



ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
ACCREDITED BY NAAC WITH "A" GRADE (SECOND CYCLE)
AFFILIATED TO TNTEU, CHENNAI
PALAYAMKOTTAI, TIRUNELVELI-627002,
TAMILNADU, INDIA

Value - Added Courses

Brochure

2022- 2023

**"The best way to predict
your future is to create it."**

**Value Added Courses
2022 – 2023**

About St. Ignatius College of Education

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.

Course Introduction

Value – Added Courses (VACs) inculcate an urge amongst the student teachers and position them to turn into flamboyant professional on the latest trends and rally the technical skills in advanced manner. The institution has offered enough value added courses where in the student teachers are getting trained well and enable them to face the formidable challenges of the future. It provides training and guidance to the students on the various aspects of building a career and to assist them in exploring new opportunities.

The course focuses on

- Communication skill
- Interpersonal skill
- Leadership skill
- Time management
- Digital Enhancement
- Personality Development

To enhance the potentiality and Employability of the student teachers, VACs are mandatory during the Second and Fourth Semester.

**VALUE – ADDED COURSES:
SECOND SEMESTER & FOURTH SEMESTER (2022-2023)**

S.NO	Name of the value-added courses (with more than 30 contact hours)	Course Code	Course Designers & Mentors
SECOND SEMESTER			
1	Social Etiquette	22SBVSE	<p>1. Ms. E. Michael Jeya Priya, <i>Assistant Professor of Biological Science</i></p> <p>2. Ms. S. Jebasheela Jenifer, <i>Assistant Professor of Physical Science</i></p> <p>3. Ms. C. Deepa, <i>Assistant Professor of Physical Science</i></p> <p>4. Dr. J. Udhayarani, <i>Assistant Professor of Education</i></p>
2	E-Content Development	22SBVED	<p>1. Ms. C. Stella Rajakumari, <i>Assistant Professor of Mathematics</i></p> <p>2. Dr. V. Jani, <i>Assistant Professor of Mathematics</i></p> <p>3. Ms. C. Rajeswari, <i>Assistant Professor of English</i></p> <p>4. Ms. M. Ponmalar, <i>Assistant Professor of Computer Science</i></p>
3	Activity Based Learning	22SBVAB	<p>1. Ms. C. Vennila Santha Ruby, <i>Assistant Professor of English</i></p> <p>2. Ms. A. Lilly Maria Praveena, <i>Assistant Professor of Psychology</i></p> <p>3. Ms. R. Bhuvaneswari, <i>Assistant Professor of English</i></p> <p>4. Dr. V. Lavanya, <i>Assistant Professor of Education</i></p>

VALUE – ADDED COURSES: SECOND SEMESTER & FOURTH SEMESTER (2022-2023)

S.NO	Name of the value-added courses (with more than 30 contact hours)	Course Code	Course Designers & Mentors
FOURTH SEMESTER			
1	Interpersonal Relationship Management	21LBVIR	1. Dr. R. Indra Mary Ezhilselvi, <i>Assistant Professor of Psychology</i> 2. Dr. J. Maria Prema, <i>Assistant Professor of Education</i>
2	Workplace Wellness for Women	21LBVWW	1. Dr. A. Jeya Sudha, <i>Assistant Professor of History</i> 2. Dr. S. Josephine, <i>Director of Physical Education</i>
3	Safety in Cyber Space	21LBVCY	Ms. M. Ponmalar, <i>Assistant Professor of Computer Science</i> 2. Dr. J. Udhayarani, <i>Assistant Professor of Education</i>

Guidelines for value-added courses:

1. Value-added courses are mandatory for all the student teachers
2. The duration of each value-added courses is more than 30 contact hours
3. Classes for the value - added courses will be conducted by the respective mentors
 - During 8.30 am- 9.30 am for Second Semester Student teachers
 - During alternative Saturdays from 1.30 pm to 4.30 pm for Fourth Semester Student teachers
4. 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

Course Learning Outcomes (CLO s)

The student teacher

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

Unit- I - Etiquette

Etiquette - Meaning, its Need and Types of Etiquettes- Social, Meeting, Eating, Telephone, and Interview-Basic rules of social etiquette -3 Rs of etiquette.

Unit- II - Personal Etiquette

Social grace-meaning and importance – Basic good manners- verbal and non-verbal- greetings- respecting and acknowledging one another- Introducing oneself and others.

