CRITERION I

CURRICULAR ASPECTS

1.2: Academic Flexibility

1.2.2: Average Number of Value-added courses offered during the last five years

Brochure and course content along with CLOs of value-added courses
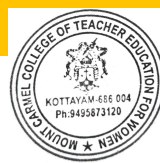
VALUE ADDED COURSES

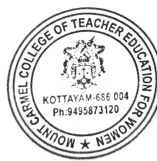## 2022 - 2023

COURSES OFFERED:

- Arts & Craft
- Fabrication of Ecofriendly Products
- Yoga & Fitness
- Tailoring & Embroidery
- Communicative English
- Understanding India
- Digital Skills for Prospective Teachers

CERTIFICATE COURSE

IN

Arts and Craft

SYLLABUS FOR VALUE ADDED COURSE

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN,

KOTTAYAM

Syllabus for Arts and Craft

Contact Hours: 30

Course Code : VAC1

Course Overview

This course introduces B.Ed. students to the principles and practices of arts and crafts. It focuses on developing creative skills, understanding the educational value of arts and integrating arts and crafts into various subjects to enhance student engagement and learning.

Course Objectives

On the completion of the course, the prospective teachers would be able to:

1. Understand the importance of arts and crafts in education
2. Develop practical skills in various art forms and craft techniques
3. Learn to integrate arts and crafts into the curriculum
4. Foster creativity and critical thinking in students
5. Use arts and crafts as tools for inclusive education and cultural awareness

Course Outcome (CO)

1. Develop an understanding and appreciation of various art forms and craft techniques
2. Recognize the cultural and historical significance of arts and crafts in education
3. Acquire basic skills in various arts and crafts, including drawing, painting, sculpture, and textile arts
4. Demonstrate proficiency in using different tools and materials for creating art and craft projects
5. Enhance creativity and innovation in expressing ideas through arts and craft
6. Integrate arts and craft into the teaching-learning process to make learning more engaging and effective
7. Develop the ability to critique and reflect on one's own work and the work of others
8. Apply arts and crafts techniques to create an inclusive classroom environment that supports diverse learning needs
9. Reflect on the role of arts and crafts in lifelong learning and professional development

Unit 1- Introduction to Arts and Craft in Education

Role of arts and craft in education, Arts education theories and philosophies, History of arts and craft in education, Cultural significance of different art forms. Pre-Historic Paintings. Special characteristics of Ajanta & Mughal Paintings
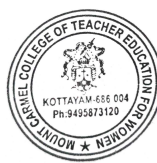
Unit 2- Basic Techniques and Materials

Basic drawing techniques, Introduction to different painting mediums (watercolor, acrylic, oil). Material used in paintings and its techniques. Craft Techniques Paper crafts: (Origami, paper mâché), Textile crafts: Weaving, embroidery, Clay modeling), Painting on different media (Pot painting, Fabric painting, Glass painting, Oil painting, spray painting)

Unit 3- Integrating Arts and Crafts into the Curriculum

Incorporating arts into language arts, social studies, science and maths. Project-based learning and thematic units. Fostering Creativity in the Classroom Designing and implementing a classroom arts project, Collaborative art projects and exhibitions

**Unit 4- Enhancing Creativity and Critical Thinking**

Techniques to encourage creative thinking. Analyzing and interpreting artworks. Creating a supportive environment for artistic expression. Flower Making**,** (Beads Flower, Stocking Cloth Flower, Pista Nut Shell flower, Crystal Flower), Modern Craft (Floral arrangement, Doll making, Clay modelling, Bottle art) Assessing student artwork and creativity

Unit 5- Inclusive and Multicultural Education through Arts

Exploring art from different cultures, Promoting cultural awareness and appreciation through arts. Using art to develop problem-solving skills. Adapting arts activities for diverse learners. Using arts to support students with special needs
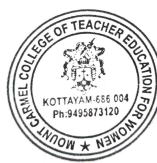
Recommended Resources

- Books, articles and online resources on arts education
- Art supplies and materials for practical sessions
- Access to art studios or craft rooms
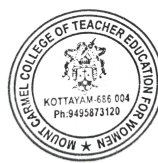
CERTIFICATE COURSE

IN

Tailoring and Embroidery

SYLLABUS FOR VALUE ADDED COURSE

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION

FOR WOMEN, KOTTAYAM

DETAILED SYLLABUS

Syllabus for Tailoring and Embroidery

Contact Hours: 30

Course Code : VAC2

Course Overview

Course Overview

This course introduces B.Ed. students to the principles and practices of tailoring and embroidery. It focuses on developing practical skills, understanding the educational value of these crafts and learning how to integrate them into teaching to enhance creativity and vocational training

Course Objectives

On the completion of the course, the prospective teachers would be able to:

