



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

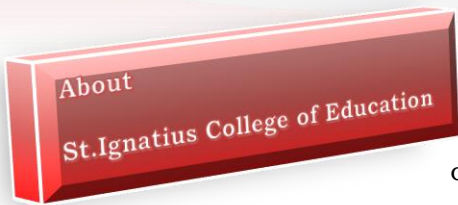
PALAYAMKOTTAI - 627 002.

**VALUE ADDED COURSES
FOR B.ED. PROGRAMME**

Brochure

SEMESTER I & III

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.

VALUE- ADDED COURSES

Value- added courses are provided by the institution to develop necessary skills, to increase the employability quotient and equip the students with essential skills to succeed in life. The Value Added Courses offer the students an edge over others and have the scope of enhancing communication skill, technical knowledge, time management and

personality development. To compete with the recent trends of the current competitive world, Value Added Courses were made compulsory for all the student teachers. They were awarded the certificates after their successful completion of the courses.

VALUE - ADDED COURSES

FIRST SEMESTER & THIRD SEMESTER 2023 - 24

S.No	Name of the Value Added Courses (With 30 Hours)	Course Code	Course Designers
FIRST SEMESTER			
1.	Communicative English	23FBVCE	Dr.E.C.Punitha Dean and Associate Professor of English Ms.C.Vennila Santha Ruby Assistant Professor of English Ms. Bhuvanewari Assistant Professor of English 4.Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science 5.Ms.C.Deepa Assistant Professor of Education Ms. Chandra Prabha Assistant Professor of English
2.	Social Etiquette	23FBVSE	1.Dr.P.Johncy Rose Librarian 2.Ms.S.Arockia Reena Assistant Professor Mathematics

			<p>3.Dr.Lavanya Assistant Professor of Education</p> <p>4.Dr.Jeya Selva Kumari Assistant Professsor of Education</p> <p>5.Ms.V.Thanga Pushbam Assistant Professor of Education</p>
3.	Computer Fundamental and Software PC	23FBVCS	<p>1.Dr.M.Gnana Kamali Assistant Professor of Computer Science</p> <p>2.E. Michael Jeya priya Assistant Professor of Biological Science</p> <p>3.Ms.J.Rawoofu Nisha Assistant Professor of Mathematics</p> <p>4.Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science</p> <p>Dr.V.Jani Assistant Professor of Mathematics</p> <p>6.Ms. Ponmalar Assistant Professor of Computer Science</p>

THIRD SEMESTER (online)

1.	Content Knowledge for Competitive Exam	23TBVCE	<p>1.Dr.E.C.Punitha Dean and Associate Professor of English</p> <p>2.Dr.A.Jeya Sudha Assistant Professor of History</p> <p>3.Ms.S.Arockia Reena Assistant Professor Mathematics</p> <p>4.Dr.G.Esther Maragathamani Assistant Professor of Tamil</p> <p>5.Ms.C.Vennila Santha Ruby Assistant Professor of English</p> <p>6. Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science</p>
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			<p>7.Ms. E.Michael Jeya Priya Assistant Professor of Biological Science</p> <p>8.Ms.M.Ponmalar Assistant Professor of Computer Science</p>
2.	Women Empowerment	23TBVWE	<p>1.Rev.Sr.L.Arul Suganthi Agnes Assistant Professor of Education</p> <p>2.Ms.C.Deepa Assistant Professor of Education</p> <p>3. Dr.Lavanya Assistant Professor of Education</p> <p>4.Dr.Jeya Selva Kumari Assistant Professor of Education</p>

Guidelines for Value- Added Courses:

1. Value-Added Courses are mandatory for all the student teachers
2. The duration for the Value - Added Courses is 30 hours which includes theory and practicum components
3. Classes for the Value - Added Courses will be conducted by the respective mentor.
4. The student teachers will be assessed regularly by the respective mentors and those who secure 90% of attendance and above will receive the course completion certificates.

First Semester

COMMUNICATIVE ENGLISH

Course Code : 23FBVCE

Course Learning Outcomes (CLOs)

The student teacher

- acquires knowledge about appropriateness, grammaticality and acceptability of the English language. (L1)
- develops communicative competence (L2)
- describes the self - employment opportunities, challenges and job roles. (L3)
- integrates the knowledge of technical English. (L4)
- enriches the skills for universal employability. (L5)

Unit : I English Grammar and Usage

Elements of English Language - Parts of speech - Sentence Structure - Words often confused and misused - Synonyms and antonyms - Understanding American expressions – Intonations, Etymologies and foreign expressions - Common Grammatical Errors - Phrasal Verbs and Idioms - Word Class: Lexical and Functional Category - Punctuations and Capitalizations.

