 - 2019

M.Phil. Syllabus

M.Phil. Syllabus

S. No.		Content	Pg. No.

SEMESTER I

Paper I: Advanced Educational Research and Statistics

M.Phil. : Sem. I   **Sub. Code : MPH1**

Objectives :

The scholar

1. understands the foundations, the sources of research problems and variables of educational research.
2. formulates hypotheses, designs Educational research and understands the modern development in educational research.
3. gains knowledge about analyzing the nature of enquiry.
4. explains theory behind statistics and chooses appropriate statistical techniques for the analysis.
5. acquires 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

Hypothesis for problem solving - Construction and confirmation of hypothesis - Logic of hypothesis testing - Null hypothesis and its significance - Experimental design: Basic principles and its types - Internet based experiments - Survey research and its types - Different types of tools of survey - Evaluating website - Computer simulations - Sampling techniques: Need and purpose - Meta analysis

Unit III: Quantitative Analysis

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 test - Mann Whitney 'U'-test - Multivariate analysis: Characteristics and applications - Factor analysis - Discriminant analysis - Cluster analysis - Item analysis - Reliability and validity

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 - Research proposal - Research report in APA format - 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:

The scholar

1. recognizes the need of special education.
2. knows about commissions, policies and educational agencies regarding special education.
3. understands the problems of academically and physically disabled.
4. identifies the problems of socially disadvantaged children.
5. familiarizes with various teaching strategies for enhancing the education of disabled.

Unit I: Special Education

Meaning and definition of impairment, disability and handicap - Characteristics and needs of persons with disabilities - Definition, aims and objectives of special education - Principles and functions of special education - Historical perspective of special education - Approaches of special education: Special schools, Integrated schools, Inclusion and Normalization - Universalization of education and education of special education.

Unit II: Commissions, Acts, Policies and Educational Agencies

University Education Commission (1948-49) - Secondary Education Commission (1952-53) - Indian Education Commission (1964-66) - National Policy on Education (1986) - Programme of Action (1992) - SSA - RMSA - Rehabilitation Council of India (RCI) - Integrated Education for Disabled Persons (IEDS) - Persons with Disability Act (1995) - National Trust Act (1999) - Biwako Millennium Framework (BMF) - International Year of Disabled Person (IYDP) - United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) - Framework and implications to Special Education - Role of home, community, school, society, and mass media - Educational Agencies: NCERT, SCERT and NCTE - International organizations: UNO and International

Non-Governmental Organizations (INGOs): UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM - National Institutes for Handicapped - Resource mobilization through funding agencies and concessions/facilities for the disabled.

Unit III: Education of Academically and Physically Disabled

Academically Disabled: Gifted, slow learners, mentally retarded, dyslexia, dysgraphia, dyscalculia, dysgraphia and children with Autism and their identification, characteristics, problems and needs and educational provisions - Physically Disabled: Orthopedically disabled, visually challenged, hearing impaired and leprosy and their identification, characteristics, problems and needs and educational provisions

Unit IV: Challenges for Socially Disadvantaged Children

Socially challenged children: Meaning, definition, types, characteristics - Challenges for street, tribal/scheduled caste, minorities, girl, transgender, orphans, working , economically poor and single parent children in terms of access, enrolment, participation and learning achievements

Unit V : Teaching Strategies and Co-curricular Activities

Principles of Teaching in Special Education - Teaching Approaches: Multi-Sensory Approach, VAKT, Behavioral Approach: Task Analysis, Chaining, Modeling, Shaping, Prompting and fading Reinforcement, Cognitive Approach - Cognitive-behavior Modification - Other Instructional Methods: Role play, Music, Art, Drama, Field trips - Teaching strategies for Severe and Profound Mentally Retarded: Task analysis, Positioning and handling - Adaptation of teaching learning materials - Re-structuring of the learning environment - Use of Alternative and Augmentative devices - Co-curricular activities: Visual Arts, Performing arts, Physical Education, Yoga, play, sports and games, Leisure skills and recreational activities - Emerging trends and activities: Special Olympics, special arts, special youth festivals, special national and international days.

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SEMESTER II

Paper III: Educational Policy - Planning and Management

M.Phil. : Sem. II   **Sub. Code : MPH3**

Objectives :

The scholar

1. understands the basic concepts, approaches, procedures to management theory in educational administration and management.
2. acquires knowledge and skills for educational, institutional and financial planning.
3. explains the functions of leadership role as changing agent.
4. optimizes student participation in curricular and co-curricular activities.
5. manages the institutional and instructional processes towards the attainment of the functional objectives.