1. Understand the importance of tailoring and embroidery in education
2. Develop practical skills in basic and advanced tailoring and embroidery techniques
3. Learn to integrate tailoring and embroidery into the curriculum
4. Foster creativity and vocational skills in students

Course Outcome (CO)

1. Develop proficiency in basic and advanced techniques of tailoring, including pattern making, garment construction and alteration
2. Acquire expertise in various embroidery stitches, designs and their applications on different fabrics
3. Ability to conceptualize and create original designs for garments and embroidery projects
4. Knowledge of different types of fabrics, their characteristics and suitability for various tailoring and embroidery projects
5. Appreciation of the cultural and historical significance of various embroidery styles and traditional garment making techniques

Unit 1- Introduction to Tailoring and Embroidery in Education

History and cultural significance of tailoring and embroidery. Understanding fabrics and materials. Introduction, tools and supplies, Basic Embroidery Techniques, Do's and don'ts of Hand Embroidery. Tools and Equipment used in tailoring
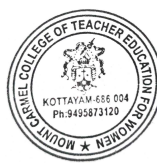
Unit 2- Basic Tailoring Techniques

Description of various tools used in tailoring - Drafting tools: - Cutting Tools: - Stitching tools. Machine Operation -Different parts of machine and their functions. - Safety precautions - Proper maintenance and oiling, Sewing Basics Basic stitches: satin stitch, chain stitch, French knots

Unit 3- Advanced Tailoring Techniques

Garment Construction (Measuring and cutting fabric. Sewing seams and finishing edges) Pattern Making and Alterations Creating and using sewing patterns. Basic alterations and adjustments for fit. Hand stitches - Machine stitches - Decorative stitches

Unit 4- Advanced Embroidery Techniques

Tools and materials for embroidery, Hand Embroidery Designing and transferring patterns onto fabric. Combining stitches to create textures and designs. Machine Embroidery- Cording, Running, Round, Long and Short, Satin, Twine Cording, Quilting Work

Unit 5- Integrating Tailoring and Embroidery into the Curriculum

Incorporating tailoring and embroidery into various subjects. Designing and implementing a classroom tailoring or embroidery project. Collaborative projects and exhibitions. Organizing sewing and embroidery clubs. Engaging parents and community in craft education

Recommended Resources

- Books, articles, and online resources on tailoring and embroidery
- Sewing machines, embroidery hoops, needles, threads, and fabrics
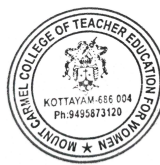- Access to sewing and embroidery studios or workshops
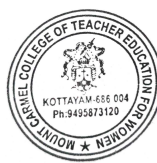
CERTIFICATE COURSE

IN

Communicative English

SYLLABUS FOR VALUE ADDED COURSE

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN,KOTTAYAM

DETAILED SYLLABUS

Syllabus for Communicative English

Contact Hours: 32

Course Code : VAC3

Course Overview

This course introduces B.Ed. students to the principles and practices of Communicative English. It focuses on improving proficiency in English language skills, Enhance ability to engage in effective oral and written communication, develop greater confidence in public speaking and presentations and improve listening and comprehension skills

Course Objectives

On the completion of the course, the prospective teachers would be able to:

1. To develop students' ability to communicate effectively in English
2. To enhance listening, speaking, reading, and writing skills
3. To build confidence in using English in various academic and professional contexts
4. To familiarize students with different forms of communication

Course Outcomes (CO)

1. Develop the ability to communicate effectively and confidently in various real-life situations using appropriate vocabulary and grammar
2. Improve listening comprehension skills to understand spoken English in different accents and contexts
3. Enhance reading skills to comprehend and analyze various types of texts, including academic and literary materials
4. Gain competence in writing coherent and well-structured essays, reports and other forms of written communication
5. Develop skills in initiating and maintaining conversations, discussions and debates in English
6. Acquire skills to prepare and deliver effective presentations, including organizing content, using visual aids, and engaging the audience
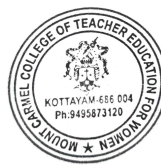
7. Develop the ability to critically analyze information and express informed opinions in English

8. Gain awareness and sensitivity to cultural differences and norms in communication through English

9. Prepare for professional contexts by learning formal communication skills such as writing formal letters, emails and participating in interviews

Unit 1- Basics of Communication (6 hours)

Definition and Importance of Communication**,** Process of Communication**,** Barriers to Effective Communication**,** Verbal and Non-verbal Communication

Unit 2: Listening Skills (6 hours)

Importance of Listening in Communication, Types of Listening, Barriers to Effective Listening, Techniques for Active Listening

Unit 3: Speaking Skills (8 hours)

Phonetics and Pronunciation, Vocabulary Building, Fluency and Accuracy, Public Speaking and Presentation Skills, Group Discussions and Debates