Unit- III - Social Etiquette

Etiquette in work place and public places- being punctual- Developing social courtesy- Manners relating to hygiene (personal & public) - Dining etiquette- Dressing etiquette- Drive etiquette.

Unit- IV - Interpersonal Etiquette

Courteous communication- Telephone etiquette- Netiquette- Negotiating skills- Conflict resolution with peers and superiors- Expressing grievance and condolences.

Unit- V - Communication Etiquette

Courteous communication- Telephone etiquette- Netiquette- Negotiating skills- Conflict resolution with peers and superiors- Expressing grievance and condolences.

References:

- <https://lacountylibrary.org/wp-content/uploads/2020/04/DIY-Library-Program-Adult-101-Social-Etiquette.pdf>
- https://s7d2.scene7.com/is/content/ritzcarlton/Social_Skills_and_Etiquettepdf
- https://www.researchgate.net/publication/267477806_Role_of_Etiquette_and_Manners_in_Communication
- <https://www.pearsonhighered.com/assets/samplechapter/0/1/3/4/0134880102.pdf>
- <https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/verbal-and-nonverbal-communication/>

E- Content Development-22SBVE

Course Learning Outcomes (CLO s)

The student teacher

1. identifies the formats of e-content (L1)
2. understands the objectives of e-content development (L2)
3. examines the features of e-content authoring tools (L3)
4. integrates the presentation tools in the e-content development (L4)
5. reviews the content creation tools (L5)
6. creates an E-Content (L6)

Unit- I - Introduction to E-Content

Digital Learning Resources -E-Content: Meaning, Need and Importance- Types of E-content- E- Content Tools:freeware, Open Source, Proprietary, public domain software Tools- Roles and responsibilities of E- Content writer

Unit- II - Designing and Development of E-content

E-content development: Meaning, Objectives, Need and UGC Guidelines- Four Quadrant Approach of E-content development - Developing e-content: Basic Steps, Stages: Scripting of E- Content -Phases of E-Content Development: ADDIE model (Instructional design)

Unit- III - E- Content Authoring Tools

Authoring Tools: Meaning- Need and Importance- Features –Types- Survey Tools: Need, Importance- Free Survey Tools- Animation Tools -Graphic Editing Tools

Unit - IV - Interactive Content Creation Tools

Infographic and Chart Maker Tools- Powerpoint Presentation Tools- Media Integration Tools- Creating Interactive lessons using TED-ED- Adding Apps in Canvas and Creating Qizzes

Unit- V- Audio & Video Content Creation Tools

Podcast in Education – Steps involved in creating Podcast- Audacity- Importing Audio from Audacity- Audacity Tools and features- Play back Controls in Audacity- Screen Recorders- Open Source Video Editor- Video Editing Techniques

References:

- Kumar, K.L. (2009). Educational Technology. New Age International (P) Ltd.
- Elkins , D.et al. (2015). E-Learning Fundamentals: A Practical Guide.ATD
- Rushby, N. et al. (n.d.) Wiley handbook of learning technology. WileyEducation
- ggUnit-8.pdf - Google Drive
- 15 Content Formats Proven to Boost Audience Engagement (+ Examples)
- (optinmonster.com)
- What is E-Resources | IGI Global (igi-global.com)
- Authoring Tools: Definition, Types, Uses, List And Tips | Indeed.com India
- E-content and open educational resources - Bethany Christian College of Teachers'
- Education (google.com)
- www.canva.com
- Interactive Content Creation with H5P | University of Toronto – Digital Learning
- Innovation (utoronto.ca)
- PowerPoint Infographics template - Free download - YouTube
- iSpring Free — The Only Course Authoring Tool That’s Really Free
- (ispringsolutions.com)

Activity Based Learning-22SBVAB

Course Learning Outcomes (CLO s)

The student teacher

1. ensures quality in Education
2. ensure children’s participation
3. infuse self-confidence and Self reliance
4. study the evaluation procedure of the activity
5. identify the technical and professional competency that the students can learn to activity based learning

Unit- I - Introduction

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

Unit- II - Learning Strategies

Card Ladder – LOGOS and Grouping charts. Types of ABL: students – centric approach – Teacher – centric approach

Unit- III -Classroom Processes

Preparing the classroom for ABL - Restructure of ABL – Assessment Techniques: Achievement chart

Unit –IV- Activities Included in Learning Process

Dramatization – Quizzes – Group discussions – role-play – Brainstorming – Problem solving – Debate – field work – Discovery learning – project –concept mapping

