



**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)**

ACCREDITED BY NAAC AT GRADE 'A+' WITH CGPA 3.42 (THIRD CYCLE)

AFFILIATED TO TAMIL NADU TEACHERS EDUCATION UNIVERSITY, CHENNAI

PALAYAMKOTTAI - 627 002.

**SELF STUDY COURSES  
FOR B.ED. PROGRAMME**

**Brochure**

**2023 - 24**



St. Ignatius College of Education that had its birth in such a noble heritage of background strives to bring forth teachers with personal integrity, social commitment, emotional maturity and moral and ethical uprightness. With this aim in view, the admission policy is framed so as to enfold representatives from the marginal sectors of the society beyond the partitions of creed and community.

The main motto of the college is **“Virtue is our strongest shield”**

The college aims at the formation of prospective women teachers with far sighted clear vision of the present and future panorama of the needs and requirements for the promotion of Social Justice and Social Progress. The Institution runs with the well equipped academic and administrative staff to work in a special way for the development of an Integrated Personality of the Students and by giving importance to Deep Faith Formation, Inculcation of Moral and Spiritual Values and empowering them to strive for Equal Status in Life.

### SELF STUDY COURSES

The quest for knowledge stretches beyond the conventional boundaries of coursework. Acknowledging this evolving paradigm, our Institution is committed to providing a comprehensive educational experience that goes beyond the core curriculum. In line with this vision, the Institution offers Self Study Courses that empower students with additional skills, expertise, and perspectives. These courses are meticulously designed to

enrich the learners with a journey towards self-directed learning and nurture a holistic development. Self-Study Courses revolve around empowering the learners to take control of their education, nurturing critical skills, fostering curiosity, and facilitating personal and professional growth. By achieving these objectives, the learners are better prepared to navigate a rapidly changing world and make meaningful contributions to their chosen fields.

### **Course Learning Outcomes**

The student teachers

- acquire effective learning, personal growth, and skill development
- develop specific skills, competencies, and knowledge relevant to their chosen subject, careerpath, or personal interests.
- envisage a thirst for knowledge by offering a range of resources that explore various aspects of a subject.
- motivate learners to explore beyond the core content.

### **Duration**

The duration of Self Study Courses should not be less than 30 hours.

### **Awarding Certificate**

The passing requirement for Self Study Courses shall be 50% of the marks prescribed for the course. The students who successfully complete the Self Study Courses shall be issued Course Completion Certificates by St. Ignatius College of Education(Autonomous), Palayamkottai.

### **Guidelines for conducting Self Study Courses**

- Self-Study Courses are mandatory for all the student teachers.
- The student teachers should select any one of the above mentioned courses according their own wish.
- The student teachers should contact the respective staff-in-charge to enroll and receive guidance.
- External Assessment shall be done at the end of the Course.

# SELF STUDY COURSES

## 2023 - 24

S.No	Name of the Self Study Course	Course Code	Course Designer and Mentor
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### Semester I

1.	<b>TET Preparatory Course – Phase I (Online)</b>	<b>23TBST1</b>	<b>Dr.E.C.Punitha</b> Dean and Associate Professor of English <b>Dr.S.Maria Saroja</b> Research Director & IQAC Co-ordinator Associate Professor of Biological Science <b>Dr.R.Indra Mary Ezhilselvi</b> Assistant Professor of Psychology <b>Dr.A.Jeya Sudha</b> Assistant Professor of History <b>Ms. S.Arockia Reena</b> Assistant Professor of Mathematics <b>Dr.G.Esther Maragatha Mani</b> Assistant Professor of Tamil <b>Ms.C.Vennila Santha Ruby</b>
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			<p>Assistant Professor of English</p> <p><b>Dr.M.Gnana Kamali</b></p> <p>Assistant Professor of Computer Science</p> <p><b>Ms.E. Michael Jeya priya</b></p> <p>Assistant Professor of Biological Science</p> <p><b>Ms. R. Bhuvaneshwari</b></p> <p>Assistant Professor of English</p> <p><b>Ms.M.Ponmalar</b></p> <p>Assistant Professor of Computer Science</p> <p><b>Dr.T.Jeya Selva Kumari</b></p> <p>Assistant Professor of Education</p> <p><b>Ms.D. Chandra Prabha</b></p> <p>Assistant Professor of English</p> <p><b>Ms.V. Thangapushbam</b></p> <p>Assistant Professor Education</p>
2.	<b>Traditional Cuisine</b>	<b>23FBSTC</b>	<p><b>Dr.G.Esther Maragatha Mani</b></p> <p>Assistant Professor of Tamil</p> <p><b>Ms. Muthuselvi</b></p> <p>Assistant Librarian</p>
3.	<b>Enhancing Students Linguistic</b>	<b>23FBSLC</b>	<p><b>Ms. R. Bhuvaneshwari</b></p> <p>Assistant Professor of English</p>

	<b>Competence</b>		
4.	<b>Organic Gardening for Beginners</b>	<b>23BFSOG</b>	<b>Dr.A.Jeya Sudha</b> Assistant Professor of History
<b>Semester II</b>			
1.	<b>TET Preparatory Course Phase – II</b>	<b>23SBST2</b>	<p><b>Dr.E.C.Punitha</b> Dean and Associate Professor of English</p> <p><b>Dr.S.Maria Saroja</b> Research Director &amp; IQAC Co-ordinator Associate Professor of Biological Science</p> <p><b>Dr.R.Indra Mary Ezhilselvi</b> Assistant Professor of Psychology</p> <p><b>Dr.A.Jeya Sudha</b> Assistant Professor of History</p> <p><b>Ms. S.Arockia Reena</b> Assistant Professor of Mathematics</p> <p><b>Dr.G.Esther Maragatha Mani</b> Assistant Professor of Tamil</p> <p><b>Ms.C.Vennila Santha Ruby</b> Assistant Professor of English</p> <p><b>Dr.M.Gnana Kamali</b> Assistant Professor of Computer Science</p>

