

A pink scroll graphic with a black outline, featuring a rolled-up left edge and a small circular detail at the top right corner. The text is centered on the scroll.

Report of Value Added Course



MUSLIM COLLEGE OF EDUCATION

Accredited with 'B' Grade by NAAC
No.1, New Street, Thiruvithamcode,
Azhagiaramandapam - 629 174



Benz Art

Theenechivilai, Mekkamandapam,
Kanyakumari District,
Tamilnadu, India. +91 9445254230
email: benzart27@gmail.com

CERTIFICATE COURSE IN TAILORING AND HAND EMBROIDERY

This is to certify that.....

has successfully completed

CERTIFICATE COURSE IN TAILORING AND EMBROIDERY

in collaboration with **Benz Art.**

S. Indira
Course Co-ordinator
Muslim college of Education

Bency. B
Resource Person
Benz Art (Youtube)



Dr. V. Pramod
Principal
Muslim college of Education

Muslim College of Education
Thiruvithamcode



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Azhagiamandapam - 629 174, Ph: 7598353331

CERTIFICATE COURSE IN TAILORING AND HAND EMBROIDERY



Benz Art

Benz Art

Affiliated to Tamil Nadu Teachers Education University-
Chennai. CC : 10915, 10936, Recognised by SRC (NCTE) New Delhi
web : www.muslimcollegeofeducation.in, Email: muslimcollegeofeducation@gmail.com



Principal
Muslim College of Education
Thiruvithamcode

Course Co-ordinator : **Indira**
Resource Person : **Bency. B**

Gilgal Cottage, Theenechivilai,
Mekkamandapam, Kanyakumari District,
Tamilnadu, India. +91 9445254238
email: benzart27@gmail.com

TAILORING AND EMBROIDERY



Module 1 : Introduction to Sewing Machine

Machine Operation -
Different parts of
machine and
their functions. -
Safety precautions -
Proper maintenance and
oiling, Sewing Basics

Module 2 : Tools and Equipment used in tailoring

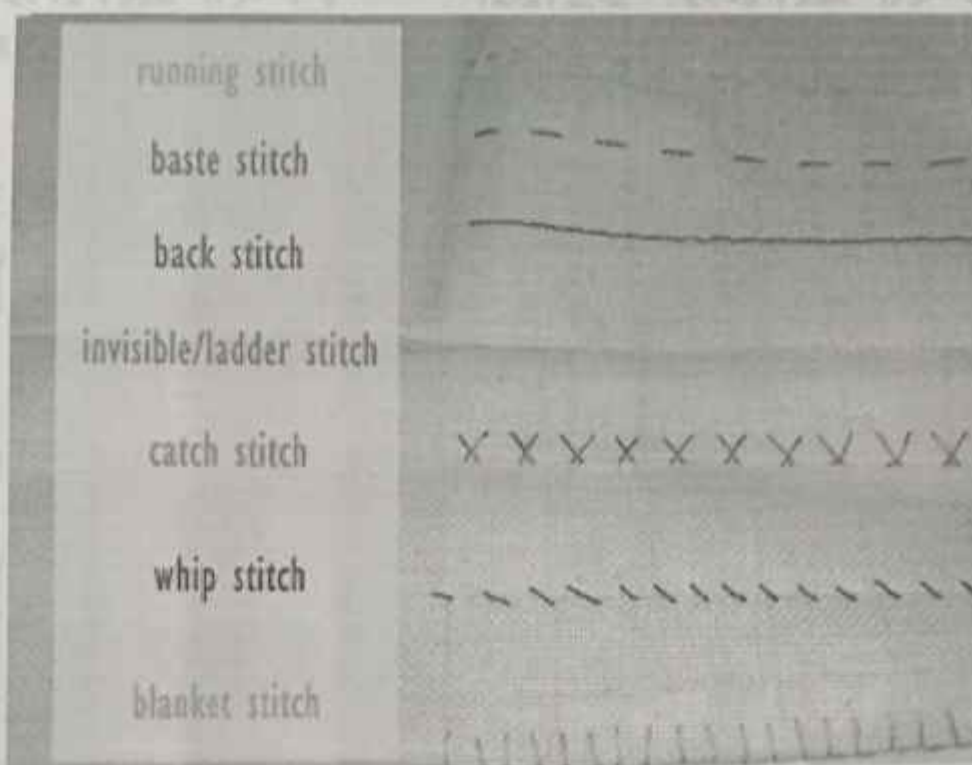
Description of various tools
used in tailoring -
Drafting tools: -
Cutting Tools: -
Stitching tools:



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Module 3 : Basic Stitching

Hand stitches - Machine stitches - Decorative stitches



Module 4 : Hand Embroidery

Introduction, tools
and supplies, Types
Tracing methods,
Do's and don'ts of
Hand Embroiderer

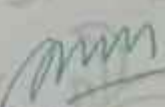


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Module 5 : Machine Embroidery

Cording, Running, Round, Long and Short,
Satin, Twine Cording, Applique Work, Network,
Eyelet Work, Quilting Work




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Kanyakumari District,
Tamilnadu, India. +91 9445264238
email: benzart27@gmail.com

CERTIFICATE COURSE IN ART AND CRAFT



This is to certify that Mr./Mrs./Ms.....

has participated and successfully completed the Art & Craft course in collaboration with Benz Art.