Unit 4: Reading and Writing Skills (12 hours)

Strategies for Effective Reading, Skimming and Scanning, Critical Reading and Analysis, Reading Comprehension, Sentence Structure and Paragraph Writing, Essay Writing, Report and Letter Writing, Email Etiquette, Creative Writing

Unit 5: Practical Applications (6 hours)

Role Plays and Simulations**,** Interviews and Mock Interviews**,** Presentation Techniques**,** Use of Technology in Communication

Assessment:

- Continuous Assessment through Assignments and Participation (40%)
- Mid-term and Final Examinations (60%)

**Recommended Reading:**

1. "English Grammar in Use" by Raymond Murphy
2. "Communicative English for Professional Courses" by Nira Konar
3. "Effective Communication Skills" by MTD Training
4. "Listening and Speaking" by J. Michael O'Malley
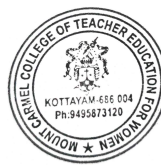
CERTIFICATE COURSE

IN

Fabrication of Eco Friendly Products

SYLLABUS FOR VALUE ADDED COURSE

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN,KOTTAYAM
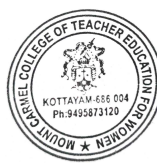
DETAILED SYLLABUS

Syllabus for Fabrication of Eco Friendly Products

Contact Hours: 32

Course Code : VAC4

Course Overview

This course aims to equip B.Ed. students with the knowledge and skills to create eco-friendly products through hands-on fabrication techniques. Students would be enabled to explore sustainable materials, design principles and practical applications in an educational context.

Course Objectives

*On the completion of the course, the prospective teachers would be able to:*

1. Understand the principles of eco-friendly product design
2. Learn fabrication techniques using sustainable materials
3. Develop skills in designing and prototyping eco-friendly products
4. Explore the educational implications of eco-friendly practices
5. Foster creativity and innovation through practical projects

Course Outcome (CO)

1. Recall the principles of eco-friendly product fabrication and identify materials suitable for eco-friendly products
2. Explain the importance of sustainability in product design and summarize the lifecycle analysis of eco-friendly products
3. Compare the environmental impact of eco-friendly products with conventional products
4. Evaluate the effectiveness of different fabrication techniques in reducing carbon footprint
5. Assess the market feasibility of eco-friendly products
6. Design innovative eco-friendly products that address specific environmental challenges
7. Develop their creativity and innovation skills by designing and creating unique eco-friendly products
8. Incorporate eco-friendly practices into their future teaching careers, fostering a culture of sustainability in education
9. Promote sustainable practices and educate others on the benefits of using eco-friendly products

Unit 1- Introduction to Eco-friendly Products

Meaning, definition and Importance of eco-friendly products in education, Case studies and examples of successful eco-friendly products, Types of sustainable materials (e.g.,
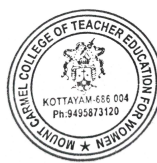
bamboo, recycled plastics, organic fabrics), properties and characteristics of eco-friendly materials, sourcing and availability of sustainable materials

Unit 2- Fabrication Techniques

Introduction to basic fabrication tools and equipment, Hands-on workshops on fabrication techniques (e.g., 3D printing, woodworking), Safety guidelines and best practices in fabrication

Unit 3- Environment Friendly Products

Hands-on training on preparation of Paper Bag, Bamboo Decorations, Cloth napkin, Door Mat, Cloth bag, Design thinking and its application to eco-friendly product design. Design principles for minimizing environmental impact

## Unit 4- Educational Applications

Integrating eco-friendly product fabrication into educational settings, Creating lesson plans and educational resources, Collaborative projects with schools or community organizations

Unit 5- Sustainability and Ethical Considerations

Ethical considerations in eco-friendly product fabrication, Environmental regulations and certifications, Sustainable business practices and entrepreneurship opportunities, Collaborative projects with schools or community organizations, Peer evaluation and feedback, Reflection on learning outcomes and future applications

Recommended Resources:

- Textbooks and articles on eco-friendly design and fabrication
- Online platforms for sourcing sustainable materials
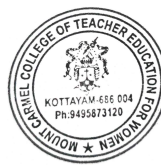- Guest lecturers from industry experts and practitioners
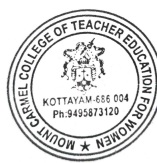
CERTIFICATE COURSE

IN

Yoga and Fitness

SYLLABUS FOR VALUE ADDED COURSE

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN,

KOTTAYAM

DETAILED SYLLABUS

Syllabus for Yoga, Fitness and Aerobics

Contact Hours: 30

Course Code : VAC5

Course Overview

This course aims to introduce B.Ed. students to the principles of yoga, fitness and aerobics, emphasizing their role in promoting physical and mental well-being. Students will engage in practical sessions, theoretical study and educational applications to integrate these practices into educational contexts