Unit : II Acquisition of listening and Speaking English language skills

Developing Listening Skills: understanding gist, main points, deduce meaning Listening for specific information - Listening to a conversation, speech and lecture - Listening for global information - Loud Reading for pronunciation and fluency -Situational Conversation – Extempore

Unit : III English for Entrepreneurship development

Meaning and significance - Psychological, sociological factors and distinctive competence - Accent and dialect - Regional and social dialects

- Official language, mother tongue - Identification of entrepreneurial opportunities - Choice of technology - Status of worldwide entrepreneurship - Need and scope of English language for exploring entrepreneurial prospects.

Unit : IV Technical English

Writing Descriptions of gadgets and processes and instructions - Preparing checks lists - Technical texts for comprehension - Survey Report Writing - Report Writing - Scope and needs of copy editing - Various types of scripts - Steps of copy editing - Qualities and duties of a copy editor

Unit : V English for Inclusive purpose

Bilingualism and Multilingualism - Lingua franca: link language - Standard language (R P) and Dialects - Style - Slang, jargon - Varieties of English: British, American, Australian, Caribbean, Indian - Language and identity - Language and power - Language and culture.

Reference

- Hariprasad, M & Prakasam V. (2004). Communicative English. Neelkamal Publication Pvt.Lyd. Educational Publishers
- Madhavi Apte (2009) English Communication. PHI Learning Private Limited
- Martin & Wren. (2015). High School English Grammar and Composition. S.Chand Publication.
- Martinet. A.V. & Thomson. A.J. (2007). A Practical English Grammar. Oxford University Press.
- Murphy, Raymond. (2007). Intermediate English Grammar. Cambridge University Press.
- Sinha, Sanjay Kumar. (2008). The King's Grammar. S. Chand & Company Ltd.
- Wadhwa, S. Teaching of English, Tandon Publication

- <https://www.talkenglish.com/grammar.aspx>
- <https://www.gamestolearnenglish.com/prepositions-game/>
- <https://www.education.com/games/common-nouns/>
- <https://busyteacher.org/17267-degrees-of-comparison-the-game.html>
- <https://busyteacher.org/14341-comparative-superlative-activities-how-to-teach.html>
- <https://www.teflcourse.net/blog/7-activities-for-teaching-passive-voice-in-the-eslclassroom/>

SOCIAL ETIQUETTE

Course Code : 23FBVSE

Course Learning Outcomes (CLOs)

The Student teacher

- recognizes relevant knowledge of the Etiquette (L1)
- demonstrates etiquette and manners in the Indian context (L2)
- integrates the importance of politeness in social interactions (L3)
- develops self-confidence to build healthy and long lasting relationships (L4)
- uses appropriate language to speak and write with an effective tone of voice (L5)
- constructs the knowledge in developing podcast (L6)

Unit I : Etiquette

Etiquette – Meaning, its need and types of Etiquettes – Principles of Etiquette – Basic rules of social etiquette – 3Rs of etiquette – Responsibility – Respect – Refinement

Unit II : Personal Etiquette

Meaning and importance – Basic Manners – Personal Hygiene – Dressing Etiquette – Postures – Table Etiquette - Mind and Soul – Family Etiquette – Driving Etiquette

Unit III : Digital Etiquette

Definition – Online class etiquette – Rules of Netiquette - Technology etiquette – Bad digital etiquette – E-mail etiquette – Corporate etiquette – Teachers on social Media

Unit IV: Professional Etiquette

Positive attitude – Willingness to help – Mutual respect – Punctuality – Professional dress – Respect for others opinions – Team work.

Unit V : Communication Etiquette

Courteous communication – Telephone etiquette –Negotiation skills – Conflicts resolution with peers and superiors – Expressing grievance and condolences.

Reference

- Alex, K. (2010). Soft Skills – know yourself and know the world. S.Chand Publications
- Pensri Kiengsiri et al., (2004) Thai Social Etiquette. Office of the Permanent Secretary for culture.
- Suzanne Greene Marshall, et al. (2004) Individuality Clothing selection and personal appearance. Pearson / Prentice Hall – Publisher
- Victoria Turk (2019) Digital Etiquette E bury Press, UK

COMPUTER FUNDAMENTALS AND PC SOFTWARE

Course Code : 23FBVCS

Course Learning Outcomes (CLOs)

The student teacher

- manages the software and hardware components in a computer independently (L1)
- provide knowledge and understanding about Ms-Word (L2)
- develops the skill about Ms-PowerPoint. (L3)
- promotes the knowledge to servicing the Ms-Excel Data (L4)
- motivates to take up higher studies in Computer Science and other streams. (L5)