Date :

Place:



A. Derinoji
Course Co-ordinator
Muslim College of Education

B. Bency
Resource Person
Benz Art (Youtube)

Dr. V.S. Pramod
Principal
Muslim College of Education



Principal
Muslim College of Education
Thiruvithancode



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CERTIFICATE COURSE IN ART AND CRAFT



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Benz Art



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web : www.muslimcollegeofeducation.in, Email: muslimcollegeofeducation@gmail.com



Principal
Muslim College of Education
Thiruvithancode

Course Co-ordinator : **Derinoji**

Resource Person : **B. Bency**

Benz Art

Gilgal Cottage, Theenechivilai,

Mekkamandapam, Kanyakumari District,

Tamilnadu, India. +91 9445254238

email: benzart27@gmail.com

Benz Art

ARTS AND CRAFTS

Art and craft have always been an integral part of the Indian heritage. The student after finishing this course gets a very good opportunities to take self-employed hobby classes or work as Art and Craft teachers in various Schools & Institutions

Course Content:

The course curriculum consists of two Papers
(One Theory & One Practical)



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Module 1: Art in Education

Place of Art in education-Aims and Values of teaching Art in schools. Art Room- Its necessity and Equipments. Elements of Art: Shape, Line, Colour Texture, Volume, Space Light and Shade.



Module 2: Painting

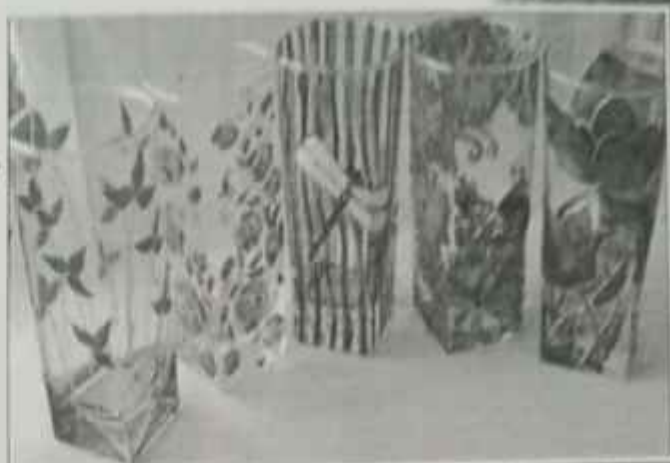
History of Art- Materials used in Paintings and its Techniques.



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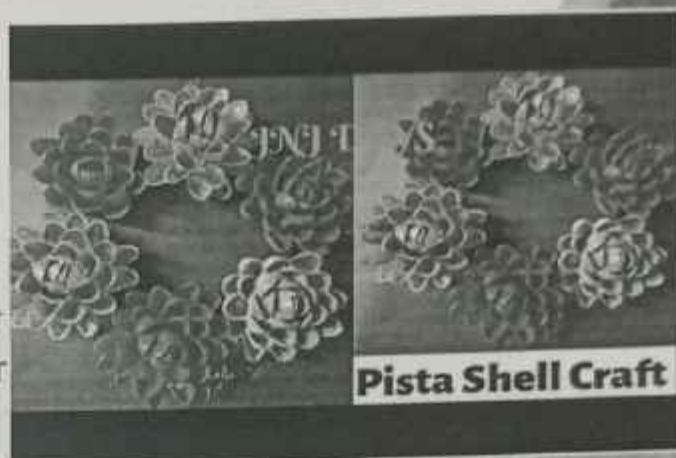
Module 3: Painting on Different Mediums

- Pot painting
- Fabric painting
- Glass painting
- Oil painting
- Spray painting



Module 4: Flower Making

- Crepe Paper Flower
- Origami Paper Flower
- Stocking Cloth Flower
- Organdy Cloth Flower
- Satin Ribbon Flower



Module 5: Modern Craft

- Wall Hanging
- Doll Making
- Clay Modelling
- Cushion Making
- News Paper Basket



[Signature]
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Thiruvithamoor



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NanoDot

Research Pvt Ltd

CERTIFICATE COURSE IN ICT (WORD, EXCEL, POWER POINT)

This is to certify that



has successfully completed

CERTIFICATE COURSE IN ICT (WORD, EXCEL, POWERPOINT)

in collaboration with NanoDot Research Pvt Ltd.

L. Shylu

Course Co-ordinator
Muslim College of Education

S. M. Sasikanth

Resource Person
NanoDot Research Pvt Ltd

Dr. V. S. Pramod

Principal
Muslim College of Education





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CERTIFICATE COURSE IN ICT (WORD, EXCEL, POWER POINT)



Office



Course Co-ordinator :
Shalu

Resource Person :
Sasikanth. S.



Nano Dot
Research

NanoDot Research Pvt Ltd
Shop no 705 3rd Floor Cape Road
Veppamoodu In Nagercoil
contact@nanadotresearch.info
nanodotresearch@gmail.com
918129492101

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Muslim College of Education
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Muslim College of Education offers certificate course in Ms-Word, Ms-Excel and Ms-PowerPoint It helps to demonstrate your advanced skills in computer programming as a qualified software developer. Whether you're interested in Microsoft Word, Microsoft PowerPoint, or Microsoft Excel Courses, learn a completed Microsoft Office Program with certificate course in association with NanoDotResearch Pvt Ltd. These Microsoft Excel Courses further helps to demonstrate the student's ability to create an online presentation, or professional newsletter and grow critical thinking skills as well as concept application.

This certificate course in Ms-Word, Ms-PowerPoint, and Microsoft Excel Courses are introductory programs, which are intended for beginners to mid-range candidates, who want to get immediate jobs in relevant industries. Microsoft Office including MS Excel, MS Word, MS PowerPoint and MS Project etc. are used by individuals both in their personal and professional sphere. In fact, knowledge of Microsoft usage is one of the basic requirements for most of the job profiles. Microsoft credential establishes your base on using MS Office fluently; be it MS Word for creating documents, MS PowerPoint for creating presentation, MS Project for managing projects or MS Excel for managing data. Your extensive understanding of Microsoft programs is showcased with MS certification and you can build a strong grounding in IT for career prospects.



