



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 II & IV

2023 - 24

About

St. Ignatius College of Education

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(VAC)

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

SECOND AND FOUR SEMESTERS

S.No	Name of the Value -Added Courses (With 30 Hours)	Course Code	Course Designers
SEMESTER – II			
1.	Yoga for Daily Life	23SBVYG	Dr.S.Josephine Physical Director
2.	e-content Development	23SBVEC	Ms.S.Jebasheela Jenifer Assistant Professor of Physical Science Ms.M.Ponmalar Assistant Professor of Computer Science Ms. D.Chandra Prabha

			Assistant Professor of English
3.	Activity Based Learning	23SBVAL	Ms. C.Vennila Shantha Ruby Assistant Professor of English Ms. R.Bhuvaneswari Assistant Professor of English Dr.V.Lavanya Assistant Professor of Education

SEMESTER -IV

1.	Workplace Wellness for Women	22LBVWW	Dr.A.Jeya Sudha Assistant Professor of History Dr.S.Josephine Physical Director Ms.R. Bhuvaneswari Assistant Professor of English
2.	Safety in Cyber Space	22LBVSC	Dr.M.Gnana Kamali Assistant Professor of Computer Science Ms.M.Ponmalar Assistant Professor of Computer Science Ms.V. Thanga Pushbam Assistant Professor of Education

3.	Interpersonal Relationship Management	22LBVRM	Dr.N.Theresita Shanthi Assistant Professor of Physical Science Dr.R.Indra Mary Ezhilselvi Controller of Examinations, Assistant Professor of Psychology Dr.P.Johnny Rose Librarian Ms.C.Deepa Assistant Professor of Education
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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 - II

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.

References:

- Georg Feuerstein (2002) The Yoga Tradition: Its History, Literature, Philosophy and Practice. Bhavana Books & Prints.
- Pandit Shambu Nath. (1988). Speaking of yoga: A practical guide to better living New Delhi: Sterling Publishes Private Limited.
- Rama, Swami (1992) Meditation and its practice. Honesdale : Himalayan International Institute of Yoga Science and Philosophy of USA
- SatyanandaSaraswati, Swami (1989). Asana, pranayama, mudra, bandha. Munger: Bihar School of Yoga
- Swami Sathiyanaanda Saraswathi. (1983). Dynamics of yoga. Bihar: Bihar School of Yoga
- The World Community Service Centre, (2019). Yoga Practices – 2 (Yogasanas) Vethathri Publications, Erode.

E - CONTENT DEVELOPMENT

Course Code: 23SBVEC

Course Learning Outcomes (CLOs)

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

References:

- 15 content formats proven to boost audience engagement (+ examples). (2020, February 4). OptinMonster.
- Authoring tools: Definition, types, uses, list and tips. (n.d.). Indeed Career Guide. Retrieved November 8, 2021,
- Canva. (n.d.). <https://www.canva.com/>
- E-content and open educational resources. (n.d.). Bethany Christian College of Teachers' Education. Retrieved November 8, 2021
- Elkins , D.et al. (2015). E-Learning Fundamentals: A Practical Guide.ATD
- E-resources. (n.d.). IGI Global. Retrieved November 8, 2021

- Interactive content creation with H5P. (n.d.). University of Toronto – Digital Learning Innovation. Retrieved November 8, 2021
- iSpring Free — The only course authoring tool that's really free. (n.d.). iSpring Solutions. Retrieved November 8, 2021
- Kumar, K.L. (2009). *Educational Technology*. New Age International (P) Ltd.
- PowerPoint Infographics template – Free download [Video]. (2019, April 16). YouTube.
- Rushby, N. et al. (n.d.) Wiley handbook of learning technology. WileyEducation

ACTIVITY BASED LEARNING

Course Code : 23SBVAL

Course Learning Outcomes (CLOs)

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.

References

- Activity Based Learning Methodology Can Bring Improvement in
Quality of Education in India Deepa Awasthi Research Scholar,
Department of Education, University of Lucknow.
- <https://isindexing.com/papers/1408534605.pdf>
https://en.wikipedia.org/wiki/Active_learning

<https://www.learnwareindia.com/blog/benefits-of-activity-based-learning>

- https://www.queensu.ca/teachingandlearning/modules/students/22_active_learning_strategies.html
- Evangelin (2009). Teaching of General English, Saratha Pathippagam.
- <https://www.twinkl.co.in/teaching-wiki/activity-based-curriculum>
- <https://teaching.berkeley.edu/active-learning-strategies> [last retrieved on 15th Dec. 2017.] 3. <http://www.usf.edu/atle/documents/handout-interactive-techniques.pdf> [last retrieved on 10th Dec. 2017.] 4. <http://www.doe.in.gov/sites/default/files/cte/active-learning-strategiesfinal.pdf>[last retrieved on 12th Dec. 2017.] 5. Active Learning in the College Classroom Jennifer L. Faust & Donald R. Paulson California State University, Los Angeles
- https://assets.publishing.service.gov.uk/media/58db95a3e5274a06b0000046/Report_1.pdf

SEMESTER -IV

WORKPLACE WELLNESS FOR WOMEN

Course Code: 22LBVWW

Course Learning Outcomes (CLOs)

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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- <https://blog.vantagecircle.com/women-in-the-workplace/>
- <https://www.betterup.com/blog/women-in-the-workplace>
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- <https://sites.rhodes.edu/counselingcenter/what-wellness-and-why-it-important>
- https://dglasli.gov.in/sites/default/files/2018-12/OSH_Gazette.pdf
- <https://labour.gov.in/sites/default/files/SafetyHealthandEnvironmentatWorkPlace.pdf>

SAFETY IN CYBER SPACE

Course Code: 22LBVSC

Course Learning Outcomes (CLOs)

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

- Mishra, R. C. (2012). Cyber Crime Impact in the New Millennium. Author Press.
- Belapure, S., Godbole, N. (2011). Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives .Wiley India.
- Oliver, H.A. (2001). Security in the Digital Age: Social Media Security Threats and Vulnerabilities. Create Space Independent Publishing Platform.
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- Kumar, K. Cyber Laws: Intellectual Property & E-Commerce Security .Dominant Publishers.
- Cole, E. ,Conley, R.K.J.W. Network Security Bible . (2nd ed.).Wiley India Pvt. Ltd.

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- <https://intellipaat.com/blog/what-is-cyber-safety/>
- <https://cbseacademic.nic.in>

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

References

- Stephen P. Robbins, Timothy A. Judge, Neharika Vohra(2021), Organizational Behaviour, 18th edition, ISBN 978-93-530-6703-8, Pearson India Education Services
- Nyla R. Branscombe, Robert A. Baron, Preeti Kapur (2021), Social Psychology, 14th edition, ISBN 978-93-325-8611-6, Pearson India Education Services.
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- <https://www.verywellmind.com/how-to-maintain-interpersonal-relationships-5204856>
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**"The future belongs to those who
prepare for it today"**

~ Malcolm X

**Value Added Courses
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