



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 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.

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 are made compulsory for all the student teachers. They are awarded the certificates after their successful completion of the courses.

VALUE - ADDED COURSES 2023 - 24

FIRST AND THIRD SEMESTERS

S.No	Name of the Value-Added Courses	Course Code	Course Designers and Mentors
SEMESTER - I			
1.	Communicative English	23FBVCE	Dr.E.C.Punitha Dean and Associate Professor of English Ms.C.Vennila Santha Ruby Assistant Professor of English Ms.R. Bhuvanewari Assistant Professor of English Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science

			<p>Ms.C.Deepa Assistant Professor of Physical Science</p> <p>Ms.D. Chandra Prabha Assistant Professor of English</p>
2.	Social Etiquette	23FBVSE	<p>Dr.P.Johny Rose Librarian</p> <p>Ms.S.Arockia Reena Assistant Professor Mathematics</p> <p>Dr.V.Lavanya Assistant Professor of Education</p> <p>Dr.T.Jeya Selva Kumari Assistant Professor of Education</p> <p>Ms.V.Thanga Pushbam Assistant Professor of Education</p>
3.	Computer Fundamental and PC Software	23FBVCS	<p>Dr.M.Gnana Kamali Assistant Professor of Computer Science</p> <p>Ms.E. Michael Jeya priya Assistant Professor of Biological Science</p> <p>Ms.J.Rawoofu Nisha Assistant Professor of Mathematics</p>

			<p>Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science</p> <p>Dr.V.Jani Assistant Professor of Mathematics</p> <p>Ms.M. Ponmalar Assistant Professor of Computer Science</p>
--	--	--	---

SEMESTER - III (online)

1.	<p>Content Knowledge for Competitive Exam</p>	23TBVCE	<p>Dr.E.C.Punitha Dean and Associate Professor of English</p> <p>Dr.A.Jeya Sudha Assistant Professor of History</p> <p>Ms.S.Arockia Reena Assistant Professor Mathematics</p> <p>Dr.G.Esther Maragathamani Assistant Professor of Tamil</p> <p>Ms.C.Vennila Santha Ruby Assistant Professor of English</p> <p>Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science</p>
-----------	---	----------------	---

			<p>Ms. E.Michael Jeya Priya Assistant Professor of Biological Science</p> <p>Ms.M.Ponmalar Assistant Professor of Computer Science</p>
2.	Women Empowerment	23TBVWE	<p>Rev.Sr.L.Arul Suganthi Agnes Assistant Professor of Education</p> <p>Ms.C.Deepa Assistant Professor of Physical Science</p> <p>Dr.V.Lavanya Assistant Professor of Education</p> <p>Dr.T.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.

Semester - I

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,
- <https://www.guru99.com/excel-tutorials.html>
- <https://byjus.com/govt-exams/microsoft-powerpoint/>
- https://edu.gcfglobal.org/en/googleslides/?gclid=Cj0KCQjw3JanBhCPARIsAJpXTx5EUFyIQptsWDcrM07DYY8pr_7bIdczTnOxf4HGUFNQ3qc_H5BPE5caAgSwEALw_wcB#

Semester - III

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**