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If you are fluent with Microsoft programs, you will obviously be an expert chart builder. Creating charts is ideally considered to be a job for finance professionals and business analysts. But almost all jobs at some point of time demand this skill. In

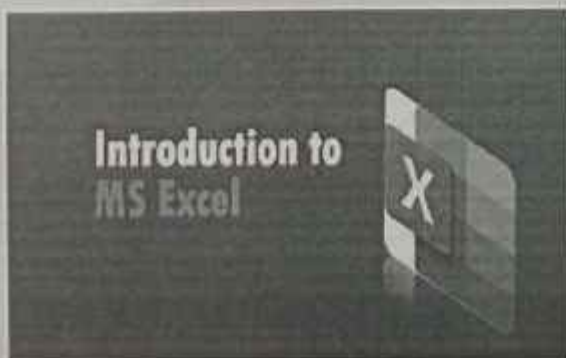
order to support any sort of data and source, you need rely on charts. Also, charts are important element in presentations that you come across every now and then in your professional life.

Data in today's world really means something. In order to support your view or idea, you need adequate data to put forward. In such situations, MS Excel is one of the best programs to rely on. This application can be used for extensive formatting and data

collation. You can bring different files together and sort data.

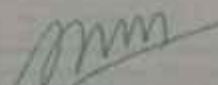


Microsoft®
Excel



Microsoft program being available online is a generation next big thing. You can share your work with business leaders and stakeholders through online from anywhere. This makes work more flexible and your ability to function MS programs easily make you a star leader at work.




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Besides making your office work easy and effective, Microsoft certification also opens up greater career prospects for you. You can vouch for challenging leadership and analytical roles with your MS credential. You can demand for salary hike and better positions with your expertise to fluently use the Microsoft program towards better business and success. Also, in many instances this credential is a must to get a job. These are few of the benefits that Microsoft Certification offers you. If you want some expert training in Microsoft, you can avail this Microsoft Training courses.

Training in YouTube content creation In addition this course will provide training in YouTube content creation



BLOG CREATION

Blog has become so popular that it is not only a channel to connect a person to the relevant audience but also an active marketing approach that every business has to invest in. Depending on the reasons that blogs are created, we can classify them into five common types.

Training should be given in creating -

- Personal Blogs
- Business blog
- Niche blogs
- Institutional blog
- Affiliate Blogs



Reverse blogs



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S. JOSEPH EDWIN
Ulaga Samudaya
Seva Sangam
Villukuri
Mob: 8148012679

CERTIFICATE COURSE IN YOGA

This is to certify that.....

has successfully completed

CERTIFICATE COURSE IN YOGA

in collaboration with Ulaga Samudaya Seva Sangam, Villukuri.

A. Derinoji
Course Co-ordinator
Muslim College of Education

S. Joseph Edwin
Resource Person
Ulaga Samudaya Seva Sangam



Dr. V.S. Pramod
Principal
Muslim College of Education

Principal
Muslim College of Education
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CERTIFICATE COURSE IN YOGA



Ulaga Samudaya Seva Sangam
Villukuri - Mob: 8148012679



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web : www.muslimcollegeofeducation.in, info@muslimcollegeofeducation@gmail.com



Principal

Muslim College of Education
Thiruvithamcode

Course Co-ordinator : **Derinoji**

Resource Person : **S. Joseph Edwin**

Ulaga Samudaya Seva Sangam
Villukuri - Mob: 8148012679

CERTIFICATE COURSE IN YOGA

The 'Yoga Certificate Course' is an intensive course that provides in-depth knowledge of yoga practises and yoga pedagogy. "Yoga is an integral part of Indian culture and history. Yoga has been an integral part of our lives since ancient times. Yoga is an art of healthy living that establishes the connection between the mind and body. Yoga is the science of discipline that develops the body, mind, and will to create a complete personality. Today, everyone practises Yoga to improve their health and fitness. Therefore, yoga education is currently in such high demand. By practicing yoga, one encourages a sense of body positivity. This thereby encourages a whole other level of confidence among the students who practice yoga. This instilling of confidence also helps in reducing situations of conflict among peers, as one gains confidence in their inner self. Yoga's innate ability to cease the mental chatter and live in the moment reduces stress and anxiety, showing profound benefits in every sphere of life. Students are very stressed individuals, keen to outperform themselves and prove their worth every chance they get. Yoga helps them to deal with their stress and bring back some peace of mind. Those who regularly practice yoga not only report lower levels of stress and anxiety and subsequently improved academic performance.



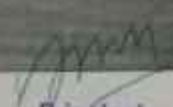
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The Yoga Curriculum's End Goals

The aim of the Programme is to train the 'Yoga Learners' in sectors of Health and Education. After completion of this Programme, a trainee would have -

- Basic knowledge on Human Anatomy and Physiology
- Understanding of Principles and Philosophy of Yoga
- Good knowledge of Preparations and Precautions for Yogic practices;
- Understanding of Concepts of Health, Hygiene, Diet and Yogic Culture;
- Learning of Applications of Integrated approach of Yoga
- Ability to conduct yoga classes and
- Ability to train the learners.