Unit-V- Strategies for Active Learning

Strategies for promote learning Activating, Inferring, Monitoring, Clarifying, summarizing, searching-selecting, questing Visual organizing - Active Learning by thinking discussing, investigating, creating - Activity based curriculum - Benefits of activity Based Learning – Evaluation of ABL

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

4TH SEMESTER

Interpersonal Relationship Management-21LBVIR

Course Learning Outcomes (CLO s)

The student teacher

1. recognizes the basic principles of interpersonal skills (L1)
2. identifies the elements and factors influencing interpersonal relationship (L2)
3. examines the stages of relationship in accordance with real life situations (L3)
4. analyzes the different forms of Interpersonal Relationship (L4)
5. criticizes theories of Interpersonal relationship based on applicability (L5)
6. formulates plan to manage Interpersonal Relationship (L6)

Unit- I - Introduction

Understanding interpersonal relationship-Inter & intrapersonal relationship-Importance of interpersonal skills-The role of intrapersonal and interpersonal competencies in student success

Unit- II - Elements & factors influencing interpersonal relationship

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

Unit- III - Forms of interpersonal relationship

Team, Workplace, Marital, Parent-child, Friends, Family and Social groups

Unit- IV - Theories of interpersonal relationship

Social Exchange Theory-Uncertainty Reductions Theory-Attachment Theory-Equity Theory

Unit- V - Interpersonal relationship tools & skills

Tips to Improve Interpersonal Relations-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.

- <https://www.verywellmind.com/how-to-maintain-interpersonal-relationships-5204856>
- <https://www.acui.org/resources/bulletin/bulletin-detail/2017/09/19/intra--and-interpersonal-competencies>
- <https://www.managementstudyguide.com/interpersonal-relationship-model.htm>
- <https://www.communicationtheory.org/knapps-relationship-model/>
- <https://www.managementstudyguide.com/interpersonal-relationship-theories.htm>
- <https://www.skillsyouneed.com/ips/relationship-conflict.html>

Workplace Wellness for Women-21LBVWW

Course Learning Outcomes (CLO s)

The student teacher

1. describes the need and significance of workplace wellness (L1)
2. summarizes the challenges of women in workplace (L2)
3. classifies the various wellness strategies for psychological wellbeing (L3)
4. analyses the constitutional provisions for women empowerment (L4)
5. evaluates the acts related to workplace wellness for women (L5)
6. compiles the wellness strategies of working women (L6)

Unit - I - 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

Importance – Components - 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 (e), Article 243 D (3) and Article 243 T (3), Article 243 D (4) T(4)

Unit – IV - Legal Security

The Employees State Insurance Act, 1948, The Maternity Benefit Act, 1961, The Equal Remuneration Act, 1976

References:

- Khan, H. (2021). Wellness and Work: Redefining Strategies for Women as Workplaces and Economies Evolve. Toronto, Ontario, Canada.
- <https://www.hirect.in/blog/what-is-workplace-wellness/>
- https://www.legalserviceindia.com/helpline/woman_rights.htm
- <https://blog.vantagecircle.com/women-in-the-workplace/>
- <https://www.betterup.com/blog/women-in-the-workplace>
- <https://core.ac.uk/download/pdf/144775048.pdf>
- https://www.researchgate.net/publication/317953518_Psychological_Well-being_of_Working_Women
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6058447/>

Safety in Cyber Space-21LBVCY

Course Learning Outcomes (CLO s)

The student teacher

1. understands the origin and development of cyber space
2. develops a deeper understanding and familiarity with social media and its security
3. awares about Data Privacy and Data Security
4. critically analyses the complicated issues in enforcing Intellectual Property Rights in Cyberspace
5. acquires the knowledge about Cybercrime and Cyber law (L3)

Unit – I - Overview of Cyberspace

Introduction: understand cyber space, Regulation of cyberspace, social media in cyber space, advantages, disadvantages, Basics of internet, www, http, html, DNS, IP Address. Social media privacy and security issues.

Unit – II - Social Media Overview and Security

Introduction: -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

Introduction 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

Introduction to 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 .Auther 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.
- Elias, M. Awad,E.M. Electronic Commerce .Prentice Hall of India Pvt Ltd.
- 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.
- <https://gca.isa.org/blog/the-connection-between-cybersecurity-and-safety>
- <https://www.kaspersky.co.in/resource-center/definitions/what-is-cyber-security>
- <https://www.ready.gov/cybersecurity#:~:text=Protect%20your%20home%20and%20For,statements%20and%20credit%20reports%20regularly.>
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