



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

SEMESTER I & III

2023 - 24



St. Ignatius College of Education that had its birth in 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 functions 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, 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, career path, 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.

SELF STUDY COURSES 2023 – 24

FIRST AND THIRD SEMESTERS

S.No	Name of the Self Study Course	Course Code	Course Designer and Mentor
Semester – I			
1.	TET Preparatory Course – Phase I (Online)	23TBST1	Rev.Sr.Dr.L.Vasanthi Medona Principal Dr.E.C.Punitha Dean and Associate Professor of English Dr.M.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

2.			Dr.M.Gnana Kamali Assistant Professor of Computer Science Ms.E. Michael Jeya Priya Assistant Professor of Biological Science Ms.R.Bhuvaneswari Assistant Professor of English Ms.M.Ponmalar Assistant Professor of Computer Science Dr.V.Lavanya Assistant Professor of Education Dr.T.Jeya Selva Kumari Assistant Professor of Education Ms.D. Chandra Prabha Assistant Professor of English Ms.V. Thangapushbam Assistant Professor Education Dr.G.Esther Maragatha Mani Assistant Professor of Tamil Ms.V. Muthuselvi Assistant Librarian
	Traditional Cuisine(Offline)	23FBSTC	
	Enhancing Students	23FBSLC	Ms.R.Bhuvaneswari Assistant Professor of English

4.	Linguistic Competence (Offline)		
	Organic Gardening for Beginners (Offline)	23BFSOG	Dr.A.Jeya Sudha Assistant Professor of History

Semester – III

1.	TET Preparatory Course – Phase III (Online)	23TBST3	Rev.Sr.Dr.L.Vasanthi Medona Principal Dr.E.C.Punitha Dean and Associate Professor of English Dr.M.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
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Ms.C.Vennila Santha Ruby

Assistant Professor of English

Dr.M.Gnana Kamali

Assistant Professor of
Computer Science

Ms.E. Michael Jeya priya

Assistant Professor of
Biological Science

Ms.R.Bhuvaneswari

Assistant Professor of English

Ms.M.Ponmalar

Assistant Professor of
Computer Science

Dr.V.Lavanya

Assistant Professor of
Education

Dr.T.Jeya Selva Kumari

Assistant Professor of
Education

Ms.D. Chandra Prabha

Assistant Professor of English

Ms.V. Thangapushbam

Assistant Professor Education

2.	Social Skills (Offline)	23TBSSS	Dr.J.Maria Prema Assistant Professor of Education
3.	Mind Your Mind (Offline)	23TBSMM	Dr.R.Indra Mary Ezhilselvi Assistant Professor of Psychology

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 courses according to 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.

SCHEME OF EVALUATION FOR SELF STUDY COURSES

Max. Marks: 100

B.Ed. Programme

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

SCHEME OF EVALUATION FOR SELF STUDY COURSES

Max. Marks: 100

B.Ed. Programme

Course	Online Evaluation 1	Online Evaluation 2	Practicum	Offline Evaluation	Total Marks
1. Social Skills 2. Mind your Mind	Objective Type (MCQ)	Objective Type (MCQ)	Task Based	Objective Type (MCQ)	100
	25 marks	25 marks	25 marks	25 marks	
TET Preparatory Course - Phase III (Online)	Average of four Mastery Assessments (50 marks each – Objective Type Questions)				

SEMESTER – I

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):

SyllabusLink:

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
- தமிழ் - 6 - 10 வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (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 Pradeep Enterprises

- Mallika Badrinath. S (1992). 100 Rice delight, (Vegetarian). Pradeep 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 verses 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 manuresand compost(L3)
- selects suitable plants and crops for the organic garden(L4)
- recognizes organic methods of pest and disease management to minimize their impact onplants(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 typesand 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
- 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 - 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)
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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*.
- Krishnaswamy, *Teaching spoken English and communication skills*, T. R. Publications
- Meena Kukreja, *Life Skills*, Better yourself Books
- Narindu kumar, *Life skills the art & Living Useful arts*, Unistar Books
- 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>

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.

References:

- Stephen P. Robbins, Timothy A. Judge, Neharika Vohra(2021). *Organizational Behaviour*, 18th 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.pearsonhighered.com/assets/samplechapter/0/1/3/4/0134039912.pdf>
- <https://www.iedunote.com/motivation-theories>
- <https://old.amu.ac.in/emp/studym/99994745.pdf>
- <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>

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

~Jim Rohn

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SELF STUDY COURSES

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