			<p><b>Ms.E. Michael Jeya priya</b> Assistant Professor of Biological Science</p> <p><b>Ms. R. Bhuvanewari</b> Assistant Professor of English</p> <p><b>Ms.M.Ponmalar</b> Assistant Professor of Computer Science</p> <p><b>Dr.T.Jeya Selva Kumari</b> Assistant Professor of Education</p> <p><b>Ms.D. Chandra Prabha</b> Assistant Professor of English</p> <p><b>Ms.V. Thangapushbam</b> Assistant Professor Education</p>
2.	<b>Any one Online Course Swayam</b>		<p><b>Dr.M.Gnana Kamali</b> Assistant Professor of Computer Science</p> <p><b>Ms. E.Michael Jeya Priya</b> Assistant Professor of Biological Science</p> <p><b>Ms.M.Ponmalar</b> Assistant Professor of Computer Science</p>
3.	<b>Interior Decoration</b>	<b>23SBSID</b>	<b>Ms. E.Michael Jeya Priya</b>

			Assistant Professor of Biological Science
4.	<b>Data Communication and Networking</b>	<b>23SBSDN</b>	<b>Dr. M.Gnana Kamali</b> Assistant Professor of Computer Science
5.	<b>Story Telling and Dramatization (Offline)</b>	<b>23SBSSD</b>	<b>Ms. R. Bhuvanewari</b> Assistant Professor of English <b>Ms.D. Chandra Prabha</b> Assistant Professor of English

### Semester III

1.	<b>TET Preparatory Course – Phase III (Online)</b>	<b>23TBST3</b>	<b>Dr.E.C.Punitha</b> Dean and Associate Professor of English <b>Dr.S.Maria Saroja</b> Research Director & IQAC Co-ordinator Associate Professor of Biological Science <b>Dr.R.Indra Mary Ezhilselvi</b> Assistant Professor of Psychology <b>Dr.A.Jeya Sudha</b> Assistant Professor of History <b>Ms. S.Arockia Reena</b> Assistant Professor of Mathematics <b>Dr.G.Esther Maragatha Mani</b>
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			<p>Assistant Professor of Tamil</p> <p><b>Ms.C.Vennila Santha Ruby</b></p> <p>Assistant Professor of English</p> <p><b>Dr.M.Gnana Kamali</b></p> <p>Assistant Professor of</p> <p>Computer Science</p> <p><b>Ms.E. Michael Jeya priya</b></p> <p>Assistant Professor of Biological</p> <p>Science</p> <p><b>Ms. R. Bhuvaneswari</b></p> <p>Assistant Professor of English</p> <p><b>Ms.M.Ponmalar</b></p> <p>Assistant Professor of</p> <p>Computer Science</p> <p><b>Dr.T.Jeya Selva Kumari</b></p> <p>Assistant Professor of</p> <p>Education</p> <p><b>Ms.D. Chandra Prabha</b></p> <p>Assistant Professor of English</p> <p><b>Ms.V. Thangapushbam</b></p> <p>Assistant Professor Education</p>
2.	<b>Social Skills</b>	<b>23TBSSS</b>	<p><b>Dr.J.Maria Prema</b></p> <p>Assistant Professor of</p> <p>Education</p>
3.	<b>Mind Your Mind</b>	<b>23TBSMM</b>	<p><b>Dr.R.Indra Mary Ezhilselvi</b></p>

Assistant Professor of  
Psychology

### Semester IV

1.

**TET Preparatory  
Course Phase – IV**

**23LBST2**

**Dr.E.C.Punitha**

Dean and Associate Professor of  
English

**Dr.S.Maria Saroja**

Research Director & IQAC  
Co-ordinator  
Associate Professor of  
Biological Science

**Dr.R.Indra Mary Ezhilselvi**

Assistant Professor of  
Psychology

**Dr.A.Jeya Sudha**

Assistant Professor of History

**Ms. S.Arockia Reena**

Assistant Professor of  
Mathematics

**Dr.G.Esther Maragatha**

**Mani**

Assistant Professor of Tamil

**Ms.C.Vennila Santha Ruby**

Assistant Professor of English

**Dr.M.Gnana Kamali**

Assistant Professor of

			<p>Computer Science</p> <p><b>Ms.E. Michael Jeya priya</b> Assistant Professor of Biological Science</p> <p><b>Ms. R. Bhuvanewari</b> Assistant Professor of English</p> <p><b>Ms.M.Ponmalar</b> Assistant Professor of Computer Science</p> <p><b>Dr.T.Jeya Selva Kumari</b> Assistant Professor of Education</p> <p><b>Ms.D. Chandra Prabha</b> Assistant Professor of English</p> <p><b>Ms.V. Thangapushbam</b> Assistant Professor Education</p>
2.	<b>Any one Online Course Swayam</b>		<p><b>Dr.M.Gnana Kamali</b> Assistant Professor of Computer Science</p> <p><b>Ms. E.Michael Jeya Priya</b> Assistant Professor of Biological Science</p> <p><b>Ms.M.Ponmalar</b> Assistant Professor of</p>

			Computer Science
3.	<b>Interior Decoration</b>	<b>22LBSID</b>	<b>Ms. E.Michael Jeya Priya</b> Assistant Professor of Biological Science
4.	<b>Entrepreneurship Skill Development (Offline)</b>	<b>22LBSES</b>	<b>Ms. S.Jebasheela J</b> Assistant Professor of Physical Science
5.	<b>Folk Artifacts (Offline)</b>	<b>22LBSFA</b>	<b>Ms.C.Deepa</b> Assistant Professor of Education

## SCHEME OF EVALUATION FOR SELF STUDY COURSES

**Max. Marks: 100**

### **B.Ed. Programme**

<b>Course</b>	<b>Online Evaluation 1</b>	<b>Online Evaluation 2</b>	<b>Practicum</b>	<b>Offline Evaluation</b>	<b>Total Marks</b>
1.Traditional Cuisine 2. Enhancing Students' Linguistic Competence 3.Organic Gardening for Beginners	<b>Objective Type (MCQ)</b>	<b>Objective Type (MCQ)</b>	<b>Task Based</b>	<b>Objective Type (MCQ)</b>	<b>100</b>
	25 marks	25 marks	25 marks	25 marks	
TET Preparatory Course – Phase II (Online)	Average of four Mastery Assessments (50 marks each – Objective Type Questions)				