Unit I : Computer Fundamentals

Hardware & Software: Introduction – Structure of a Computer and Applications. Peripheral devices and Technologies: Memory - Types of memories - Input devices - Input/Output Devices: Input Device – Keyboard, Mouse, Scanner, MICR, OMR. Output Devices – VDU, Printers – Dot Matrix, Daisy-wheel, Inkjet, Laser, Line Printers and Plotters.– I/O interfaces: Types of Software – System software and Applications software

Unit II : Ms-Word

Document Creation in MS-WORD - Table Creation in Ms-Word – Working with Ms-Word- Paragraph formatting - Aligning Text, Indenting Paragraphs - Applying single or double line spacing - Applying Bullets and Numbering to a list- Adding Borders and Shading - Finding and Replacing text - Page Formatting–using auto correct– protecting a document.

Unit III : Ms-PowerPoint

Ms-PowerPoint -Create Slide Presentation – Design Theme – Add Text – Editing Techniques – Slide Master –Design Chart- Insert clipart images and shapes to slides - Insert and modify tables and charts - Format Slide - Transition and Animation.

Unit IV : Ms-Excel

Ms-Excel The typical worksheet or spread sheet – cell and their properties – formatting cell – text, numbers, currency, accounting, date, time, percentage, scientific – formats. Formula using arithmetic and relational operators in a worksheet -Advanced Formulas sum, count, Average, Max, Min, Product. Graphs and Charts Bar diagrams, pie charts, Area, - Building Line Diagrams, Histograms, Scatter plots -Frequency Graphs.

Unit V : Google's presentation app

Step-by-step on Google's presentation app - creating, editing, sharing, and presenting using Google Slides- renamed Google Slides- Tips and ideas for using Google Slides

References

- Pankajsrivastava(2010), Handbook of Computer, Street Nina's Publications,
- Dr.S.Rajasekar(2007), Computer Education & Educational Computing, Neelkamamal Publications
- Lalini Varanasi et.al (2017), Computer Education, Neelkamamal Publications
- Pearson(2011), Introduction to Computer Science, ITL Education Solutions Limited

- Anita Goel(2010), Computer Fundamentals, Darling Kindersley Pvt.Ltd,
- E.Balagurusamy(2019), Fundamentals of Computers, McGraw Hill Education Private Limited
- V.Ramesh Babu et.al(2011), Fundamentals of Computing and Programming, VRB Publishers Pvt Ltd,
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- <https://byjus.com/govt-exams/microsoft-powerpoint/>
- https://edu.gcfglobal.org/en/googleslides/?gclid=Cj0KCOjw3JanBhCPARIsAJpXTx5EUfYIQptsWDcrM07DYY8pr_7bIdczTnOxf4HGUFNQ3qc_H5BPE5caAgSwEALw_wcB#

Third Semester

CONTENT KNOWLEDGE FOR COMPETITIVE EXAM

Course Code : 23TBVCE

Course Learning Outcomes (CLOs)

The Student Teacher,

- recognizes knowledge of the concepts and principles science(L1)
- differentiates various history and culture of India (L2)
- classifies different Indian National Movement (L3)
- discriminates the nature of education in pre and post Independent India (L4)

- compares the contributions of leaders in Indian National Movement (L5)
- familiarizes the significance of Constitution of India (L6)

Unit I : General Science

Scientific Knowledge and Scientific Temper-Power of Reasoning-Rote Learning Vs Conceptual Learning-Science is a tool to understand the past, present, and future. Everyday application of the basic principles of Mechanics, Electricity and Magnetism, Light, Sound, Heat, Nuclear Physics, Laser, Electronics, and Communications. Elements and Compounds Acids, Bases, Salts, Petroleum Products, Fertilizers, Pesticides. Main concepts of Life Science- Classification of Living Organisms, Evolution, Genetics, Physiology, Nutrition, Health, Hygiene, and Human Diseases-Environment and Ecology.

Unit II : History and Culture of India

Indus valley civilization -Guptas, Delhi Sultans, Mughals, and Marathas -Age of Vijayanagaram and Bahmani Kingdoms -South Indian history. Change and Continuity in the Socio-Cultural History of India. Characteristics of Indian culture, Unity in diversity -Race, language, custom. India as a Secular State, Social Harmony.

Unit III : Indian National Movement

National Renaissance -Early uprising against British rule -Indian National Congress -Emergence of leaders -B.R.Ambedkar, Bhagat Singh, Bharathiar, V.O.Chidambaranar, Jawaharlal Nehru, Kamarajar, Mahatma

Gandhi, Maulana Abul Kalam Azad, Thanthai Periyar, Rajaji, Subash Chandra Bose, and others. Different modes of Agitation: Growth of Satyagraha and Militant movements. Communalism and partition.