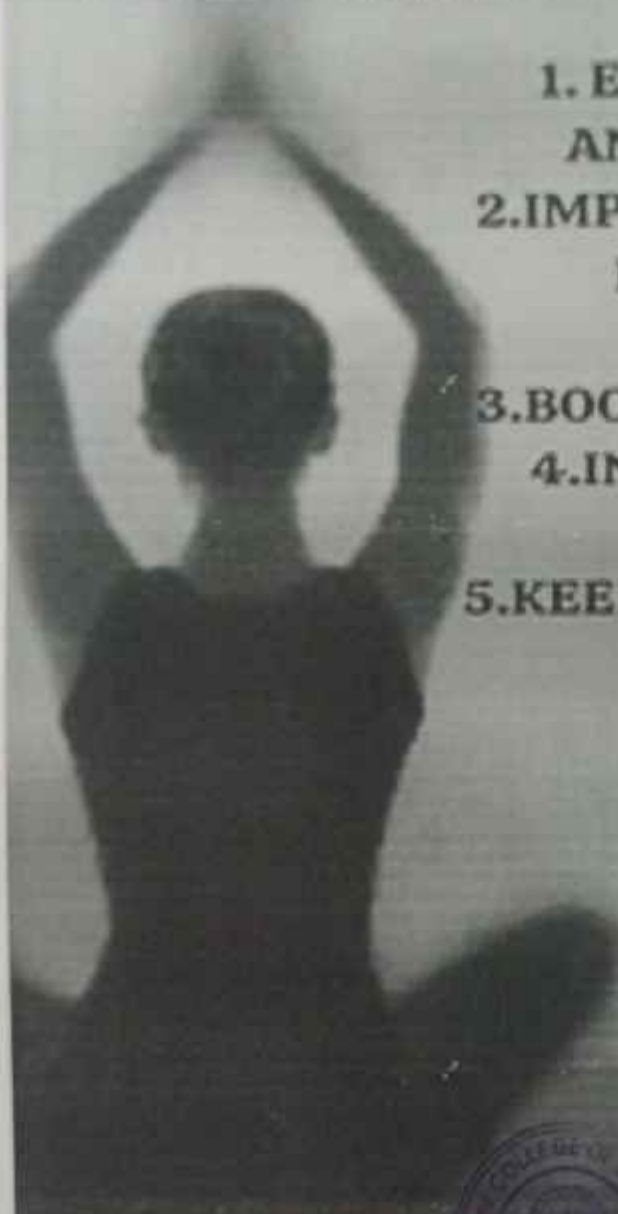

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Job Opportunities

Successful learner of the Yoga Certificate Training Programme can get the jobs as an Instructor in any Yoga Institutions, Yoga Centres, Health Clubs, Hospitals and various schools and colleges etc.

Duration of the course : One Month

IMPORTANCE OF YOGA

- 
1. EASE STRESS AND ANXIETY LEVELS.
 2. IMPROVES STRENGTH, BALANCE AND FLEXIBILITY.
 3. BOOSTS METABOLISM.
 4. INCREASES BLOOD FLOW.
 5. KEEP DISEASES AT BAY.



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CERTIFICATE COURSE IN DATA ANALYSIS AND FUNDAMENTAL IN EXCEL

This is to certify that



has successfully completed

CERTIFICATE COURSE IN DATA ANALYSIS AND FUNDAMENTAL IN EXCEL

in collaboration with Department of Computer Science

Muslim Arts College

Mrs. Sreeja
Course Co-ordinator
Muslim College of Education

Mrs. A. Pushpa Athisaya Sakila Rani
Resource Person
HoD, Dept. Computer Science
Muslim Arts College

Dr. V. S. Pramod
Principal
Muslim College of Education



Principal
Muslim College of Education
Thiruvithancode



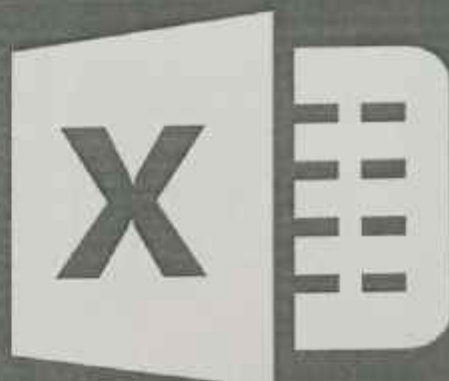
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CERTIFICATE COURSE IN DATA ANALYSIS AND FUNDAMENTAL IN EXCEL

Months	EMI	Principal	Interest	Amount
1	1,708.58	1,242.47	457.61	449.48
2	1,708.58	1,256.77	441.30	432.06
3	1,708.58	1,267.43	424.11	415.69
4	1,708.58	1,275.92	407.66	400.00
5	1,708.58	1,284.41	391.69	384.00
6	1,708.58	1,292.90	375.68	368.00
7	1,708.58	1,301.57	359.61	352.00
8	1,708.58	1,310.24	343.48	336.00
9	1,708.58	1,318.96	327.35	320.00
10	1,708.58	1,327.73	311.19	304.00
11	1,708.58	1,336.58	295.00	288.00
12	1,708.58	1,345.40	278.78	272.00
13	1,708.58	1,354.24	262.54	256.00
14	1,708.58	1,363.06	246.28	240.00
15	1,708.58	1,371.86	230.00	224.00
16	1,708.58	1,380.64	213.69	208.00



Microsoft
Excel

Course Co-ordinator :
Mrs. Sreeja

Resource Person :
Mrs. A. Pushpa Athisaya Sakila Rani
HoD, Dept. Computer Science
Muslim Arts College

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web : www.muslimcollegeofeducation.in, Email: muilmecollegeofeducation@gmail.com



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Thiruvithamcode

Muslim College of Education offers certificate course in MS-Excel. It helps to demonstrate advanced skills in computer programming as a qualified software developer. Microsoft Excel Courses helps to demonstrate the student's ability to create an online presentation, or professional newsletter and grow critical thinking skills as well as concept application.