## **TET PREPARATORY COURSE – PHASE I**

**Course Code: 23TBST1**

### **COURSE LEARNING OUTCOMES (CLOs)**

The Student Teacher

- describes child psychology, educational psychology and theories of learning (L1)
- associates language skills including grammar, comprehension, and vocabulary (L2)
- carries out basic mathematical concepts, numbers, measurement, algebra, life mathematics and geometry(L3)
- explains health and hygienic, world of plants & animals and environmental science (L4)
- discriminates earth & solar systems, family& society, community &schools, human rights and the UNO (L5)
- creates cognitive, social , emotional and moral development (L6)

**SUBJECTS: Child Development and Pedagogy, Tamil, English, Mathematics and Science, Social Science (History, Geography, Civics & Economics):**

**Syllabus Link:**

**[https://trb.tn.nic.in/TET\\_2022/16042022/TNTET%20Paper%20II.pdf](https://trb.tn.nic.in/TET_2022/16042022/TNTET%20Paper%20II.pdf)**

## REFERENCES:

- Aggarwal, J.C. (2014). Essentials of Educational Psychology, Vikas Publishing House.
- Bhatnagar Suresh. (2016). Childhood and Development Years . R-Lall Book Depot.
- Bower, G.& Hilzard, E. (1977). Theories of Learning. Prentice Hall of India Publications.
- Chauhan, S.S. (2007). Advanced Educational Psychology. Vikas Publications.
- Mangal, S.K. (2015) Advanced Educational Psychology. Prentice Hall of India.
- Martha Kaufeldt (2010). Begin with the Brain, Second Edition, ISBN: 978-1-4129-7158-4, SAGE Pvt. Ltd.
- Mohan, A. (2011). Psychological Foundations of Education. Neelkamal Publications.
- Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications.
- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi
- jkpo; - 6 - 10; tFg;G jkpoehL ghLE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2022)
- English – VI-X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- Mathematics - Standard VI-X Tamil Nadu Text Book and Educational Services Corporation (2022)

- Science – Standard VI-X, Tamil Nadu Text Book and Educational Services Corporation (2022)
- Social Science – VI- X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- Computer Science - Higher Secondary – First Year – Volume I, Tamil Nadu Text Book and Educational Services Corporation (2020)



## **TRADITIONAL CUISINE**

**Course Code: 23FBSTC**

### **Course Learning Outcomes (CLOs)**

The Student Teacher

- acquires knowledge about the history and Heritage of Indian Regional Cuisine(L1)
- imbibes the importance of ingredients and spices in traditional dishes(L2)
- prepares traditional Vegetable Delights and Non-Vegetarian Classics(L3)
- analyses the nutritional benefits of millets (L4)
- cooks traditional dishes with using the correct ingredients (L6)

### **Unit 1: Introduction to Traditional Cuisine**

History and heritage of Traditional Cuisine - Key features of Indian Cuisine - Classification of Food Based on Nature - Classification of Foods Based on Nutrients - Indian Regional Cuisine

### **Unit 2: Health and Nutrition of Traditional Cuisine**

Nutritional Benefits of Traditional Food - Importance of ingredients and spices in traditional dishes – Basic ingredients and techniques of Indian cooking - Traditional foods used for specific ailments/illnesses

### **Unit 3: Vegetable Delights and Non-Vegetarian Classics**

Vegetarian Curries - different vegetable curries: aviyal and poriyal - traditional non-vegetarian delicacies: traditional chicken, mutton, and seafood dishes - traditional rice-based dishes: biryani, puliyodarai (tamarind rice), lemon rice, Sambar and Rasam.

#### **Unit 4: Snacks, Tiffin, Sweets and Millets in Traditional Cuisine**

Traditional snacks: traditional sweets and desserts - Indian tiffin items - variety of chutneys and pickles - different types of millets - Nutritional benefits of millets - millet-based recipes - Traditional Millet Desserts.

#### **Unit 5: Culinary Techniques and Presentation**

Culinary Techniques: grinding, tempering, and seasoning - knife skills for precision in cooking - the art of presentation - dining etiquette and cultural significance of Tamil Nadu cuisine

#### **References**

- ஜான்சி ராணி.ப. (2011) இன்று என்ன சமைக்கலாம். கற்பகம் புத்தகாலயம்
- இராஜலட்சுமி.மரு.பெ. (2016) ஆரோக்கிய வாழ்வுக்கு எளிய மருத்துவம். சிவகுரு பதிப்பகம்
- Davidar (Ruth). N.(2001).Indian Food Science : A Health and Nutrition Guide to Traditional Recipes .East West Books
- Johna Blinn, Quick & Delicious Breads. Published by Playmore INC
- Mallika Badrinath. S, (1992). 100 Vegetarian Gravies Pradeeep Enterprises
- Mallika Badrinath. S, (1992). 100 Rice delight, (Vegetarian). Pradeeep Enterprises
- Sen, Collen Taylor (2005) Food Culture in India. Green Wood Press
- [BHM-401T.pdf \(uou.ac.in\)](#)
- [HM-102.pdf \(uou.ac.in\)](#)
- <https://www.mcgill.ca/cine/research/food/benefits>

## ENHANCING STUDENTS' LINGUISTIC COMPETENCE

Course Code: 23FBSLC

### **Course Learning Outcomes (CLOs)**

The Student teacher

- identifies literary techniques and creative uses of language in literary texts.(L1)
- familiarizes with the grammatical forms in English. (L3)
- develops the awareness of correct usage of English grammar in writing and speaking. (L5)
- improves her speed of reading and comprehension skills. (L2)
- applies her ability to write and speak fluently in English. (L6)

### **Unit 1: Language and Basics of Linguistics**

Language: Meaning, Definition, Characteristics – Functions of Language – Linguistics – Morphemes – Inflections – Derivations.

### **Unit 2: Grammar**

English: Spoken versus Written Communication – Nouns – Adjectives – Adverbs – Prepositions

– Conjunctions – Verbs – Tenses – Punctuations.