Unit IV: Indian Polity

Constitution of India -Preamble to the Constitution -Salient features of the Constitution -Union, State, and Union Territory. Citizenship, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy. Union Executive, Union legislature- State Executive - State Legislature -Local governments, Panchayat. Spirit of Federalism: center-state Relationship. Election -Judiciary in India -Rule of law. Corruption in public life -Anti-corruption measures -Lokpal and Lokayukta -Right to Information -Empowerment of women -Consumer protection forums, Human rights charter.

Unit V : Current Events

History -Latest diary of events -National symbols -Profile of States - Eminent personalities and places in the news -Sports -Books and authors. Polity -Political parties and political system in India -Public awareness and General administration -Welfare oriented Government schemes and their utility, Problems in Public Delivery Systems. Geography -Geographical landmarks. Economics -Current socio-economic issues. Science -Latest inventions in Science and Technology.

References

- VI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- VII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- <https://egyankosh.ac.in/>
- <https://www.gktoday.in/current-affairs/>
- <https://currentaffairs.adda247.com/>

WOMEN EMPOWERMENT

Course Code : 23TBVWE

Course Learning Outcomes (CLOs)

The student teacher

- gains knowledge about the concept, need and scope of women's empowerment. (L1)
- understands the changing role of women in society and issues related to it.(L2)
- explains the importance of women's education. (L3)
- comprehends the empowerment of women and their achievement. (L4)
- analyzes the issues of women in various contexts. (L5)

Unit I : Introduction

History of Women Empowerment in India Ancient Period, Medieval and Modern Period- Concept of Women Empowerment: Meaning, forms, Need and Importance.

Unit II : Social Empowerment

Women in Higher Education; Gender issues in Health, Environment, Family welfare Measures, Indecent representation of Women in media.

Unit III : Economic Empowerment

Introduction-organized sector, unorganized sector; Role of Women in Economic Development –Impact of Globalization on working women; National Policy for the empowerment of women 2001.

Unit IV : Political Empowerment

Political participation of women – Political Socialization- Women leaders in politics Women in Local Governance- Barriers- Reservation policies- Women’s Political Rights: CEDAW

Unit V : Issues and Challenges in Women Empowerment

Issues and Challenges- Issues of Girl child, Female, infanticide and feticide, Violence against Women, Domestic violence, Female Headed Households’ efforts & effective measures to prevent crime against women and children - create awareness for social issues.

References:

- Amy S. Wharton. (2005). “The Sociology of Gender: An Introduction to Theory and Research”. Blackwell Publishing, UK, Indian Reprint, Kilaso Books.
- Devaki Jain and Pam Rajput (Ed). (2003). “Narratives from the Women”s Studies Family: Recreating Knowledge, Sage.
- Jasbir Jain (Ed). (2005). “Women in Patriarchy: Cross Cultural”. Rawat Publications,

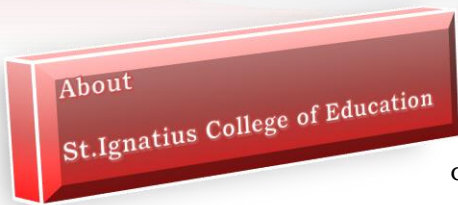
- KumkumSangari and Sudesh Vaid. “Recasting Women: Eassy in Colonial History”.
- Lerner, Gerda. (1986). “The Creation of Patriarchy”. Oxford University Press,
- Maithreyi Krishna Raj. (1986). “Women Studies in India: Some Perspectives”. Popular Prakasham
- Mala Khullar, (Ed). (2005). “Writing the Women“s Movement: A Reader”. Zubaan, Kali for Women.
- Mies, Maria. (1980). “Indian Women and Patriarchy”. Concept Publishing Company

**"The future belongs to those who
prepare for it today"**

~ Malcolm X

Value Added Courses

2023 - 24



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VALUE - ADDED COURSES - 2023 - 24

S.No	Name of the Value Added Courses (With 30 Hours)	Course Code	Course Designers and Mentors
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SECOND SEMESTER

1.	Yoga for Daily Life	23SBVYG	1.Dr.S.Josephine Physical Director
2.	e-content Development	23SBVEC	<p>1.Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science</p> <p>2.Ms.M.Ponmalar Assistant Professor of Computer Science</p> <p>3.Ms. Chandra Prabha Assistant Professor of English</p>