This certificate course in Microsoft Excel Course is an introductory program, which are intended for beginners to mid-range candidates, who want to get immediate jobs in relevant industries. Microsoft Office including MS Excel, MS Word & MS Power Point etc. are used by individuals both in their personal and professional sphere. In fact, knowledge of Microsoft usage is one of the basic requirements for most of the job profiles. Microsoft credential establishes base on using MS Excel for managing data. Extensive understanding of Microsoft programs is showcased with MS certification and can build a strong grounding in IT for career prospects.

Data in today's world really means something. In order to support your view or idea, you need adequate data to put forward. In such situations, MS Excel is one of the best programs to rely on. This application can be used for extensive formatting and data collation and can bring different files together and sort data.



Microsoft program being available online is a generation next big thing. You can share your work with business leaders and stakeholders through online from anywhere. This makes work more flexible and your ability to function MS programs easily make you a star leader at work.

Training should be given in creating

- ★ Cell Referencing
- ★ Tables and Borders in Excel
- ★ Date and Time in Excel

- ★ Sorting and Filtering
- ★ If-Else condition
- ★ General functions in Descriptive Analysis



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CERTIFICATE COURSE IN THIRUKKURAL KOORUM VIZHUMANGAL

This is to certify that


has successfully completed
Certificate Course in
Thirukkural Koorum Vizhumangal
in collaboration with Department of Tamil, Muslim Arts College

Mrs. Albah Grace
Course Co-ordinator
Muslim College of Education

Dr. J.G. Joney Jeba Malar
Resource Person
H/o D, Dept. of Tamil, Muslim Arts College

Dr. V. S. Pramod
Principal
Muslim College of Education




Principal
Muslim College of Education
Thiruvithankode



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**Certificate
Course in
Thirukkural
Koorum
Vizhumangal**

**Thirukkural
Koorum
Vizhumangal**

**Course Co-ordinator
Mrs. Albah Grace**

**Resource Person
Dr. J.G. Joney Jeba Malar**

HoD, Dept. of Tamil, Muslim Arts College

Affiliated to Tamil Nadu Teachers Education University-
Chennai, CC : 10915, 10936, Recognised by SRC (NCTE) New Delhi
web : www.muslimcollegeofeducation.in, Email : [muslimcollegeofeducation@gmail.com](mailto: muslimcollegeofeducation@gmail.com)



[Signature]
Principal
Muslim College of Education
Thiruvithancode

ABOUT THE COURSE:

Learning of Thirukkural helps to shape students to obtain moral values, stimulate students to obtain moral feelings and train students to possess moral values as well as to show good behavior.

Outcomes to the Course

This course "திருக்குறள் கூறும் விழுமங்கள்" (Thirukkural koorum Vizhumangal) could help to equip oneself with basicknowledge about one's personality.

Thirukkural koorum vizhumangal

The Tirukkural (Tamil: திருக்குறள்), shortly known as the Kural, is a classic Tamil sangam treatise on the art of living. Consisting of 133 chapters with 1330 couplets or kurals, it deals with the everyday virtues of an individual.[1][2] Authored by Valluvar between the first century BCE and 5th century CE, it is considered one of the greatest works ever written on ethics and morality and is praised for its universality and non-denominational nature.[3]

The universality of the work is expressed by the various other names by which the text is given by, such as Tamil marai (Tamil veda), Poyyāmolī (words that never fail), Vāyurai vālttu (truthful utterances), Ulaga pothumarai (The universal veda), and Deiva nūl (divine text). The Kural has been praised for its veracity over the millennia by intellects around the globe.[4] This article lists the quotations on the Kural text by various notable individuals over the centuries.





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CERTIFICATE COURSE IN COMMUNICATIVE ENGLISH

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CERTIFICATE COURSE IN COMMUNICATIVE ENGLISH
in collaboration with Centre for Post Graduate Studies &
Research in English, Muslim Arts College

Mrs. Razia
Course Co-ordinator
Muslim College of Education

Dr. V. Rejulin Jerin Kumar
Resource Person
Centre for Post Graduate Studies &
Research in English, Muslim Arts College



Dr. V.S. Pramod
Principal
Muslim College of Education

Principal
Muslim College of Education
Thiruvithancode



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CERTIFICATE COURSE IN COMMUNICATIVE ENGLISH

Communicative English course

Learn English communication
from the best trainers in the
industry

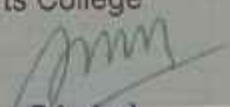


Course Co-ordinator : **Mrs. Razia**

Resource Person : **Dr. V. Rejulin Jerin Kumar**

Centre for Post Graduate Studies &
Research in English, Muslim Arts College




Principal

Muslim College of Education
Thiruvithancode

CERTIFICATE COURSE IN COMMUNICATIVE ENGLISH

Communicative English lessons primarily aim to enhance students' proficiency in successfully communicating in English in many settings, including academic conversations, presentations, debates, and written tasks. It possess a wide range of skills and knowledge that would be beneficial to a teacher-trainee across several disciplines.

Interactive Discussions: Engaging students in discussions on various topics to improve their speaking and listening skills. This may involve group discussions, role plays, or debates.

Presentation Skills: Providing opportunities for students to deliver presentations on topics related to their coursework. This helps them enhance their public speaking, organization, and critical thinking skills.

Writing Assignments: Assigning essays, reports, and other written tasks to improve students' writing proficiency. Teachers may provide feedback on grammar, vocabulary usage, and overall clarity of expression.

Vocabulary Expansion: Introducing new vocabulary words and phrases relevant to the subject matter being studied. This can be done through reading assignments, vocabulary exercises, and class discussions.