### **Unit 3: Reading Comprehension**

Reading – Techniques to enhance reading skills – Types of Reading skills – Skimming – Scanning – Extensive Reading – Intensive Reading – Three levels of reading – Improving your reading speed.

### **Unit 4: Business Communication**

Introduction to Voice and Accent - Voice and Accent in the Enterprise Industry - Globally Comprehensible Accent - Introduction to Phonetics - International Phonetic Alphabet - Intonation and Stress.

## **Unit 5: Creative Writing**

Short Story Writing – Writing for Media – Book Review – Diary Writing -  
Brochures

### **References**

- Taylor, G. (2011). English Conversation Practice. Tata McGraw Hill Publications
- Singh, K.M (2013). Better English. APH Publishing Corporation.
- Seely, J. (1998). The Oxford Guide to Writing and Speaking. Cambridge University
- <https://learnenglish.britishcouncil.org/english-grammar>
- <https://play.google.com/store/apps/details?id=org.cambridge.englishgrammar.egiu&hl=en>

# ORGANIC GARDENING FOR BEGINNERS

Course Code: 23BFSOG

## Course Learning Outcomes (CLOs)

The Student teacher

- understands the concept of an organic ecosystem and its benefits.(L2)
- implements organic farming practices for improving soil health, including the use of manures and compost.(L3)
- selects suitable plants and crops for the organic garden(L4)
- recognizes organic methods of pest and disease management to minimize their impact on plants.(L1)
- emphasizes the need to conserve water by practicing smart irrigation methods .(L6)

## Unit 1: Introduction to Organic Gardening

Organic farming- concept, characteristics - significance - scope of organic farming in India - Principles and types of organic farming benefits of organic gardening for the environment and human health - history and evolution of organic gardening

## Unit 2: Soil Health and Composting

importance of soil health in organic gardening - components of healthy soil - different soil types and their characteristics - Organic farming practices for improving soil health; Manures-compost, methods of composting - Green manuring, vermicompost and biofertilizer

### **Unit 3: Planning and Designing an Organic Garden**

Key factors to consider when planning an organic garden - different types of gardens (vegetable, herb, flower)

### **Unit 4: Organic Pest Management**

Pests and diseases in organic gardening - organic methods of pest and disease management - role of beneficial insects and companion planting in pest control - - Introduction to natural remedies and organic sprays for pest control

### **Unit 5: Organic Garden Maintenance**

Organic methods of weed control - importance of proper watering and irrigation techniques - Introduction to organic fertilizers and amendments

### **References**

- Julie Turner(2012), Organic Gardening Beginner's Manual: The ultimate "Take-You-By-The-Hand" beginner's gardening manual for creating and managing your own organic garden
- Christine Lavelle & Michael Lavelle(2008) The Organic Gardener: How to create vegetable, fruit and herb gardens using completely organic techniques.
- <https://content.ces.ncsu.edu/extension-gardener-handbook/17-organic-gardening>
- <https://www.allthatgrows.in/blogs/posts/gardening-tips-for-beginners>
- [http://www.eagleheightsgardens.org/tips/garden\\_manualv1.1.pdf](http://www.eagleheightsgardens.org/tips/garden_manualv1.1.pdf)

- [https://ia601409.us.archive.org/20/items/OrganicGardeningForDummies/Organic\\_GardeningForDummies.pdf](https://ia601409.us.archive.org/20/items/OrganicGardeningForDummies/Organic_GardeningForDummies.pdf)
- <https://bonnieplants.com/blogs/garden-fundamentals/organic-gardening-for-beginners>
- <https://thehouseandhomestead.com/organic-gardening-beginners/>
- <https://content.ces.ncsu.edu/home-vegetable-gardening-a-quick-reference-guide>

## SEMESTER II

### TET PREPARATORY COURSE – PHASE II

Course Code : 23SBST2

#### COURSE LEARNING OUTCOMES (CLOs)

The Student Teacher

- describes child psychology, educational psychology and theories of learning (L1)
- associates language skills including grammar, comprehension, and vocabulary (L2)
- carries out basic mathematical concepts, numbers, measurement, algebra, life mathematics and geometry(L3)
- explains health and hygienic, world of plants & animals and environmental science (L4)
- discriminates earth & solar systems, family& society, community & schools, human rights and the UNO (L5)
- creates cognitive, social , emotional and moral development (L6)

**Unit I :** GROWTH AND DEVELOPMENT OF THE CHILD

**Unit II :** THEORIES OF CHILD DEVELOPMENT

**Unit III :** ATTENTION, PERCEPTION AND MEMORY

**Unit IV:** MOTIVATION AND LEARNING

**Unit V:** INTELLIGENCE AND CREATIVITY

**Unit VI:** PERSONALITY

**Unit VII** SOCIALIZING AGENCIES OF CHILD DEVELOPMENT

**Unit VIII:** PEDAGOGICAL CONCERNS – PART I

**Unit IX :** PEDAGOGICAL CONCERNS – PART II

**தமிழ்: (வகுப்பு VI முதல் VIII)**

பேசுதல் திறன், எழுதுதல் திறன், நிகழ்ச்சி நிரல் தயாரித்தல் , அறிக்கை எழுதுதல், முடிக்கத் தொடர்கள் எழுதுதல், இலக்கணம்



,செய்திகள், கருத்துகள், நூல்கள் ஆகியவற்றை கருத்தாய்வு செய்து  
எழுதுதல்

**English: (STD VI TO VI)**

Area/Skills: Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Supplementary Reader.

**Maths: (STD VI TO VIII)**

Area/Skills: Number system – I and II, Measurements, Algebra, Life mathematics, Geometry, statistics, Information processing.

**Science: (STD VI TO VIII)**

Area/Skills : Measurement, Forces and Motion, Heat, Electricity, Magnetism, Matter around us, Changes around us, Air, Water, Chemistry in Everyday life, Living world of Plants and Animals, Health and Hygiene, The Cell, Human Organ System, Plants in daily life, Reproduction and Modification in Plants.