3.	Activity Based Learning	23SBVAL	1.Ms. C.Vennila Shantha Ruby Assistant Professor of English 2.Ms. R.Bhuvanewari Assistant Professor of English 3.Dr.V.Lavanya Assistant Professor of Education
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THIRD SEMESTER (online)

1.	Content Knowledge for Competitive Exam	23TBVCE	1.Dr.E.C.Punitha Dean and Associate Professor of English 2.Dr.A.Jeya Sudha Assistant Professor of History 3.Ms.S.Arockia Reena Assistant Professor Mathematics 4.Dr.G.Esther Maragathamani Assistant Professor of Tamil 5.Ms.C.Vennila Santha Ruby Assistant Professor of English 6. Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science 7.Ms. Bhuvanewari Assistant Professor of English 8.Ms. E.Michael Jeya Priya Assistant Professor of Biological Science 9.Ms.M.Ponmalar Assistant Professor of Computer Science
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Assistant Professor of Education

FOURTH SEMESTER

1.	Workplace Wellness for Women	22LBVWW	1.Dr.A.Jeya Sudha Assistant Professor of History 2.Dr.S.Josephine Physical Director 3.Ms. Bhuvaneswari Assistant Professor of English
2.	Safety in Cyber Space	22LBVSC	1.Dr.M.Gnana Kamali Assistant Professor of Computer Science 2.Ms.M. Ponmalar Assistant Professor of Computer Science 3.Ms. Thanga Pushbam Assistant Professor of Education
3.	Interpersonal Relationship Management	22LBVRM	1.Dr.N.Theresita Shanthi Assistant Professor of Physical Science 2.Dr.R.Indra Mary Ezhilselvi Assistant Professor of Psychology 3.Dr.Johnny Rose Librarian 4.Ms.C.Deepa Assistant Professor of Education

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Course Code : 23FBVCE

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- <https://www.education.com/games/common-nouns/>
- <https://busyteacher.org/17267-degrees-of-comparison-the-game.html>
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SOCIAL ETIQUETTE

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The Student teacher

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Unit II : Ms-Word

Document Creation in MS-WORD - Table Creation in Ms-Word – Working with Ms-Word- Paragraph formatting - Aligning Text, Indenting Paragraphs - Applying single or double line spacing - Applying Bullets and

Numbering to a list- Adding Borders and Shading - Finding and Replacing text - Page Formatting–using auto correct– protecting a document.

Unit III : Ms-PowerPoint

Ms-PowerPoint -Create Slide Presentation – Design Theme – Add Text – Editing Techniques – Slide Master –Design Chart- Insert clipart images and shapes to slides - Insert and modify tables and charts - Format Slide - Transition and Animation.

Unit IV : Ms-Excel

Ms-Excel The typical worksheet or spread sheet – cell and their properties – formatting cell – text, numbers, currency, accounting, date, time, percentage, scientific – formats. Formula using arithmetic and relational operators in a worksheet -Advanced Formulas sum, count, Average, Max, Min, Product. Graphs and Charts Bar diagrams, pie charts, Area, - Building Line Diagrams, Histograms, Scatter plots -Frequency Graphs.

Unit V : Google's presentation app

Step-by-step on Google's presentation app - creating, editing, sharing, and presenting using Google Slides- renamed Google Slides- Tips and ideas for using Google Slides

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SECOND SEMESTER

YOGA FOR DAILY LIFE

Course Code : 23SBVYG

Course Learning Outcomes (CLOS)

The student teacher

- Identifies the concept of yoga and its significance (L2)
- realises the need of yoga in the present life situation (L1)
- Integrates yoga and meditation in life situation (L5)
- Acquires knowledge of the concepts of yoga and holistic health (L3)

- Performs various asanas, mudras, bhandas correctly and knows their benefits (L6)

Unit I : Foundations of Yogasana

Introduction - Meaning, Definition - Benefits of Yogasanas - Guidelines for doing Asanas - Surya Namaskar - Benefits of Surya Namaskar

Unit II : Understanding Standing Position Asanas

Procedure and benefits of Standing position Asanas - Thadasana - Ekapada Asana - Chakrasana - Uthkadasana - Trikonasana.

Unit III : Benefits and Practicing Sitting Position Asanas

Procedure and benefits of Sitting Position Asanas - Dandasana - Padmasana - Vajrasana - Sukasana - Yogamudra - Mandukasana - Mahamudra - Janusirasana - Paschimothasana - Ustrasana - Vakrasana - Gomukhasana.