Unit I: National Policy on Education

Centre and State relation in education - Recommendations of various Commissions in the context of universalization of elementary education - Secondary education - Higher education - Recent changes in economic policy for education at national and state levels

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: Mc Gregor's X - Y theory and Taylorism

Unit III: Educational and Institutional Planning

Concept of educational planning - Approaches to educational planning - Planning, programming, budgeting and control. The concept, scope and objectives of institutional Planning - the need for institutional planning - Basic characteristics of institutional planning

- Steps involved in the preparation, implementation and evaluation of institutional planning - Educational supervision and inspection practices with respect to curriculum planning, implementation and evaluation.

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 - NAAC - QCI - NIRF

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 - Finance management: Principles of educational finance - methods of financing education - Sources of income (Governement 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, Tirunelveli – 627 002.

Plan of Action for the Academic Year 2017 – 2018

Criteria	Plan of Action
Curricular Aspects	**Curriculum Transaction:** • 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 • Planning and Evaluation Committee Meeting • College Development Council Meeting • Introduction of Additional Credit Courses
Teaching – Learning and Evaluation	• CIA – I – Semester I • CIA – II – Semester I • Demo Teaching • I Semester Examination

	• Lesson Plan Writing Exercise • Mark sheet Distribution through PTA • Micro Teaching • Practical Commission for II year B.Ed. • Preliminary Teaching Practice • Visit to Special School • Modification of Question paper Pattern.
Research Consultancy and Extension	• NET coaching classes on Education • NET coaching classes on Library Science • Pre-Ph.D. Examinations • Pre-Ph.D. Viva voce • Research Colloquium • Seminar on Research Methodology • Seminar on SPSS usage for Research Students. • Workshop on Report Writing for Research Scholars.
Infrastructure and Learning Resources	• Guest rooms in the Bellarmine hostel • Lift facility in the Jubilee block • Smart Classroom • Inter religious prayer hall • Additional Women's Retiring Room • Furnishing Men's Retiring Room • Renovating Administrative Office • Flooring Dean's Office • Air conditioner facility: Administrative Office, Controllers Office and Deans Office • Utilisation of the Open Terrace of the New Library Building • Updating Computers in the Computer Centre • Establishing a separate Psychology Laboratory • Updating Biology, Physical Science Lab and Language Lab • CCTV at Hostel • Additional Toilet for Girls • Renovation of the Staff Toilets

Students' Support and Progression	- 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 - 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 - Volleyball Tournament - Women's Day Celebration - XATEC - Yoga Training - Spoken English during Recreation - Training in Hand writing - Seminars: Human Rights, Time Management, Human Sexuality and Sex Education, Aids Awareness, Media Analysis, Social Analysis, Children's Rights, legal rights, consumer rights, transgender, Gender Sensitization and Leadership

Staff Enrichment Programmes	- Counselling - Web 2 Tools - Yoga training - Staff Orientation on 'Techno Class Skills' (IWB, Documentary Reader and PPT) - Family Get together - Workshop on Project Writing
Extension Services	- Community Camp - Educational Tour - MOTESC – Child Jesus School and Government Boys Hostel - Social Project Day - Adoption of Village

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Action Taken Report for the Academic Year 2017 - 2018

Criteria	Action Taken on . . .
Curricular Aspects	- IQAC cum Staff Meeting (11th May 2017) - Examination cum Awards Committee Meeting (24th May 2017) - Library Committee Meeting (5th July 2017 and 20th September 2017) - Career Guidance and Placement Cell (CGPC) Meeting (6th July 2017) - Board of Studies Meeting (11th July 2017) - Research Cell Meeting (12th July 2017) - Anti-ragging Committee Meeting (12th July 2017) - Academic Council Meeting (19th July 2017) - Finance Committee Meeting (30th August 2017) - Examination cum Awards Committee Meeting (22nd September 2017, 21st December 2017) - Magazine Committee Meeting (27th November 2017) - Career Guidance and Placement Cell Meeting (01st March 2018) - Women Cell Meeting (01st March 2018) - Extension Service Committee Meeting (02nd March 2018) - Governing Body Meeting (15th March 2018)
Teaching – Learning and Evaluation	- Bridge Course (3rd to 27th July 2017) - Unit receiving and Lesson Planning (11th July 2017) - Intensive Teaching Practice (01st August 2017) - Entry Behaviour Test through online (02nd and 03rd August 2017) - Micro Teaching (8th to 16th August 2017) - Lesson Plan Writing Exercise (17th, 21st and 22nd August 2017) - Demo-teaching (23rd and 24th August 2017) - Peer teaching (28th and 29th of August 2017)