Language Games and Activities: Incorporating language games, puzzles, and activities to make learning English more engaging and fun. This could include word games, crossword puzzles, or language learning apps.

CERTIFICATE COURSE IN
COMMUNICATIVE ENGLISH



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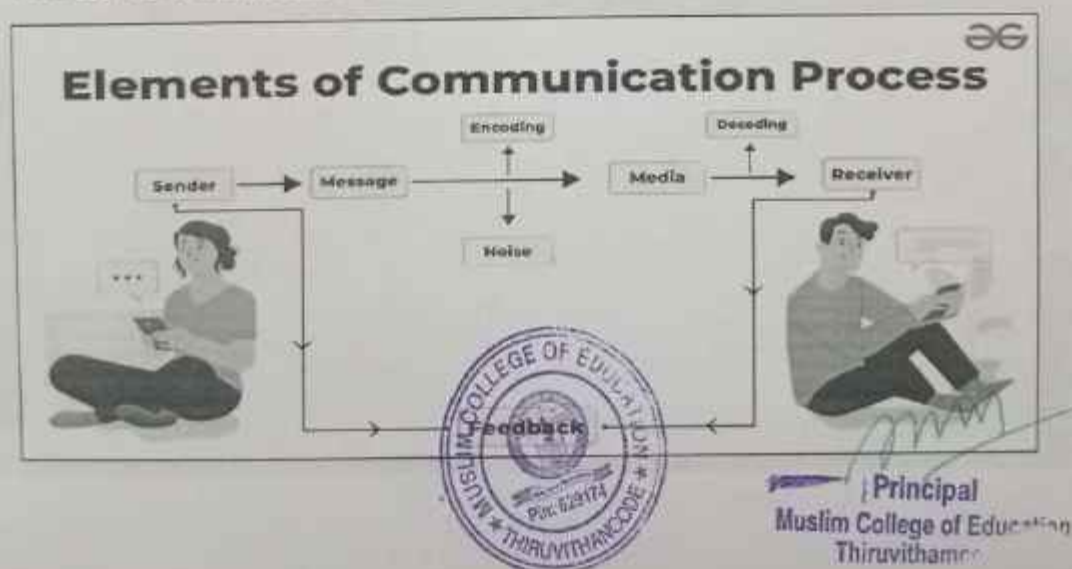
Role-Playing Scenarios: Creating role-playing scenarios that simulate real-life situations where students need to use English to communicate effectively. This could involve scenarios like job interviews, customer service interactions, or negotiating a business deal.

Peer Feedback and Collaboration: Encouraging students to provide feedback to their peers on their spoken and written English. Peer collaboration can help students learn from each other and improve their communication skills through constructive criticism.

Cultural Understanding: Exploring cultural aspects of English-speaking countries to help students understand how language is influenced by culture. This can include discussions on cultural norms, customs, and traditions.

Technology Integration: Leveraging technology tools such as online forums, video conferencing, and language learning apps to facilitate communication practice outside of the classroom.

Real-life Contextualization: Connecting language learning to real-life situations and contexts relevant to students' academic and professional goals. This helps students see the practical applications of their language skills beyond the classroom. The course syllabus includes phonetics, grammar, vocabulary enhancement practise, techniques for developing critical thinking skills, interactive sessions on daily communication, and sessions on general awareness. This course is administered by the college in partnership with the Global Institute of English, Trivandrum, Kerala, and students who pass the examination are awarded a Course Certificate from this institution. Duration of Course: Two Months



CERTIFICATE COURSE IN COMMUNICATIVE ENGLISH

Topics	Methodology
Module Two Listening as a Communication Skill Importance of listening skill in communication Why? Methods to improve? Group Discussion Debate - Purpose - Do's & Don'ts of GD	Lecture & Video Screening & Lab Group Discussion Practice

Topics	Methodology
Module Three Communication Activity: Role play Common expressions: Greeting, and leave-taking Situation/context-based writing and enacting (Conversation) Telephonic Conversations - Different contexts Etiquettes Presentation Practice	Lecture & Practicals Telephonic Conversation: practice Demonstration

Topics	Methodology
Module One Elements of Communication What is communication? Barriers – aspects – types Basics: Phonetics Vowels, Diphthongs and Consonants Public Speaking practice	Lecture & Video Screening & Lab

COMMUNICATION SKILLS



#26

Effective

LISTENING

& its Importance



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Dr. Rajan's Life Care
10/36, Thengamputhoor,
Kanyakumari District,
Tamilnadu, India. +91 9786575715
email: rajanp99@gmail.com

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in collaboration with **Dr. Rajan's Life Care.**

Valsala. L
Course Co-ordinator
Muslim College of Education

Lion. Prof. Dr. P. Rajan
Resource Person
Dr. Rajan's Life Care



Dr. V.S. Pramod
Principal
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Consultant Psychologist & Life Skill Trainer

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life skill training

What are Life Skills?

The World Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".

UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". The UNICEF definition is based on research evidence that suggests that shifts in risky behaviour are unlikely if knowledge, attitudinal and skills-based competency are not addressed.



Life skills are essentially those abilities that help promote mental well-being and competence in people as they face the realities of life. Most professionals in the field of development concur that life skills are typically applied in the context of health and social events. They can be utilised in numerous content areas, including drug abuse prevention, sexual violence prevention, teen pregnancy prevention, HIV/AIDS prevention, and suicide prevention. The definition includes, among others, consumer education, environmental education, peace education, education for development, means of subsistence, and income generation. In conclusion, life skills empower youth to take positive action to protect themselves, promote health, and cultivate positive social relationships.