Unit IV : Optimizing core strength with Asanas

Procedure and benefits of Lying position Asanas - Bhujangasana - Salabhasana - Dhanurasana - Naukasana - Makarasana - Pavana Mukthasana - Suptha Vajrasana - Matsyasana - Uddhana Padasana - Navasana - Halasana - Chakrasana - Savasana

Unit V : Rejuvenate the Life Force

Pranayama - Rules for Pranayama - Nadi Suddhi, Ujjaiyi, Seethali, Sithkari, Kapalabathi - Mudras - Chin mudra, vayu mudra, shunya mudra, prithvi mudra, surya mudra, varuna mudra, prana mudra, apana mudra, apana vayu mudra - Bandham - Jaladhara bandam, Uddyana bandam, Moola bandam.

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E - CONTENT DEVELOPMENT
Course Code : 23SBVEC

Course Learning Outcomes (CLO s)

The student teacher

- explains the meaning, need, importance, and types of e-content in education. (L1)
- follows the e-content development process, including scripting, stages, and phases, to create high-quality e-content. (L3)
- evaluates different authoring tools, such as survey tools, animation tools, and graphic editing tools, and choose the best one for a specific e-content purpose. (L5)
- creates interactive and engaging e-content using various tools, such as infographic and chart maker tools, presentation tools, media integration tools, TED-ED, and Canvas. (L6)
- designs and constructs an e-content project by synthesizing different instructional design models. (L6)

Unit I : Introduction to E-Content

E-Content: Meaning, Need, Importance, and Types – Kinds of E-Content Tools: freeware, open Source, proprietary, public domain – Roles and responsibilities of E- Content writer: Content Creation, Content Editing, Content Collaboration, Content Evaluation, Content Development

Unit II : E- Content Authoring Tools

Authoring Tools: Meaning, Need, Importance, Features, and Types – Survey Tools: Need, Importance, and Examples – Animation Tools and Graphic Editing Tools: Features and Applications

Unit III : Interactive Content Creation Tools

Infographic and Chart Maker Tools: Features and Applications – Powerpoint Presentation Tools: Features and Applications – Media Integration Tools: Features and Applications – Creating Interactive lessons using TED-ED and Canvas – Adding Apps and Quizzes in Canvas

Unit IV : Audio & Video Content Creation Tools

Podcast in Education: Meaning, Need, and Steps –Audacity: Features and Applications – Screen Recorders and Open Source Video Editors: Features and Applications – Video Editing Techniques: Tips and Tricks

Unit V : Designing and Development of E-content

E-content development: Meaning, Objectives, Need and UGC Guidelines- - E-content Development Process: Scripting, Stages, and Phases- E-content Development Model: Four Quadrant Approach, ADDIE, Dick and Carey, ASSURE

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ACTIVITY BASED LEARNING
Course Code : 23SBVAL

Course Learning Outcomes (CLO s)
The student teacher

- generalizes quality in Education (L2)
- applies concepts to make children's participation (L3)
- integrates self-confidence and Self-reliance (L6)
- determines the evaluation procedure of the activity (L5)

- identifies the technical and professional competency that the students can learn to activity based learning (L4)

Unit- I : Introduction

ABL: Meaning – Definition – **Characteristics** – Process of ABL Method
– Rationale for ABL – Benefits – Teachers Role

Unit II : Learning Strategies

Card Ladder – LOGOS and Grouping charts. Types of ABL
Conventional Method – Learner-Centered Method – Learning within the
World – ABL and children with disabilities.

Unit III : Classroom Processes

Preparing the classroom for ABL – Restructure of ABL – Assessment
Techniques: Achievement chart – Challenges faced in ABL classroom.

Unit IV: Activities Included in Learning Process

Dramatization – Quizzes – Group discussions – Role play –
Brainstorming – Problem solving – Debate – Field work – Discovery
Learning – Project – Concept Mapping. Active Learning by thinking,
discussing, investigating & creating.

Unit V: Teacher Student Relationship

Teachers as trusted participants – Teacher Student
Relationship – students' autonomy and improve Self Accessing
Strategy - Benefits of teacher – Impact on India.

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Third Semester

CONTENT KNOWLEDGE FOR COMPETITIVE EXAM

Course Code : 23TBVCE

Course Learning Outcomes (CLOs)

The Student Teacher,

- recognizes knowledge of the concepts and principles science(L1)
- differentiates various history and culture of India (L2)
- classifies different Indian National Movement (L3)
- discriminates the nature of education in pre and post Independent India (L4)
- compares the contributions of leaders in Indian National Movement (L5)
- familiarizes the significance of Constitution of India (L6)

Unit I : General Science

Scientific Knowledge and Scientific Temper-Power of Reasoning-Rote Learning Vs Conceptual Learning-Science is a tool to understand the past, present, and future. Everyday application of the basic principles of Mechanics, Electricity and Magnetism, Light, Sound, Heat, Nuclear Physics, Laser, Electronics, and Communications. Elements and Compounds Acids,

Bases, Salts, Petroleum Products, Fertilizers, Pesticides. Main concepts of Life Science- Classification of Living Organisms, Evolution, Genetics, Physiology, Nutrition, Health, Hygiene, and Human Diseases-Environment and Ecology.