Course Objectives

On the completion of the course, the prospective teachers would be able to:

1. Understand the foundational principles of yoga, fitness and aerobics
2. Develop practical skills in performing yoga asanas, fitness exercises, and aerobics routines
3. Explore the physiological and psychological benefits of these practices
4. Learn to design and implement yoga, fitness, and aerobics sessions in educational settings
5. Reflect on personal well-being and professional development through these practices

Course Outcome (CO)

1. Remember and Recall list out the fundamental principles and concepts of yoga, fitness and aerobics and various yoga postures, fitness exercises and aerobic routines
2. Describe the physiological and psychological effects of regular practice of yoga and aerobics
3. Apply knowledge of proper techniques to ensure safety and maximize benefits during physical activities
4. Analyze the impact of yoga, fitness, and aerobics on overall health and well-being
5. Assess the effectiveness of various yoga and aerobic routines in improving physical fitness and mental health
6. Evaluate personal fitness levels and design a customized yoga and aerobic routine to meet individual goals
7. Develop a comprehensive fitness plan that integrates yoga, fitness exercises, and aerobics for students
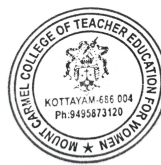
Unit 1- Introduction to Yoga, Fitness and Aerobics

History and philosophy of yoga, Fitness and Aerobics, Basic yoga postures (asanas) and their benefits, General guidelines for yoga practices. Warming – up exercises, Suryanamaskar, Breathing techniques (pranayama) and relaxation exercises, Yoga sequences for flexibility, strength, and balance, Meditation and mindfulness practices, International Yoga day and Common yoga protocol.

Unit 2- Concepts and Techniques of Yoga, Fitness and Aerobics

Common guidelines for asana (Sarvangasana, Savasana, Bhujangasana, Makarasana, Halasana, Salabhasana, Pawanmukthasana, Dhuanurasana, Pascimotanasana, Chakrasana, Viparitakarani, ArthaMatsyendrasana, Tadasana and Trikonasana), Fitness assessment techniques, Introduction to aerobic exercise and its benefits, Aerobic dance routines and choreography, Safety guidelines and precautions in aerobic workouts, Common guidelines for Pranayama

Unit 3- Integrating Yoga, Fitness and Aerobics in Education

Educational theories supporting physical activity in schools, creating lesson plans integrating yoga, fitness and aerobics, Addressing diverse learner needs through adaptive practices

**Unit 4- Professional Development and Career Opportunities**

Role of physical education and wellness in education, Professional certifications and continuing education options. Career pathways in fitness instruction and wellness coaching, Designing and presenting a comprehensive fitness program

Unit 5- Practical Sessions and Workshop

Bandhas, Kriyas and Mudras, Hands-on practice of yoga asanas, fitness exercises, and aerobic routines, Peer teaching and feedback sessions, Reflective journaling on personal experiences and progress, Evaluation of peers' fitness routines and programs, Final reflections on learning outcomes and future goals

Recommended Resources:

- Textbooks and research articles on yoga, fitness and aerobic exercise
- Online resources for yoga sequences, fitness workouts and aerobic routines
- Guest speakers from fitness industry professionals and wellness experts
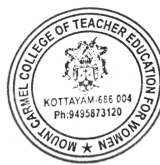
CERTIFICATE COURSE

IN

Digital Skills for Prospective Teacher

SYLLABUS FOR VALUE ADDED COURSE

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN,

KOTTAYAM
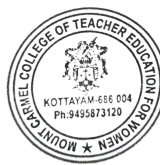
DETAILED SYLLABUS

Syllabus for Digital Skills for Prospective Teacher

Contact Hours: 32

Course Code : VAC6

Course Overview:

This course aims to empower B.Ed. students with the knowledge and skills necessary to utilize digital tools and technologies in educational contexts. Students will explore various digital resources, learn to create engaging digital content, and understand the implications of technology on teaching and learning

Course Objectives

On the completion *of the course, the prospective teachers would be able to:*

1. Understand the importance of digital literacy and its impact on education
2. Develop proficiency in using educational technologies for instruction and assessment
3. Explore digital content creation tools and techniques
4. Foster critical thinking and digital citizenship among students
5. Reflect on ethical considerations and best practices in using technology in education

Course Outcome (CO)

1. Recall digital tools and resources relevant to teaching practices and List key features of educational technology platforms.
2. Explain the importance of integrating digital skills in modern teaching methodologies
3. Interpret how digital literacy enhances student engagement and learning outcomes
4. Demonstrate proficiency in using various educational software and tools for lesson planning
5. Implement digital strategies to create interactive learning environments
6. Evaluate the effectiveness of different digital tools in achieving educational goals
7. Compare and contrast various digital resources for their suitability in different teaching contexts
8. Assess the impact of digital skills on student motivation and academic performance
9. Develop digital learning resources tailored to diverse student needs and learning styles.
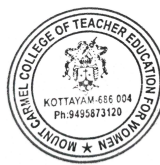
Unit 1- Introduction to Digital Skills for Teachers