**Social Science: (STD VI TO VIII)**

Area/Skills: Human Evolution, Indus Civilisation, Ancient Cities of Tamilagam, Vedic Culture in North India and Megalithic Culture in South India, Great Thinkers and New Faiths, Society and Culture in Ancient Tamizhagam: The Sangam Age, The Post-Mauryan India, The Age of Empires: Gupta and Vardhanas, The Universe and Solar System, Land and Oceans, Resources, Globe, Understanding Diversity, National Symbols, The Constitution of India, Democracy.

**References**

- Aggarwal, J.C. (2014). Essentials of Educational Psychology, Vikas Publishing House.
- Bhatnagar Suresh. (2016). Childhood and Development Years . R-Lall Book Depot.
- Bower, G.& Hilzard, E. (1977). Theories of Learning. Prentice Hall of India Publications.
- Chauhan, S.S. (2007). Advanced Educational Psychology. Vikas Publications.

- Mangal, S.K. (2015) Advanced Educational Psychology. Prentice Hall of India.
- Martha Kaufeldt (2010). Begin with the Brain, Second Edition, ISBN: 978-1-4129-7158-4, SAGE.
- Mohan, A. (2011). Psychological Foundations of Education. Neelkamal Publications.
- Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications.
- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi
- jkpo; - 6 - 10; tFg;G jkpoehL ghLE}y; kw;Wk; fy;tpapay; gzpfs; folk; (2022)
- English - VI-X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Mathematics - Standard VI-X Tamil Nadu Textbook and Educational Services Corporation (2022)
- Science - Standard VI-X, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Social Science - VI- X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Computer Science - Higher Secondary - First Year - Volume I, Tamil Nadu Textbook and Educational Services Corporation (2020)
- Tamil Nadu School Textbook Classes VI to VIII (New Syllabus 2022-23)

## **INTERIOR DECORATION**

**Course Code : 23SBSID**

### **Course Learning Outcomes (CLOs)**

- extrapolates the principles of interior design (L2)
- interprets the knowledge of color pattern (L3)
- adapts the strategy of designs in interior and exterior (L4)
- interprets the knowledge of motif design (L3)
- implements the principles of art elements in the creation of new design (L2)

### **Unit-I : Interior design**

Interior Design – Meaning and concepts. Development - a historic review. Place of interior design in the modern era- changing trends and salient features. Objectives of aesthetic planning - Beauty, expressiveness, functionalism and economy. Good taste – meaning, role and importance. Need for developing skill in aesthetics.

### **Unit II: Decorative Design**

Design –Definition, meaning, purpose. Types - Structural and decorative design and characteristics. Classification of decorative design - Naturalistic, conventional, geometric, abstract, historic and biomorphic.

### **Unit III : Elements of Design**

Elements of design -Line and direction, form and shape, size, colour, light, pattern, texture and space. Application of elements to form designs in interior and exterior. Application of colour harmonies in the interiors and exteriors.

### **Unit IV : Principles of Design**

Principles of design –Balance, rhythm, emphasis, harmony, proportion – meaning, and its application in the interior and exterior houses and other commercial buildings.

## **Unit V : Motif design**

Motif- meaning. Development of design from motifs and application of motifs in interior decoration. Man as a consumer of design, qualities and role of a good interior designer. Career options for interior designers.

### **References**

- Dodsworth, S., Anderson, S. (2015). The Fundamentals of Interior Design. Bloomsbury Publishing.
- Mitchell, K. (2015). Interior Design: A True Beginners Guide to Decorating on a Budget. Create Space Independent Publishing Platform.
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# DATA COMMUNICATION AND NETWORKING

## Course Code : 23SBSDN

### Course Learning Outcomes (CLOs)

The student teacher

- describes the function of communications and networking model (L1)
- differentiates the methods of data transmission (L2)
- practices the techniques of transmission modes (L3)
- categorizes the Guided and Unguided transmission media (L4)
- analyzes the services of networking protocols and OSI model (L5)

### Unit I: Introduction to Communications and Networking

Introduction – Fundamental concepts - Data communications – Protocols- standards - Standards organizations – Signal propagations- Analog and Digital signals- data transmission rate and the bandwidth.

### Unit II: Analog and Digital Transmission Methods

Introduction - Analog signal, Analog transmission - Digital signal, Digital transmission - Baud rate and bits per second -, Digital (Storage and) transmission.

### Unit III : Modes of Data Transmission and Multiplexing

Introduction – Parallel and Serial communication - Asynchronous, Synchronous and Isochronous communication - Simplex, Half-duplex and Full-duplex communication – Mult iplexing - Types of Multiplexing

### Unit IV : Transmission Media

Introduction - Guided media - Un Guided media – Shannon capacity. Network topologies, switching and routing algorithms: Introduction – Mesh topology - Star topology - Tree topology - Ring topology - Bus topology - Hybrid topology -Switching basics- Circuit switching – Packet switching - Message switching Router and Routing.

## Unit V : Networking Protocols and OSI Model

Introduction – Protocols in computer communications - The OSI model - OSI layer functions. ATM – Packet size – Virtual circuits in ATM – ATM cells – Switching – ATM layers .

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- <https://www.educba.com/computer-network-vs-data-communication/>
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- <https://www.hackingarticles.in>
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- <https://www.slideshare.net>

## STORY TELLING AND DRAMATIZATION

Course Code : 23SBSSD

### Course Learning Outcomes (CLOs)

*The Student teacher*

- understand the cultural, historical, and psychological aspects of storytelling. (L1)
- analyze different mediums and elements of storytelling. (L3)
- recognize the meaning and importance of drama. (L2)
- identify the various forms of drama. (L4)
- develop strategies of storytelling and drama techniques to engage and connect with diverse audiences. (L5)

### Unit I: Introduction to Storytelling

Storytelling: Meaning, Definitions – Significance of storytelling: Historical, Cultural and Psychological impact – Forms: Oral storytelling traditions, Storytelling in literature and folklore.

### Unit II: Presentation of Narratives

Medium of storytelling: Digital storytelling and multimedia narratives – Techniques: Character development and portrayal, Plot development – Integration of content – Use of visual aids – Voice modulation – Elements: Setting, Use of imagery, symbolism, and moral considerations.