	• Visit to Special Schools (12th & 13th September 2017) • CIA I – Semester I & III (18th to 20th September 2017) • CIA II – Semester I & III • I Semester Examinations • Preliminary Teaching (06th, 11th, 20th and 25th October 2017) • Experiences at DIET for M.Ed. Scholars (12th to 26th October 2017) • Mentor Teachers' Meet (09th December 2017) • CIA I – Semester II & IV • CIA II – Semester II & IV • Exit Behaviour Test through online (03rd April 2018)
Staff Enrichment Programmes	• Web 2 Tools (21st and 22nd July 2017) • Staff Outing (16th December 2017) • Retreat (10th March 2018)

Research Consultancy and Extension	• Ph.D. Viva Voce - Sr. M. Amalorpovam (22nd June 2017)
	       - Mrs. N. Priyadharshini (04th October 2017)
	       - Ms. A. Julie Eben (06th October 2017)
	       - Mr. M. Antony Raj (12th October 2017)
	       - Mr. G. Vedhanayagam (13th October 2017)
	       - Mr. S.T. Sajith Lal Raj (03rd November 2017)
	       - Mr. T. Jeevagaraj (17th November 2017)
	       - Mr. S. Milton (27th November 2017)
	       - Mr. K.A. Antonysamy (17th January 2018)
	       - Mr. X. Vengo Regis (24th January 2018)
	       - Mrs. S. Sahaya Ponmalar (05th February 2018)
	       - Mr. S. Jesu Christopher (05th February 2018)
	       - Mrs. A. Mary Manjula Rose (19th February 2018)
	       - Mr. M. Rajasekar (09th March 2018)
	       - Mr. R.J. Beena Florence Donark (13th March 2018)
	• NET coaching classes on Library Science and Education (06th to 08th October 2017)

	• Research Methodology Seminar for M.Ed. (09th and 10th October 2017) • Pre-Ph.D. - Mr. Cyril (23rd October 2017)
Students' Support and Progression	**Inauguration** • Inauguration of the Academic Year - 3rd July 2017 • Inauguration of CGPC - 09th September 2017 • Inauguration of Subject Clubs - 14th October 2017 • Students Council Inauguration - 19th December 2017 **Orientation Programme** • Orientation on Physical Education - 4th July 2017 • Orientation on SUPW - 4th July 2017 • Personality Development - 1st & 2nd August 2017 • Library Usage - 3rd August 2017 **Awareness Programmes** • Food Adulteration - 08th September 2017 • De-addiction - 14th September 2017 • Transgender Awareness - 20th September 2017 • Human Rights and Duties - 26th September 2017 • GST on Common Man - 03st October 2017 • Talk on National Integration - 21st October 2017 • Health Awareness for Women - 27th November 2017 • Legal Rights for Women - 21st December 2017 • Voters Rights - 25th January 2018 • Eeranilam a Painting Exhibition - 26th February 2018 • Human Sexuality and Sex Education - 17th March 2018 • Awareness of Alcoholism - 19th March 2018 **Talent Programmes** • English Cultural Saturday Show - 5th&28th August 2017 • Inter collegiate Quiz Competition - 15th December 2017 • Conducting model TNTET Examination- 10model examination

Welfare Programmes

- Blood Identification Camp - 3rd August 2017
- College Assembly - 04th, 11th, 18th, 25th

                        Sep. & 23rd Oct. 2017

- Operation Clean Look - 6th September 2017
- Get together of 2003-2004 Batches

                   Students - 28th September 2017

- Book Exhibition - 18th to 20th Dec. 2017
- Campus Interview - 15th Feb.to Mar. 2018
- Retreat or Inner Journey - 10th March 2018
- Tutor Ward
- Joy of Giving

Seminar/workshop

- ELT Workshop - 28th & 29th July 2017
- Question Tag - 4th August 2017
- Research in 21st Century - 18th&19th Aug. 2017
- Seminar on Basic Legal Rights

               and Duties - 07th October 2017

Celebrations

- Holy Spirit Mass - 25th July 2017
- Homage to St. Ignatius of Loyola - 26th July 2017
- Teachers Day - 05th September 2017
- National Integration - 21st October 2017
- Kalam's 86th Birth Anniversary - 28th October 2017
- Homage to St. Francis Xavier - 29th November 2017
- YMCA Christmas Carols - 09th December 2017
- Christmas Day - 20th December 2017
- Pongal Celebration - 17th January 2018
- Women's Day - 08th March 2018
- College Day - 24th March 2018