Definition of digital literacy and its relevance in education, Historical context and evolution of technology in education, Current trends and emerging technologies in the educational landscape

Unit 2- Essential Digital Tools for Educators

Learning management systems (LMS) and classroom management software, Productivity tools (e.g., Google Workspace, Microsoft Office 365), Collaboration platforms and communication tools (e.g., Zoom, Microsoft Teams) Design principles for creating engaging digital content, Multimedia tools for content creation (e.g., video editing, graphic design), Copyright and fair use guidelines for digital content

Unit 3- Integrating Technology into Instruction

Pedagogical strategies for effective technology integration, using digital resources for differentiated instruction, Flipped classroom models and blended learning approaches

Unit 4- Integrating Technology into Instruction

Digital assessment tools and platforms**,** providing timely and constructive feedback electronically**,** Data-driven decision-making in educational settings**,** Teaching students about responsible online behavior**,** Cyber security awareness and privacy considerations, Addressing digital divide and equity issues in technology access

Unit 5- Professional Development and Lifelong Learning

Personal learning networks (PLNs) and online communities for educators, Continuous professional development through online courses and webinars, staying updated with technology trends and innovations in education, developing digital portfolios showcasing educational technology competencies
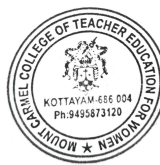
Recommended Resources:

- Textbooks and articles on educational technology and digital literacy
- Online tutorials and guides for specific digital tools and platforms
- Webinars and workshops by educational technology experts
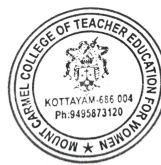
CERTIFICATE COURSE

IN

Understanding India

SYLLABUS FOR VALUE ADDED COURSE

DETAILED SYLLABUS

Syllabus for Understanding India

Contact Hours: 30

Course Code : VAC7

Course Overview:

This course aims to provide B.Ed. students with a comprehensive understanding of India's diverse cultural, historical, geographical and social dimensions. Through interdisciplinary study, students will gain insights into India's heritage, contemporary issues and their implications for education.

Course Objectives

*On the* completion *of the course, the prospective teachers would be able to:*

1. Explore the cultural diversity and heritage of India
2. Examine key historical events and their impact on India's development
3. Understand the geographical features and regional diversity of India
4. Analyze social issues and challenges facing modern India
5. Reflect on the implications of India's diversity in educational contexts

Course Outcome (CO)

1. Recall digital tools and resources relevant to teaching practices and List key features of educational technology platforms
2. Interpret how digital literacy enhances student engagement and learning outcomes
3. Implement digital strategies to create interactive learning environments
4. Compare and contrast various digital resources for their suitability in different teaching contexts
5. Critique digital content for accuracy, relevance, and educational value.
6. Assess the impact of digital skills on student motivation and academic performance
7. Develop digital learning resources tailored to diverse student needs and learning styles

Unit 1- Introduction to Indian Culture and Heritage

Diversity of languages, religions, arts and traditions, Major cultural festivals and celebrations, Impact of Indian culture on global perspectives Ancient civilizations: Indus
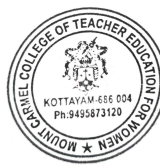
Valley Civilization, Vedic period, Medieval India, Modern India, Independence movement, post-independence era

Unit 2- Geographical Features and Regional Diversity

Physical geography: Himalayas, rivers, climate zones, Diversity in flora and fauna, Regional cultures and traditions across India's states and union territories

Unit 3- Social Issues in Contemporary India

Socio-economic disparities: poverty, education, healthcare**,** Caste system and its implications**,** Gender issues and women empowerment initiatives**,** Constitutional framework and democratic institutions**,** Role of local governance: Panchayati Raj system**,** Challenges and reforms in Indian politics

## Unit 4- Education in India: Issues and Innovations

Evolution of education system in India, Challenges in education: access, quality, equity, Innovations and reforms in educational policies and practices

Unit 5- Cultural and Educational Institutions

Role of museums, art galleries, and cultural centers in preserving heritage, Prominent educational institutions and their contributions, Field visits to historical sites, museums and cultural landmarks

Recommended Resources:

- Textbooks and scholarly articles on Indian history, culture, geography, and society
- Documentaries and films showcasing India's diversity and heritage
- Guest lectures by historians, sociologists, and experts in Indian studies
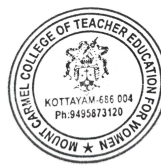
MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN, KOTTAYAM