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II. What are the Core Life Skill Strategies and Techniques?

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as:

- ★ Problem Solving
- ★ Effective Communication Skills
- ★ Creative Thinking
- ★ Self-Awareness Building Skills
- ★ Coping with Stress and Emotions.
- ★ Critical Thinking
- ★ Decision-Making
- ★ Interpersonal Relationship Skills
- ★ Empathy



Understanding one's strengths and weaknesses requires self-awareness, self-respect, and self-confidence. As a result, the individual is able to recognise opportunities and prepare for potential threats. This results in the development of a social awareness of one's family and society's concerns. Consequently, it is possible to recognise family and societal issues. With life skills, a person is able to consider

alternatives, weigh pros and cons, and make logical decisions when confronted with a problem or issue. In addition, it requires the ability to form positive interpersonal relationships with others.

Life skills enable effective communication, such as the ability to distinguish between hearing and listening and transmitting messages accurately to avoid miscommunication and misinterpretation.

III.. What are the Main Components of Life Skills?

The World Health Organisation (WHO) categorizes life skills into the following three components:

Critical thinking skills/Decision-making skills

It consists of decision-making/problem-solving and information-gathering abilities. Additionally, the individual must be adept at predicting the future outcomes of their own and others' actions. They must be able to determine alternative solutions and evaluate the impact of their own and others' values.



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Interpersonal/Communication skills

It consists of verbal and nonverbal communication, active listening, and the ability to express emotions and provide feedback. Also included are negotiation/refusal skills and assertiveness skills, which have a direct impact on one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Respecting those around us is an integral part of teamwork and the ability to cooperate. This skill set development enables the adolescent's social acceptance. These abilities lead to the acceptance of social norms, which serve as the basis for adult social behaviour.

Coping and self-management skills

It refers to skills that increase an individual's internal locus of control so that they believe they can affect change and make a difference in the world. Self-esteem, self-awareness, self-evaluation skills, and the capacity to set goals are also included in the broader category of self-management abilities. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma.

Stress and time management are key, as are positive thinking and relaxation techniques.

UNICEF promotes the understanding that the life skills approach can be successful, if the following are undertaken together:

a) The Skills –

This involves a collection of interconnected psychosocial and interpersonal abilities. For instance, decision-making is likely to incorporate elements of creative and critical thinking as well as values analysis.

b) Content

To effectively influence behaviour, specific content-area-specific skills must be utilised. "What are we making decisions about?" The learning of decision-making will be more meaningful if the material is current and consistent. Such subject matter may include drug abuse, HIV/AIDS/STI prevention, suicide prevention, or sexual abuse. Regardless of the subject matter, a balance of three elements must be considered: knowledge, attitudes, and skills.



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c) Methods

In the absence of participant interaction, skill-based education is impossible. It relies on the effectiveness of groups of individuals. It is impossible to acquire interpersonal and psychosocial skills through reading alone. All three components must be present for this strategy to be successful: life skills, content, and method. This implies that the acquisition of life skills is possible through the use of specific methods and tools.

IV. Criteria for using Life Skills.

UNICEF identifies the following criteria to ensure a successful life skills-based education:

- It should address not only changes in knowledge and attitude, but also, and most importantly, changes in behaviour.

- Generally speaking, traditional "information-based" approaches are insufficient to effect changes in attitudes and behaviours. A lecture on "safe behaviour," for instance, will not necessarily result in the practise of safe behaviour. Therefore, the lecture should be supported by exercises and situations in which participants can practise safe conduct and experience its effects. The adult learning theory emphasises that adults learn best when they can make connections between new information and their prior experience and practise.

- It will function optimally when augmented or reinforced. If a message is given once, the brain remembers only 10 percent of it one day later, but if it is given six times, the brain remembers 90 percent. Thus the need for repetition, review, reinforcement, and recapping.

- It will be most effective when combined with policy development, access to suitable health services, community development, and media.

V. How can Life Skills Help Young People make Better Choices concerning their Health?

Developing life skills enables adolescents to translate their knowledge, attitudes, and values into healthy behaviour, such as the ability to reduce special health risks and adopt healthy behaviours that improve their lives in general (such as planning ahead, career planning, decision-making,



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and forming positive relationships). Modern adolescents are exposed to contradictory messages regarding sexuality, substance abuse, alcohol consumption, and adolescent pregnancy. On the one hand, parents and teachers warn about the dangers of early and promiscuous sexual activity, adolescent pregnancy, HIV/AIDS, drugs and alcohol, while on the other hand, messages and behaviour from entertainers and peer pressure contradict these messages. Frequently, they encourage the opposite behaviour. Teenagers can combat these obstacles and protect themselves from teen pregnancy, HIV/AIDS, drug-related violence, and sexual abuse through the development of life skills. Developing life skills among adolescents will hopefully empower girls to avoid pregnancy until they reach physical and emotional maturity, develop in both boys and girls responsible and safe sexual behaviour, sensitivity and equity in gender relations, prepare boys and young men to be responsible fathers and friends, encourage adults, particularly parents, to listen to and respond to young people, assist youth in avoiding risks and adversities, and involve them in decisions that affect their lives.

VI. Outcomes of Life Skills-Based Education

Programmes designed to foster the development of life skills have produced the following results: increased ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and handling of interpersonal problems and coping with anxiety; and enhanced constructive conflict resolution with peers, imitators, and authority figures. Studies have also demonstrated that sex education based on life skills was more effective in bringing about changes in adolescent contraceptive use, delay in sexual debut, delay in the onset of alcohol and marijuana use, and in developing attitudes and behaviours necessary for preventing the spread of sexually transmitted diseases of HIV/AIDS.