### **Unit III: Introduction to Drama**

Drama: Origin of Theatre and drama, Meaning, Definition, Importance – Elements of Drama: Plot, Character, Thought, Diction, Melody and Spectacle – Structure of Drama – History of Theatre – Role of Theatre in Human Culture - Elements of Theatre.

### **Unit IV: Categories of Drama**

Classification of Drama: Formal Drama: Tragedy, Comedy – Thematic Drama: Historical, Mythological, Romantic – Stylistic Drama: Realistic, Symbolic, Expressionistic and Epic – Tragedy and Melodrama.

### **Unit V: Procedural Strategies of Storytelling and Drama**

Strategies to develop and present storytelling performances – Representing diverse perspectives and voices – Strategies to Present drama: Mime – Simulation – Role-Play – Scripted play –Advantages of Storytelling and Drama.

### **References**

- Brandon & James, R. (2018). The Cambridge Guide to Asian Dramas. Cambridge: Cambridge University Press
- Haven & Kendall. (2014). Story Smart: Using the science of story to persuade, influence, inspire and teach. Santa Barbara, CA: Libraries Unlimited
- Simmons & Annette. (2019). The story factor: inspiration, influence & persuasion through the art of storytelling, 3<sup>rd</sup> Edition. New York: Basic Books.
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## SEMESTER III

### TET PREPARATORY COURSE – PHASE III

Course Code:23TBST3

#### COURSE LEARNING OUTCOMES (CLOs)

The Student Teacher

- describes child psychology, educational psychology and theories of learning (L1)
- associates language skills including grammar, comprehension, and vocabulary (L2)
- carries out basic mathematical concepts, numbers, measurement, algebra, life mathematics and geometry(L3)
- explains health and hygienic, world of plants & animals and environmental science (L4)
- discriminates earth & solar systems, family& society, community & schools, human rights and the UNO (L5)
- creates cognitive, social, emotional and moral development (L6)

**SUBJECTS: Child Development and Pedagogy, Tamil, English, Mathematics and Science, Social Science (History, Geography, Civics & Economics):**

### **Syllabus Link:**

[https://trb.tn.nic.in/TET\\_2022/16042022/TNTET%20Paper%20II.pdf](https://trb.tn.nic.in/TET_2022/16042022/TNTET%20Paper%20II.pdf)

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- Chauhan, S.S. (2007). Advanced Educational Psychology. Vikas Publications.
- Mangal, S.K. (2015) Advanced Educational Psychology. Prentice Hall of India.
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- Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications.
- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan,
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- English – VI-X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- Mathematics - Standard VI-X Tamil Nadu Text Book and Educational Services Corporation (2022)
- Science – Standard VI-X, Tamil Nadu Text Book and Educational Services Corporation (2022)
- Social Science – VI- X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- Computer Science - Higher Secondary – First Year – Volume I, Tamil Nadu Text Book and Educational Services Corporation (2020)

**SOCIAL SKILLS**  
**Course Code: 23TBSSS**

**Course Learning Outcomes (CLOs)**

The Student Teacher

- understands the need of social skills (L1)
- recalls the social values (L2)
- recognizes the importance of the people in the society (L3)
- builds cordial relationship with others in the society (L4)
- develops different type of social skills (L5)

**Unit – I - Society and Skills**

Society : nature, characteristics of society, interdependence of people in the society. Skills : meaning, need and importance of skills.

**Unit – II - Social Skills**

Social Skills : definition, meaning, need and importance.

Relationship between social skills and our routine life. Teaching social skills in the classroom.

**Unit – III- Types of Social Skills**

Types of social skills : effective communication, conflict resolution, active listening, interpersonal skill, accountability, problem solving, empathy skill, rapport skill and survival skill.

**Unit – IV- Process of Social Skills**

Process of Social Skills : Steps of social skills - discuss the need for social skills, select a social skill, teach the social skill, practice the skill, pause and reflect, review and reflect etc. Some activities to develop social skills.

## Unit – V- Development of Social Skills

Development of social skills: getting feedback, set goals, find resources and identify areas for practice. Assessment of social skills.

### References

- Alan Barker, *Improve your communication skills*, kogan page
- Alex K, *Soft Skills*, S. Chand & Company
- Anita Acharya. *Interview skills tips and techniques*.
- Bhagyashree A.Dudhade, *Life Skills*, Neelkamal
- Bhardwaj Amita, *Improving Reading Skills*, Sarup & Sons Ltd.
- Bill Scott, *The Skills of Communicating*, Jaico Publishing House
- Catherine Fuller, *Motivational Skills*, Ane Books
- Chowdary. S.B.J.R., Naga RAju & Bhaskara Rao", *Mastery of Teaching Skills*, Discovery Publishing
- Condappa, P.D. *Enhancing Reading Skills through Multimedia HB*, Neelkamal Publication.
- Dale Carnegie Training, *The 5 Essential People Skills*, Simon & Schuster
- Doraiswamy, R., *Effective Communication Skills in English*, APH Pub. Cor
- Hariharan S., *Softskills*, Mjp Publishers
- John Langam, *Sentence Skills with Readings*, Deepti Book Center
- Judith f. Olson, *Writing Skills*, Goodwill Publishing House
- Krishna Mohan. *Developing Communication Skills*.
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- Meena Kukreja, *Life Skills*, Better yourself Books
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- Nelson Richard Lones. *Human Relationship skills*.
- Nitin Bhatnagar, *Effective Communication & Soft skills*, Pearson
- Paul sloanc ,*The Leaders guide to Lateral Thinking Skills*, Kogan Page india
- Peter Levin, *Skilful Time Management*, Tata McGraw Hill Education
- Pramila ahuja, *How to develop Profitable listening skills*, A H Wheeler & Co
- Premvir Kapoor, *Counselling & Negotiation skills for managers*, Deepti Book Center
- Richa Dewani, *English Writing Skills*, Wisdom Press
- Richard Nelson-Jones, *Basic Counselling skills*, Sage Publication
- Stephen Bowkett, *100 ideas for Teaching Thinking Skills*, viva continuum
- Sue Bishop, *Assertiveness Skills Training*, Viva Books
- V. Sasikumar, *Oral communication skills*, Foundation Book
- Vijay A., *Kamath SJ, A Skilled Teacher*, Better yourself Books.
- <http://www.edu-links.org>
- <https://www.heretohelp.bc.ca> .
- <https://www.nytimes.com>
- <https://www.skillsyouneed.com>