Estd. 1953

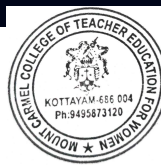**(Affiliated to Mahatma Gandhi University)**
Under the Auspices of IQAC

CAREER ORIENTED
ADD ON COURSES
(UGC SPONSORED)

2022 - 2023

● **Certificate Course in Counsellor Training**
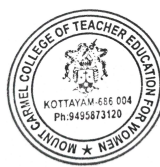
● **Certificate Course in Computer Application**

CERTIFICATE

IN

COMPUTER APPLICATION

CURRICULUM/SYLLABI FOR CAREER ORIENTED

ADD-ON COURSE

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN,

KOTTAYAM

DETAILED SYLLABUS

Paper I: Introduction to the Computers (4 Credits)

Unit I: Historical evolution of computers, characteristics of computers, capabilities and limitations of computers. Computer generations, Block diagram of computer identifying their components and functions.

Unit II: Types of computers: PCs, desktop, Laptop, palmtop, PDA etc.
Types of Software: Application Software, System Software, Translators, System Utilities. Types of Languages: Machine Language, Assembly Language, High-Level Language -their Features, Advantages and Disadvantages.

Unit III: Operating System: Definition, need, Operating System services, functions of operating system as resource manager.

Unit IV: Applications of computers: Computers and their impact on society, computer in education, commercial data processing, public utilities, and computers in home and computer application of the future.

Paper II: Windows and Office Automation Tools (4 credits)

Unit I : WINDOWS OS - Installing WINDOWS OS starting and quitting WINDOWS OS, Basic Elements of WINDOWS OS, My Computer, Network Neighborhood, Sharing Devices, Windows Explorer (Files and Folder Operations), Control Panel, Accessories like Accessibility, Entertainment, Communication, System Tools, Paint Brush, Calculator, Calendar, Clock, Note Pad, Word Pad etc.

Unit II: MS WORD: Basic features of Word Processing, File-New, Open, Save, Print, Close, Page Setup, Edit-Find, Replace, Cut, Copy, Paste etc. View-various layouts, Zooming, Header, Footer, Toolbars, Insert-Various types of objects, Files, Symbols, Date, Time etc, Format-Various Styles, Auto format, Paragraph formatting, Bullets and numbering etc. Tools- Spell Checking, Word Count, Auto Correct, Languages etc, Tables- Insert, Delete, Update, Auto format and different operations on tables, Windows and Help.

Unit III : MS-EXCEL : Excel worksheet, data entry, editing, cell addressing, ranges, commands, menus, copying & moving cell content, inserting & deleting rows and column, column formats, cell protection, printing, creating, displaying & printing graphs. Mathematical and Statistical Functions and Formulae.

Unit IV: MS- PowerPoint: Introduction, PowerPoint elements -templates, wizards, views, colour schemes. PowerPoint menus- options, sub-options, preparing presentation using different tools, working with drawing, templates, dialog boxes, building slides and slide shows.
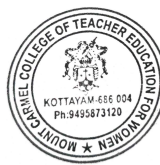
Paper III: Computer communication and Internet (4 credits)

Unit I: About Internet and its Working, Services offered by Internet, Evolution of Internet, Internet Service Provider (ISP),   Applications of internet in business, Education and Governance.

Unit II: Email: Basic Introduction, structure of an E-Mail, working of E-Mail (sending & receiving messages), managing E-mail (creating new folders, deleting messages, forwarding messages, filtering messages).

Unit III: Introduction to the functionality of Web Browsers: Internet Explorer, Netscape Navigator. Concept of WWW, Surfing through web sites. Web Browsing (opening, viewing, saving a web page and book mark). Downloading and uploading of Audio/ video files, Familiarization with websites and various online services. Significance of social networking sites. Mobile Browser.

Unit IV: Introduction to Open Educational Resources, Familiarization with multimedia   tools and E- content authoring tools. Familiarization with editing softwares like Picasa, VLC media player, Windows movie maker, Windows DVD maker and other online editing softwares.

Paper IV: Practical Work(8 credits)

1.   Make a multi media presentation on any topic with at least 10 slides. Use
         different customized animation effects and designs.
2.   Create a photo album in PowerPoint.
3.   Prepare a payroll for employee database of an organization with the following details:

Employee Id, Employee name, Date of Birth, Department and

Designation, Date of appointment, Basic pay, Dearness Allowance,

House Rent Allowance and other deductions if any.

Perform the following queries on the database :

(i) Find the name of the employee whose basic pay is more than Rs. 10000

(ii) Find the total deduction of the entire employee.

(iii) Find the employee Id working in a particular department

4.   Create an e-mail id and perform the following

a. Write an e-mail inviting your friends to your Birthday Party.

b. Add a word attachment of the venue route

c. Send the e-mail to at least 5 of your friends.