Unit II : History and Culture of India

Indus valley civilization -Guptas, Delhi Sultans, Mughals, and Marathas -Age of Vijayanagaram and Bahmani Kingdoms -South Indian history. Change and Continuity in the Socio-Cultural History of India. Characteristics of Indian culture, Unity in diversity -Race, language, custom. India as a Secular State, Social Harmony.

Unit III : Indian National Movement

National Renaissance -Early uprising against British rule -Indian National Congress -Emergence of leaders -B.R.Ambedkar, Bhagat Singh, Bharathiar, V.O.Chidambaranar, Jawaharlal Nehru, Kamarajar, Mahatma Gandhi, Maulana Abul Kalam Azad, Thanthai Periyar, Rajaji, Subash Chandra Bose, and others. Different modes of Agitation: Growth of Satyagraha and Militant movements. Communalism and partition.

Unit IV: Indian Polity

Constitution of India -Preamble to the Constitution -Salient features of the Constitution -Union, State, and Union Territory. Citizenship, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy. Union Executive, Union legislature- State Executive - State Legislature -Local governments, Panchayat. Spirit of Federalism: center-state

Relationship. Election -Judiciary in India -Rule of law. Corruption in public life -Anti-corruption measures -Lokpal and Lokayukta -Right to Information -Empowerment of women -Consumer protection forums, Human rights charter.

Unit V : Current Events

History -Latest diary of events -National symbols -Profile of States - Eminent personalities and places in the news -Sports -Books and authors. Polity -Political parties and political system in India -Public awareness and General administration -Welfare oriented Government schemes and their utility, Problems in Public Delivery Systems. Geography -Geographical landmarks. Economics -Current socio-economic issues. Science -Latest inventions in Science and Technology.

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WOMEN EMPOWERMENT

Course Code : 23TBVWE

Course Learning Outcomes (CLOs)

The student teacher

- gains knowledge about the concept, need and scope of women's empowerment. (L1)
- understands the changing role of women in society and issues related to it.(L2)
- explains the importance of women's education. (L3)
- comprehends the empowerment of women and their achievement. (L4)
- analyzes the issues of women in various contexts. (L5)

Unit I : Introduction

History of Women Empowerment in India Ancient Period, Medieval and Modern Period- Concept of Women Empowerment: Meaning, forms, Need and Importance.

Unit II : Social Empowerment

Women in Higher Education; Gender issues in Health, Environment, Family welfare Measures, Indecent representation of Women in media.

Unit III : Economic Empowerment

Introduction-organized sector, unorganized sector; Role of Women in Economic Development –Impact of Globalization on working women; National Policy for the empowerment of women 2001.

Unit IV : Political Empowerment

Political participation of women – Political Socialization- Women leaders in politics Women in Local Governance- Barriers- Reservation policies- Women’s Political Rights: CEDAW

Unit V : Issues and Challenges in Women Empowerment

Issues and Challenges- Issues of Girl child, Female, infanticide and feticide, Violence against Women, Domestic violence, Female Headed Households’ efforts & effective measures to prevent crime against women and children - create awareness for social issues.

References:

- Amy S. Wharton. (2005). “The Sociology of Gender: An Introduction to Theory and Research”. Blackwell Publishing, UK, Indian Reprint, Kilaso Books.

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FOURTH SEMESTER

WORKPLACE WELLNESS FOR WOMEN

Course Code: 22LBVWW

Course Learning Outcomes (CLO s)

The student teacher

- describes the need and significance of workplace wellness (L1)
- summarizes the challenges of women in workplace (L2)
- classifies the various wellness strategies for psychological wellbeing (L3)

- analyses the constitutional provisions for women empowerment (L4)
- evaluates the acts related to workplace wellness for women (L5)

Unit I : Workplace Wellness

Wellness: Meaning, Dimensions of Wellness – Workplace Wellness: Meaning, Importance, Need and significance – Work environment – Methods to enhance workplace Wellness – Wellbeing programmes.

Unit II: Women in the Workplace

Historical Perspective – gender pay gap – Childcare Dilemma of Working Woman – Creating Work-Life Balance – Social, Physical, Mental and Domestic challenges related to Work.