## References:

- Stephen P. Robbins, Timothy A. Judge, Neharika Vohra(2021), *Organizational Behaviour*, 18<sup>th</sup> edition, ISBN 978-93-530-6703-8, Pearson India Education Services.
- [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/p/Philosophy\\_of\\_mind.htm](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/p/Philosophy_of_mind.htm)
- <https://www.pearsonhighered.com/assets/samplechapter/0/1/3/4/0134039912.pdf>
- <https://www.iedunote.com/motivation-theories>
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- <https://www.habitsforwellbeing.com/perma-a-well-being-theory-by-martin-seligman/>
- <https://www.healthline.com/health/mind-body/mindfulness-activities#for-adults>
- <https://positivepsychology.com/mihaly-csikszentmihalyi-father>

## SEMESTER – IV

### TET PREPARATORY COURSE – PHASE IV Course Code : 23LBST2

#### COURSE LEARNING OUTCOMES (CLOs)

The Student Teacher

- describes child psychology, educational psychology and theories of learning (L1)
- associates language skills including grammar, comprehension, and vocabulary (L2)
- carries out basic mathematical concepts, numbers, measurement, algebra, life mathematics and geometry(L3)
- explains health and hygienic, world of plants & animals and environmental science (L4)
- discriminates earth & solar systems, family& society, community & schools, human rights and the UNO (L5)
- creates cognitive, social , emotional and moral development (L6)

**Unit I : GROWTH AND DEVELOPMENT OF THE CHILD**

**Unit II : THEORIES OF CHILD DEVELOPMENT**

**Unit III : ATTENTION, PERCEPTION AND MEMORY**

**Unit IV: MOTIVATION AND LEARNING**

**Unit V: INTELLIGENCE AND CREATIVITY**

**Unit VI: PERSONALITY**

**Unit VII SOCIALIZING AGENCIES OF CHILD DEVELOPMENT**

**Unit VIII: PEDAGOGICAL CONCERNS – PART I**

**Unit IX : PEDAGOGICAL CONCERNS – PART II**

**தமிழ்: (வகுப்பு VI முதல் VIII)**

பேசுதல் திறன், எழுதுதல் திறன், நிகழ்ச்சி நிரல் தயாரித்தல் , அறிக்கை எழுதுதல், முடிக்கத் தொடர்கள் எழுதுதல், இலக்கணம்



## **MIND YOUR MIND**

**Course Code : 23TBSMM**

### **Course Learning Outcomes:**

The Student Teacher

- recognizes the varied approaches to the concept of mind (L1)
- identifies the elements and factors influencing goal setting (L2)
- applies theoretical knowledge of positive psychology to daily life (L3)
- analyzes different relaxation techniques based on mindfulness (L4)
- criticizes theories of motivation based on their applicability (L5)
- personalizes acquired skills to attain holistic well-being (L6)

### **Unit I : Introduction**

Concept of Philosophy of Mind - Biopsychosocial approach -  
Psychological perspectives

### **Unit II : Goal Setting and Motivation**

Attitude and Goal Setting - Motivation: Concept to Application -  
Theories of Motivation: Early & Contemporary Theories

### **Unit III : Coping Skills and Dealing With Disappointments**

Coping skills - Relaxation techniques: JPMR, EMDR, Biofeedback -  
Martin Seligman's Theory of well-being

### **Unit IV : MINDFULNESS PRACTICES**

Principles, Buddha's Eight fold path - Application: 4Cs and 4 Rs of  
mindfulness - Mindfulness Activities for Daily Life

### **Unit V: Holistic Wellness**

Physical well-being, Emotional well-being, Social well-being  
Csikszentmihalyi FLOW theory - Self-actualization.

,செய்திகள், கருத்துகள், நூல்கள் ஆகியவற்றை கருத்தாய்வு செய்து எழுதுதல்

**English: (STD VI TO VI)**

Area/Skills: Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Supplementary Reader.

**Maths: (STD VI TO VIII)**

Area/Skills: Number system – I and II, Measurements, Algebra, Life mathematics, Geometry, statistics, Information processing.

**Science: (STD VI TO VIII)**

Area/Skills : Measurement, Forces and Motion, Heat, Electricity, Magnetism, Matter around us, Changes around us, Air, Water, Chemistry in Everyday life, Living world of Plants and Animals, Health and Hygiene, The Cell, Human Organ System, Plants in daily life, Reproduction and Modification in Plants.

**Social Science: (STD VI TO VIII)**

Area/Skills: Human Evolution, Indus Civilisation, Ancient Cities of Tamilagam, Vedic Culture in North India and Megalithic Culture in South India, Great Thinkers and New Faiths, Society and Culture in Ancient Tamizhagam: The Sangam Age, The Post-Mauryan India, The Age of Empires: Gupta and Vardhanas, The Universe and Solar System, Land and Oceans, Resources, Globe, Understanding Diversity, National Symbols, The Constitution of India, Democracy.

**References**

- Aggarwal, J.C. (2014). Essentials of Educational Psychology, Vikas Publishing House.
- Bhatnagar Suresh. (2016). Childhood and Development Years . R-Lall Book Depot.
- Bower, G.& Hilzard, E. (1977). Theories of Learning. Prentice Hall of India Publications.
- Chauhan, S.S. (2007). Advanced Educational Psychology. Vikas Publications.

- Mangal, S.K. (2015) Advanced Educational Psychology. Prentice Hall of India.
- Martha Kaufeldt (2010). Begin with the Brain, Second Edition, ISBN: 978-1-4129-7158-4, SAGE.
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- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi
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- Mathematics - Standard VI-X Tamil Nadu Textbook and Educational Services Corporation (2022)
- Science - Standard VI-X, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Social Science - VI- X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Computer Science - Higher Secondary - First Year - Volume I, Tamil Nadu Textbook and Educational Services Corporation (2020)
- Tamil Nadu School Textbook Classes VI to VIII (New Syllabus 2022-23)

## **INTERIOR DECORATION**

**Course Code: 22LBSID**

### **Course Learning Outcomes (CLOs)**

- extrapolates the principles of interior design (L2)
- develops the skills in decorative design (L6)
- interprets the knowledge of color pattern (L3)
- adapts the strategy of designs in interior and exterior (L4)
- implements the principles of art elements in the creation of new design (L2)

### **Unit-I : Interior design**

Interior Design – Meaning and concepts. Development - a historic review. Place of interior design in the modern era- changing trends and salient features. Objectives of aesthetic planning - Beauty, expressiveness, functionalism and economy. Good taste – meaning, role and importance. Need for developing skill in aesthetics.