REFERENCES

1. Sanjay Saxena (2002) *First course in Computers*, Vikas Publishing House, New Delhi.
2. Sanjay Saxena (2002) *Introduction to Computer and MS Office*, Vikas Publishing House, New Delhi.

3. Leon Alexis and Mathews Leon (2002) *Fundamentals of Information Technology*, Vikas Publishing House, New Delhi.
4. Cady Glee Harrah and Pat Mc Gregor (1996) *Mastering the Internet*, BPB Publication, New Delhi.
5. Tyler, Denise, *"Windows XP Home And Professional Editions"* BPB Publications (Published: 9/2001).
6. P.K. Sinha *Computer Fundamentals*, BPB Publication, New Delhi.
7. Achuthsankar S. Nair *Computer Parichayavum Prayogavum*, Bhasha Institution Thiruvananthapuram.
8. R.K. Taxali *: "Introduction to Software Packages",* Galgotia Publications
9. Heathcote, "*Internet Right From The Start*" BPB Publications, ISBN: 8176566977.

CERTIFICATE COURSE

IN
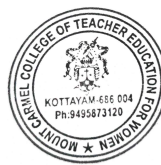
COUNSELLOR TRAINING

CURRICULUM/SYLLABI FOR CAREER ORIENTED

ADD-ON COURSE

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN,

KOTTAYAM
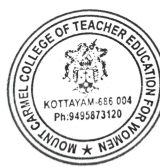
MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN

Certificate Course in Counsellor Training

A Career oriented approved by UGC and Mahatma Gandhi University (2008-2009)

Course Objectives

On completion of the course, student teachers are expected to.

1. Understand the emergence, growth and theories of Guidance and Counselling.
2. Understand the role of counseling in solving human problems.
3. Be counselors to guide students and help people and society to lead a better and happier life.
4. Develop skills and be equipped with the techniques in counseling.

Transaction of Mode

Lecture cum demonstration, discussion, group work case study

Course Content

The Course will be 20 credits and each credit will have 15 hours of work load. Out of the total 20 credits 8 credits should necessarily be assigned to field work/project training.

Mode of Evaluation

1. There shall be a maximum of four papers of 100 marks each for the certificate in counseling training. The fourth paper shall be the field work/project work/training. The other three papers shall be theory/and practical papers. For the first three papers 50% marks will be set apart for continual internal evaluation and 50% marks will be for the final written examination. A separate minimum of 50% marks should be secured for a pass in other internal and written examination. The report of the field work/project work/training will be evaluated by the duly appointed examiners and the same may be present before the career orientation council for approval at the end of the course.

2. Only those students who have earned a ~~~~~ of 15 credits shall be allowed to appear for the final examination.
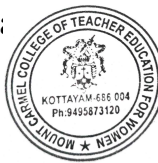
3. Students who fails to attain the minimum required marks in the continual internal evaluation should repeat the course, and those failed in the written examination can appear along with subsequent junior batch.
4. The continual evaluation marks for each paper may be recorded in form A and the consolidated marks for each paper in form B.
5. The Career Orientation Council will award the Grades of the candidates based on the total marks received including continual evaluation and final written examination for each paper.
6. The consolidated marks for each paper in Form B along with the certificates shall be sent to back to the respective colleges after countersigning.
7. The grading can be done in the following way:

Range of % of total marks	Grade	
(90 – 100)	Outstanding	(A+)
(80 – 89)	Excellent	(A)
(70 – 79)	Very good	(B+)
(60 – 69)	Good	(B)
(50 – 59)	Satisfactory	(C)
Below 50%	Failed	

The continual evaluation marks shall be awarded in the following manner:Test papers

(minimum 2)		20 marks
Seminar/viva		10 marks
Assignments		10 marks
Attendance		10 marks
	Total	50 marks.

Field work/project work/training

8. Field work/project work/training is the most attractive part of the course. For this the students may be attached with the local institutions and employing establishments which have laboratory/workshop facilities related to the course and where adequate supervision by qualified personal will be available.
9. The evaluation of the student's performance in field work/project work/training will be carried out with the assistance of the personnel of the institutions with which the students are attached. Proper record of the work done must be produced by the students. The field work/project work training may preferably e conducted during vacations.
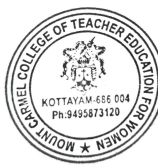
Syllabus

Certificate Course

Paper – I : Guidance and Counselling and behaviour modification and relaxationtechniques.

Credits

1. Emergence and Growth of Guidance and counseling psychology – Factors contributing to the emergence of counseling – Moral and philosophical issues – Economic changes and challenges – Educational aspects – Mental measurement – The mental hygiene movement – Progress in psychotherapy – Social theories – Important periods in the development of counseling Philosophic concerns – The potential of man.