	Field Visit • Visit to Science Centre - 12th August 2017 • Visit to Kudankulam Nuclear Power Plant - 17th March 2018
Infrastructure and Learning Resources	• Solar Energy System • Xerox for Dean's Office • Vacuum Cleaner • Computers for Language Lab • External Hard Disk for Dean's Office

Extension Services	• Community Camp - 18th to 20th Jan. 2018
	
	 • TNTEU Tirunelveli District Level
	
	      Cultural Meet - 01st February 2018
	
	 • TNTEU Tirunelveli District Level
	
	      Sports Meet - 02nd February 2018
	
	 • TNTEU Tirunelveli Zonal Level
	
	      Cultural Meet - 08th February 2018
	
	 • TNTEU Tirunelveli Zonal Level
	
	      Sports Meet - 09th February 2018
	
	 • Educational Tour - 12th to 19th Feb. 2018
	 • Social Project Day - 17th February 2018
	 • Intramural Cultural Competitions - 28th February 2018
	 • Annual Sports Day - 03rd March 2018

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Best Practices (2017-2018)

01. MODERN THEATRE SKILLS

Introduction

Education is to bring out the innate potential of the children. In order to satisfy this need, our college offers modern theatre skills to the prospective teachers. Teacher must be a multitalented personality so that they can face different types of students in their classroom boldly. Body language of the teachers is also very much essential for their effective communication. Facial expression of the teachers during teaching may grasp the attention of the students. Practicing modern theatre skills help the prospective teachers face the students boldly and communicate easily so that teaching would be better.

Objectives

1. To develop the oral communication skills of the prospective teachers.
2. To build up creative problem solving abilities.
3. To train the students to work cooperatively.
4. To assist them to manage their time effectively.
5. To expand the ability to learn quickly and correctly.
6. To create a healthy self-image.
7. To make them a goal-oriented person.

Practice

The modern theatre skill is included in our curriculum and it is being practiced every Saturday afternoon. The students are trained to teach effectively in the classroom by using these modern theatre skills. They are given chances to exhibit their talents in modern theatre skills in the college day programme. Each and every student is given opportunities to act on the stage in front of their classmates. One credit is given for modern theatre skills in the semester Examination.

Conclusion

In the modern age, the students in the schools expect a teacher to be a multi-talented personality. The teacher needs to be exposed to various e-resources to learn their subjects effectively. The teacher without skill cannot not survive in the teaching profession. By practicing this modern theatre, the prospective teachers could know the various social issues and the way to solve that problem as the main theme of these theatre skill is to focus on social issues. Hence in the future they could solve the problems of their students easily.

02. ENGLISH CULTURAL SHOW

Introduction

English is very important in this modern world. Apart from our mother tongue we need to have a common language which makes us able to communicate with other part of the world. As we know, practice makes the man perfect; practicing English in day today life would develop our fluency in English. Teachers today, must have good knowledge in English so that they could shine in their profession. Moreover in Tamil Nadu, the expectation of all the parents is to make their ward to be a good communicator in English. Hence the teachers should have more vocabulary and mastery over the grammar so that they can satisfy the need of the parents. To enhance the fluency in English, our college introduced English cultural Show, a follow up of bridge course programme which they had at the beginning of the year.

Objectives

1. To develop LSRW skills among the prospective teachers.
2. To be familiar with new vocabulary.
3. To develop the spoken English.
4. To express their views in English.
5. To be aware of English Grammar.
6. To communicate in English without any fear.

Practice

English cultural show is a half a day programme which is conducted in second Saturday of a month in our college. The students are divided into ten groups and each group may have ten students. Each group should exhibit their proficiency in English through Skit, song, poetry, dancing or through simple conversations. The best group is selected and they

are awarded. This would help them to enhance their team spirit, to identify their potential, to be a self-confident personality. They are given practice by the faculties and they would have ELT workshop for two days every year. This would help the students to gain the ways to use English language to express their views.

Conclusion

English cultural show is developing a positive attitude towards the English language of the prospective teachers. It helps them avoid stage-fear and be confident in communicating in English. In the future they could be effective teachers as they become good communicators in English. Moreover, they are easily employed as the school management expects their teachers to be good at English. If the teachers are good in English then their students would be good at English. Hence the future citizens would be good at English.

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