### **Unit II : Decorative Design**

Design –Definition, meaning, purpose. Types - Structural and decorative design and characteristics. Classification of decorative design - Naturalistic, conventional, geometric, abstract, historic and biomorphic.

### **Unit III : Elements of Design**

Elements of design - Line and direction, form and shape, size, colour, light, pattern, texture and space. Application of elements to form designs in interior and exterior. Application of colour harmonies in the interiors and exteriors.

## **Unit IV : Principles of Design**

Principles of design –Balance, rhythm, emphasis, harmony, proportion – meaning, and its application in the interior and exterior houses and other commercial buildings.

## **UnitV : Motif design**

Motif- meaning. Development of design from motifs and application of motifs in interior decoration. Man as a consumer of design, qualities and role of a good interior designer. Career options for interior designers.

## **References**

- Dodsworth, S., Anderson, S. (2015). The Fundamentals of Interior Design. Bloomsbury Publishing.
- Mitchell, K. (2015). Interior Design: A True Beginners Guide to Decorating on a Budget. Create Space Independent Publishing Platform.
- Noble, M. (2004). Designs and Motifs from India. Dover Publications.
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- Pile, J. F. (2005). A History of Interior Design. United Kingdom
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## **ENTREPRENEURSHIP SKILL DEVELOPMENT**

**Course Code : 22LBSES**

### **Course Learning Outcomes (CLOs)**

The student teacher

- develops basic understanding about entrepreneurship (L1)
- familiarizes Entrepreneurial process (L6)
- enhances Entrepreneurial Skills (L3)
- analyses planning skills of Entrepreneurship (L4)
- follows entrepreneurial career (L5)
- identifies Emerging trends in entrepreneurship (L2)

### **Unit I : Introduction to Entrepreneurship Introduction**

Concept of Entrepreneur - Entrepreneurship and Enterprise-  
Definition of Entrepreneurship- Objectives of Entrepreneurship- Phases of  
Entrepreneurship Development.

### **Unit II : Entrepreneurial Process and Entrepreneurship Development:**

Entrepreneurial competencies – traits – characteristics- motives-  
attitudes- Achievement orientation - self-assessment.

### **Unit III : Entrepreneurship Development Skills**

Meaning of Entrepreneurship skill - Types of Entrepreneurship  
Skills: Business management skills - Teamwork and leadership skills -  
Communication and listening

#### **Unit IV : Preparing for an Entrepreneurial Career:**

Strategic thinking and planning skills - Technical skills -Time management and organizational skills - Branding, marketing and networking skills- Entrepreneurial skills in the workplace

#### **Unit V : Emerging Trends in Entrepreneurship:**

Technopreneurship- netpreneurs - agripreneurs -Women entrepreneurship -Portfolio entrepreneurship -Franchising.

#### **References**

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- Gupta CB, Srinivasan NP, Entrepreneurship Development in India, Text & Cases, Sultan Chand & Sons, New Delhi.
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- <https://www.forbes.com/sites/ashleystahl/2023/04/07/5-emerging-entrepreneurship-trends/?sh=1a678b442260>
- <https://rishihood.edu.in/emerging-trends-in-entrepreneurship/>
- <https://onlinedegrees.sandiego.edu/how-to-become-an-entrepreneur/>
- <https://www.collegexpress.com/interests/business/articles/career-business/5-ways-prepare-your-life-entrepreneur/>
- <https://in.indeed.com/career-advice/career-development/entrepreneur-skills>
- <https://www.krmangalam.edu.in/blog/10-effective-ways-to-develop-your-entrepreneurship-skills/345>

**FOLK ARTIFACTS**  
**Course Code : 22LBSFA**

**Course Learning Outcomes (CLOs)**

The Student teacher

- knows about the various aspects of Indian culture in different countries of the world (L1)
- learns about a tribal and folk arts division with a core collection for conducting systematic scientific studies and for live presentations. (L2)
- serves to teach about and preserve the culture of the people, or folk, of which it speaks (L3)
- understands the important relationship of tradition and innovation in societal change as well as in their own lives (L4)
- develops attributes that enhance an individual's interactions, earning power and job performance.(L5)

**Unit I: Folk Artifacts**

Folk Artifacts: Meaning –Definition- Characteristics –History of Folk Art- Historical Examples of Folk Art.

**Unit II: Types of folk art**

Architecture-Painting-Sculpture-Print Makings-Textiles-Applied Art- Primitive Art-Tribal Art-Peoples Art-Traditional art-Working glass art-Terrocotta.



### **Unit III: Types of folk Artifacts**

Tools –Pottery-Metal Objects –Books –Instruments-Figuring’s-Coins-  
Bamboo Mat drying –Silk weaving-Rattan weaving –Palm leaf crafts-  
Making Clay dolls.

### **Unit IV: Folk Artifacts Association**

Indian Folk Art Foundation – International India Folk Art Gallery –  
Indian Folk Art Market –India Folk Art Tribal Art Association –Artist for  
Artists Associations.

### **Unit V: Ancient Indian Artifacts**

Victoria Memorial –Nalanda University –Konark Sun Temple-Shore  
Temple-Brahadeeswara Temple –Hampi- Mahabalipuram- Harmandu  
Sahib-Hawa Mahal-Taj Mahal-Museum Collections.

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"A formal education will make you a living; self-education will make you a fortune"

~Jim Rohn

~Jim Rohn

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πλινδ: 2ετ-εφπσσιον μππ πσρε λον 9

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**SELF STUDY COURSES**

**2023 - 24**