2. Counselling and Related Field – Definition of counseling - Psychotherapy – Counselling and psychotherapy – Related fields – Clinical psychology – counseling as hygiology – Counselling as a helping relationship – Counselling as a solution to human problems.

3. Developmental characteristics of Youth – Common concerns and Special Problems Developmental tasks – Adolescence – Erickson's theory of psychological development Socio-cultural factors – Problems irrthe India educational context.

4. Counselling and Guidance – Expectation and Goals – Expectations of different individuals – counseling goals.

5. Approaches to Counselling – The directive or authoritarian approach (psychoanalytic) – Relevance of psychoanalysis to counselling - Humanistic approach – Roger's self – theory – Development of self – concept – The conselling process – Experiencing of responsibility – Essential conditions for personality change – Stages in the counselling process- Essential conditions for personality change – Stages in the counselling process – Behaviouristic approach to counselling – Reciprocal inhibition technique – Behavoural modification – The existential point of view – The Minnesota point of view – Nature of counseling – How counseling is implemented – The eclectic approach.

6. Counselling Process – Preparation for counseling – counseling relationship-Counselling – Content and process – Counselling process – Counselling interaction-Variables affecting the counseling process – Counsellor's skills-Portrait of an affective counselor-counselee factors.

7. Psychological Testing and Diagnosis – Limitations of the use of psychological tests-Types of psychological tests-Factors affecting psychological tests results – Test use in counseling situations Test interpretation in counseling-Non-test client appraisal techniques-Psychodiagnosis Limitations of diagnosis-Common diagnostic classification system in counseling.
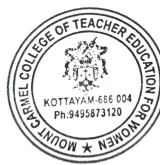
8. Counselling Interview – Non-verbal communication in interview – counselee-counsellor relationship – Interview techniques in counseling – Structuring the counsellling relationship Degree of lead – Silence – Relationship techniques – Sharing of experience – Resistance.

9. Group Counselling – case for group counseling – Emerging field of group counseling – Structuring groups – Limitations and assumptions of group counseling – Mechanics of groups – Types of groups – Group counseling – its value – The process of group counseling – Individual and group counseling similarities – Differences between individual and group counseling.

10. Guidance and Counselling in the Educational Setting – Educational Guidance – Guidance needs related to education- Aptitude and interests – Guidance at the elementary – School level Guidance at the secondary – Schools level – Attitudes and interests – Guidance towards life goals – Education Counselling –Counselling the elementary –school child – counseling at high school – Counselling at college – The role of teachers in counseling – Educational counseling and curriculum – Counselling and home – Evaluation of programmes of educational counseling – Vocational Guidance – Theories of vocational development – The Process of Vocational Counselling – Exploration and contract setting – The state of critical decision – distribution between vocational counseling and vocational guidance.

11. Special Areas in Counselling – Family group consultation – Counselling families-counseling with families concerning children – Counselling with parents-Counselling the delinquent Counselling reluctant clients – Marriage counseling – Pre-martial counseling- Counselling women- Counselling weaker sections-Counselling Drug Addicts.

12. Evaluation of Counselling- Problems of evaluation – Approaches to evaluation – Problems of measuring change – Usefulness of counseling – Criteria for evaluation – control of extraneous variance – Control of counseling effectiveness in educational settings.

13. Professional Preparation and training for Counselling – Counselling preparation and professional issues – Academic preparation – Practical skills – Ethical standards – Legal consideratios Selection and training of cousellors – Conception of professional worker – Important issues.

14. Modern Trends in Counselling – Counselling and psychotherapy – Trends in counselling – Role of a counselor - Career guidance – The model of counseling – Values in counseling.

15. The Status of the Guidance and Counselling Movement in India – Counselling movement in India and universities – Present status of counselling.
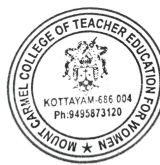
Paper – II Systematic Desesnsitization in Counselling & Assertion Training 4 – credits
Systematic desesnsitization - Symbolic Desensitization- Invivo Desensitization- Vicarious Desesnsitization – Construction of Hierarchies – Scene Presentation – Merits and Limitations of Systematic Desesnsitization **Assertion Training.**
Basic Dimensions – Training procedure – Components of Social SkillTraining – Uses of Social Sills Training – Precautionary Points.

Paper – III Operant Conditioning techniques & Modification – 4 – credits.
Operant Conditioning Techniques – Basic Paradigm – Schedules of Reinforcement – Aversive Conditioning and application – Token Economy –Shaping – Chaining – Feedback – Other Operant procedures such as Program Learning, Premack Principle, Priming and Prompting.

Cognitive Behaviour Modification – Cognitive Behavour – Behaviour Therapy – Approach – Behavioural Group Therapy Operant ConditioningTechniques.

Paper –IV Project/Training – 8 credits