



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 II & IV

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 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, 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.

SELF STUDY COURSES 2023 – 24

SECOND AND THIRD SEMESTERS

S.No	Name of the Self Study Course	Course Code	Course Designer and Mentor
Semester II			
1.	TET Preparatory Course Phase – II (Online)	23SBST2	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

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 of Education

2	Any one Online Course Swayam		Dr.M.Gnana Kamali Assistant Professor of Computer Science Ms. E.Michael Jeya Priya Assistant Professor of Biological Science Ms.M.Ponmalar Assistant Professor of Computer Science
3.	Interior Decoration (Offline)	23SBSID	Ms. E. Michael Jeya Priya Assistant Professor of Biological Science
4.	Data Communication and Networking (Offline)	23SBSDN	Dr. M.Gnana Kamali Assistant Professor of Computer Science
5.	Story Telling and Dramatization (Offline)	23SBSSD	Ms. R. Bhuvaneswari Assistant Professor of English Ms.D. Chandra Prabha Assistant Professor of English
Semester IV			
1.	TET Preparatory Course Phase – IV (offline)	23LBST2	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.EstherMaragatha Mani

Assistant Professor of Tamil

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

2.			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
	Any one Online Course Swayam		Dr.M.Gnana Kamali Assistant Professor of Computer Science Ms. E.Michael Jeya Priya Assistant Professor of Biological Science Ms.M.Ponmalar Assistant Professor of Computer Science
3.	Interior Decoration	22LBSID	Ms.E.Michael Jeya Priya

4.	(Offline)		Assistant Professor of Biological Science
	Entrepreneurship Skill Development (Offline)	22LBSES	Ms. S.Jebasheela Jenifer Assistant Professor of Physical Science
5.	Folk Artifacts (Offline)	22LBSFA	Ms.C.Deepa Assistant Professor of Education

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 2.Enhancing Students' Linguistic Competence 3.Organic Gardening for Beginners	Objective Type (MCQ)	Objective Type (MCQ)	Task Based	Objective Type (MCQ)	100
	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)				

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. Interior Decorations 2. Entrepreneurship Skill Development 3. Folk Artifacts	Objective Type (MCQ)	Objective Type (MCQ)	Task Based	Objective Type (MCQ)	100
	25 marks	25 marks	25 marks	25 marks	
1. TET Preparatory Course – Phase IV (Online)	Average of four Mastery Assessments (50 marks each – Objective Type Questions)				

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: TheSangam Age, The Post-Mauryan India, The Age of Empires: Guptasand 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
- தமிழ் - 6 - 10 வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (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.
- Noble, M. (2004). Designs and Motifs from India. Dover Publications.
- Mitton, M., Nystuen, C. (2016). Residential Interior Design: A Guide to Planning Spaces. Germany: Wiley.
- Pile, J. F. (2005). A History of Interior Design. United Kingdom
- Shea, L., Grimley, C., Love, M. (2013). The Interior Design Reference & Specification Book: Everything Interior Designers Need to Know Every Day. Rockport Publishers.
- <https://mindfulmantraembroidery.com/products/stick-and-stitch-designs-e-book-t-shirt-motifs>
- <https://isdi.in/blog/the-elements-and-principles-of-interior-design/>
- https://bharatskills.gov.in/pdf/E_Books/IDD_Volume_II_of_II_Theory.pdf
- <https://www.just.edu.jo/~arabed/assets/files/The-FundamentalsofInteriorDesign-ARCH593A.pdf>
- https://www.iiid.in/files/upload_pdf/IIID-Design-Handbook.pdf

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 – Multiplexing - 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.

References

- Computer Networks – Andrew S. (2010) Tanenbaum, 4th Edition, PHI.
- Data and Computer Communications, W. Stallings, (2012) Eight Edition, Pearson Education.
- Introduction to Data communication and networking“ – Behrouz Forouzan - Tata Mcgraw Hill 2nd Edition,2006
- <https://www.guru99.com/layers-of-osi-model.html>
- <https://www.google.com/search?client=firefox-d&q=TRANSMISSION+MEDIA>
- <https://www.geeksforgeeks.org/data-communication-definition-components-types-channels/>
- https://www.nios.ac.in/media/documents/330srsec/online_course_material_330/Theory/Lesson_05.pdf

- Douglas Comer, “Computer Networks and Internets”, 5th Edition, Prentice Hall, 2009.
- <https://www.tutorialspoint.com>
- <https://www.computerhope.com/jargon/e/email.htm>
- <https://www.quora.com>
- <https://www.webopedia.com>
<https://www.educba.com/computer-network-vs-data-communication/>
- [https://www.tvu.edu.in/wpcontent/uploads/2020/01/DCN_Notes_Final%20\(1\)_compressed.pdf](https://www.tvu.edu.in/wpcontent/uploads/2020/01/DCN_Notes_Final%20(1)_compressed.pdf)
- <https://www.hackingarticles.in>
- <https://techdifferences.com>
- <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, 3rd Edition. New York: Basic Books.
- Creative Learning. (2021). What are the key elements of drama?. The Grand Theatre Blackpool. Retrieved from: <https://blackpoolgrand.co.uk/what-are-the-key-elements-of-drama>

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 ,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: Guptas 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.
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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.

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.
- Noble, M. (2004). Designs and Motifs from India. Dover Publications.
- Mitton, M., Nystuen, C. (2016). Residential Interior Design: A Guide to Planning Spaces. Germany: Wiley.
- Pile, J. F. (2005). A History of Interior Design. United Kingdom
- Shea, L., Grimley, C., Love, M. (2013). The Interior Design Reference & Specification Book: Everything Interior Designers Need to Know Every Day. Rockport Publishers.
- <https://mindfulmantraembroidery.com/products/stick-and-stitch-designs-e-book-t-shirt-motifs>
- <https://isdi.in/blog/the-elements-and-principles-of-interior-design/>
- https://bharatskills.gov.in/pdf/E_Books/IDD_Volume_II_of_II_Theory.pdf
- <https://www.just.edu.jo/~arabed/assets/files/The-FundamentalsofInteriorDesign-ARCH593A.pdf>
- https://www.iiid.in/files/upload_pdf/IIID-Design-Handbook.pdf

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

- Charantimath, P.M. Entrepreneurship Development and Small Business Management, Person Education
- Desai Vasant, Fundamentals of Entrepreneurship and Small Business Management, Himalaya Publishing House.
- Gupta CB, Srinivasan NP, Entrepreneurship Development in India, Text & Cases, Sultan Chand & Sons, New Delhi.
- Entrepreneurship Development Skill vii.pdf
- <https://www.forbes.com/sites/ashleystahl/2023/04/07/5-emerging-entrepreneurship-trends/?sh=1a678b442260>
- <https://rishihood.edu.in/emerging-trends-in-entrepreneurship/>
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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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- Indian Folk and Tribal Painting - Gupta, C.S. 2008
- *Folk and Tribal Art - National Portal of India*
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- <https://www.india.gov.in/topics/art-culture>
- <http://ignca.nic.in>
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- <https://artandculturalaffairshry.gov.in/about-department/objectives-functions/>
- https://en.wikipedia.org/wiki/Folk_art

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

~Jim Rohn

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SELF STUDY COURSES

2023 - 24