Unit III: Working women and psychological well-being

Psychological well-being Importance – Components – Factors affecting psychological well-being – Diversity and Inclusion in the Workplace – Multiple roles of working women – Wellness strategies

Unit IV: Constitutional Provisions

Article 14, Article 15, Article 16, Article 39, Article 42, Article 51A, Article 243 D (3) and Article 243 T (3), Article 243 D (4) T (4).

Unit V: Legal Security

The Employees State Insurance Act, 1948, The Maternity Benefit Act, 1961, The Equal Remuneration Act, 1976 – The Occupational Safety, Health, and Working Conditions Code, 2020 – National Policy on Safety, Health, and Environment at Work Place- POSH Act.

References

- Khan, H. (2021). Wellness and Work: Redefining Strategies for Women as Workplaces and Economies Evolve. Toronto, Ontario, Canada.

- Thibau, Isabelle & Winslow, Carolyn & Banks, Cristina. (2018). Finding Fit: Implementing Wellness Programs Successfully an Employer Guide for Employee Engagement.
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SAFETY IN CYBER SPACE
Course Code : 22LBVSC

Course Learning Outcomes (CLO s)

The student teacher

- understands the origin and development of cyber space (L1)
- develops a deeper understanding and familiarity with social media and its security (L2)
- identifies about Data Privacy and Data Security (L3)
- analyses the complicated issues in enforcing Intellectual Property Rights in Cyberspace (L4)
- acquires the knowledge about Cybercrime and Cyber law (L5)

Unit I : Overview of Cyberspace

Understand cyber space, Regulation of cyberspace, social media in cyber space, advantages, disadvantages, Basics of internet, www, http, html, DNS, IP Address.

Unit II : Social Media Overview and Security

Social networks, Types of social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media privacy, Security issues related to social media.

Unit III : Data Privacy and Data Security

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection, Data protection principles, Big data security issues and challenges. Personal Information Protection and Electronic Documents Act (PIPEDA).

Unit IV : Cybercrime and Cyber law

Cybercrimes, Common cybercrimes- cybercrime targeting computers and mobiles, financial frauds, Legal perspective of cybercrime, IT Act 2000 and its amendments.

Unit V : Intellectual Property Rights in Cyber Space

Intellectual Property Rights- Meaning, Nature-Copyright Issues in Cyberspace-: Cyber Theft of Intellectual Property- Data Accessibility And Privacy- Data backup, Downloading and management of third party software.

References

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- Belapure, S., Godbole, N. (2011). Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives .Wiley India.

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INTERPERSONAL RELATIONSHIP MANAGEMENT
Course Code : 22LBVRM

Course Learning Outcomes (CLOS)

The student teacher

- recognizes the basic principles of interpersonal skills (L1)
- identifies the elements and factors influencing interpersonal relationship (L2)
- examines the stages of relationship in accordance with real life situations (L3)
- analyzes the barriers of Interpersonal Relationship (L4)
- criticizes theories of Interpersonal relationship based on applicability (L5)

Unit I : Interpersonal relationship

Interpersonal relationship: Introduction, Meaning, Purposes of Interpersonal relationship - Understanding interpersonal relationship-Inter & intrapersonal relationship- Importance of interpersonal relationship-Types of interpersonal relationship -The role of intrapersonal and interpersonal competencies in student success

Unit II : Elements and factors influencing interpersonal relationship

Elements & Factors influencing interpersonal relationship-Interpersonal Relationship Model -Stages of Relationship: Acquaintance, Development, -Continuation, Deterioration, Dissolution and Termination- Role of Communication in interpersonal relationship

Unit III : Barriers of interpersonal relationship

Barriers of Interpersonal Relationship: Situational barriers, Personal barriers, Sociocultural barriers - Personal barriers: Lack of honesty & trust, Lack of compatibility, Feeling of insecurity, Fear of rejection - Situational barriers: Adverse environmental situations, lack of territoriality, Large Distance, Lack of time - Sociocultural barriers: cultural diversity, Ethnic, social and Language diversity

Unit IV : Theories of interpersonal relationship

Social Exchange Theory: Costs vs. Benefits, Expectations and Comparison levels -Uncertainty Reductions Theory: Passive strategies, Active strategies, and Interactive strategies-Attachment Theory: attachment behavioral system, caregiving system, exploratory behavioral system, Stages of Attachment-Equity Theory: Distribution, Dissatisfaction and Realignment

Unit V : Interpersonal relationship skills

Interpersonal relationship skills: Active Listening, Teamwork, Responsibility, Dependability, Leadership, Motivation, Flexibility, Patience

and Empathy- Tips to Improve Interpersonal Skills-Managing Conflict in Relationship

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