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CERTIFICATE COURSE IN CHILD RIGHTS EDUCATION

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CERTIFICATE COURSE IN CHILD RIGHTS EDUCATION

in collaboration with Department of History,

Muslim Arts College

Mrs. Jaculin Subi
Course Co-ordinator
Muslim College of Education

Dr. J.G. Seema Gopal
Resource Person
HoD, Dept. of History
Muslim Arts College

Dr. V. S. Pramod
Principal
Muslim College of Education



Principal
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Certificate Course in *Child Rights Education*

Course Co-ordinator
Mrs. Jaculin Subi



Resource Person

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HOD, Dept. of History Muslim Arts College

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Child Rights Education

Education is a fundamental right of every child, which is essential for their growth and development. The importance of education cannot be overstated, as it enables children to acquire knowledge, skills, and values that are necessary for their personal and social development. However, despite the recognition of education as a basic right, millions of children worldwide are still deprived of their right to education. In this blog post, we will explore the right to education for children, its constitutional provisions, and its importance in shaping the future of our society.

Child Rights and Protection - The Role of Teachers will have five units: concept of child rights; violence against children; policies, laws and institutions; child-friendly schools and role of teachers in the promotion of child protection and enhancing children's participation.

The syllabus also includes case studies on child marriage, physical violence, child sexual abuse, children in conflict with law and school dropouts. Notably, during the course of teaching the subject, the instructors will be put in touch with the District Child Protection Unit (DCPU), Child Welfare Committee (CWC) and other civil society organisations for various theoretical and practical endeavours.

Conclusion

The right to education for children is a fundamental right that is enshrined in various international and national laws. It is essential for their overall development and growth and plays a crucial role in shaping the future of our society. Therefore, it is the responsibility of every government to ensure that every child has access to quality education that is free, compulsory, and inclusive. As individuals, we can also contribute to this cause by supporting education initiatives and advocating for the right to education for all children.



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CERTIFICATE COURSE IN RESEARCH SKILLS

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CERTIFICATE COURSE IN RESEARCH SKILLS
in collaboration with Department of Research,
Muslim Arts College

Dr. K. Kumaran

Resource Person

HoD Dept. of Research, Muslim Arts College

Dr. V. S. Pramod

Principal

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Principal
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RESEARCH SKILLS

Course Co-ordinator
Dr. V. S. Pramod

Resource Person

Dr. K. Kumaran

HoD Dept. of Research,
Muslim Arts College



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Research skills

Research skills are the ability to find an answer to a question or a solution to a problem. They include your ability to gather information about a topic, review that information and analyze and interpret the details in a way to support a solution. Having research skills is necessary to advance your career as they directly relate to your ability to gain insight and inspire action in both yourself and others.

ABOUT THE COURSE

The course research skill explains various stages of scientific research and its components. It is very useful to develop the higher order thinking skills of researchers. This course explores the various stages of educational research and skills in each and every stage of research process.

OUTCOME OF COURSE

- ✦ To develop the knowledge and skills about the research
- ✦ To create the opportunity to use the research skills
- ✦ To enhance the quality of the research and researcher

CURRICULUM

- ✦ Skill of identifying a research problem
- ✦ Skill of reviewing the literature
- ✦ Skill of specifying the purpose for research
- ✦ Skill of collecting data
- ✦ Skill of analyzing and interpreting data
- ✦ Skill of reporting and evaluating research



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CERTIFICATE COURSE IN HUMAN RIGHTS EDUCATION

This is to certify that

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CERTIFICATE COURSE IN HUMAN RIGHTS EDUCATION
in collaboration with Department of Commerce, Muslim Arts College

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Dr. H. Safia
Resource Person
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Dr. V. S. Pramod
Principal
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Resource Person : **Dr. H. Safia**

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INTRODUCTION

Human Rights is a broad area of study which focuses on basic freedoms and rights to which every person is entitled. Education in human rights is itself a fundamental human right and also a responsibility.

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge. To successfully functionalise Human Rights Education, this certificate course covers areas like women's rights, child rights, dalit, tribal and minority rights. It therefore provides the students with a chance to understand human rights in various aspects.

Outcome

Human Rights education offers exciting career options as the course covers a variety of topics. Those, who wish to make positive change in the world by advocating for people's rights and freedom, can choose this certificate course. Human Rights professionals can find work in NGOs, governmental social work organisations, law firms and even international social service organisations. This course is a right choice for students who want to specialise in research and data analysis in Human Rights or social work. Beyond making an impact in the world Human Rights education also provides an opportunity to engage at local and individual level. For those interested in investing in their local communities and bettering the people around them, human rights studies may be a good place for them to start.



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Content of the course

MODULE I:

Human Rights Ideology

- Philosophical and Historical foundations of the conception of "Human Rights":
- Defining Rights: Rights, immunities, privileges; negative and/or positive rights; individual and collective rights, constitutional rights, human rights, international or universal rights.
- Generation of Rights:

MODULE II:

The Structure of human rights in the Contemporary World

- The internationalization of human rights and the universalization of human rights
- Challenges to the Human Rights Ideology
- International accountability of human rights
- Human rights in India: human rights and duties in the Indian Constitution

MODULE III:

United Nations and Human rights and Duties

- Universal Declaration of Human Rights (1948), International Convention of Civil & Political Rights (1966).
- International Convention on Economics, Social and Cultural Rights (1966).
- Convention on the Rights of the Child (1989).
- Emerging trends: Police and Human Rights, Judiciary and Human Rights, Human Rights and Terrorism, Human Rights and Environment, Human Rights and Globalization



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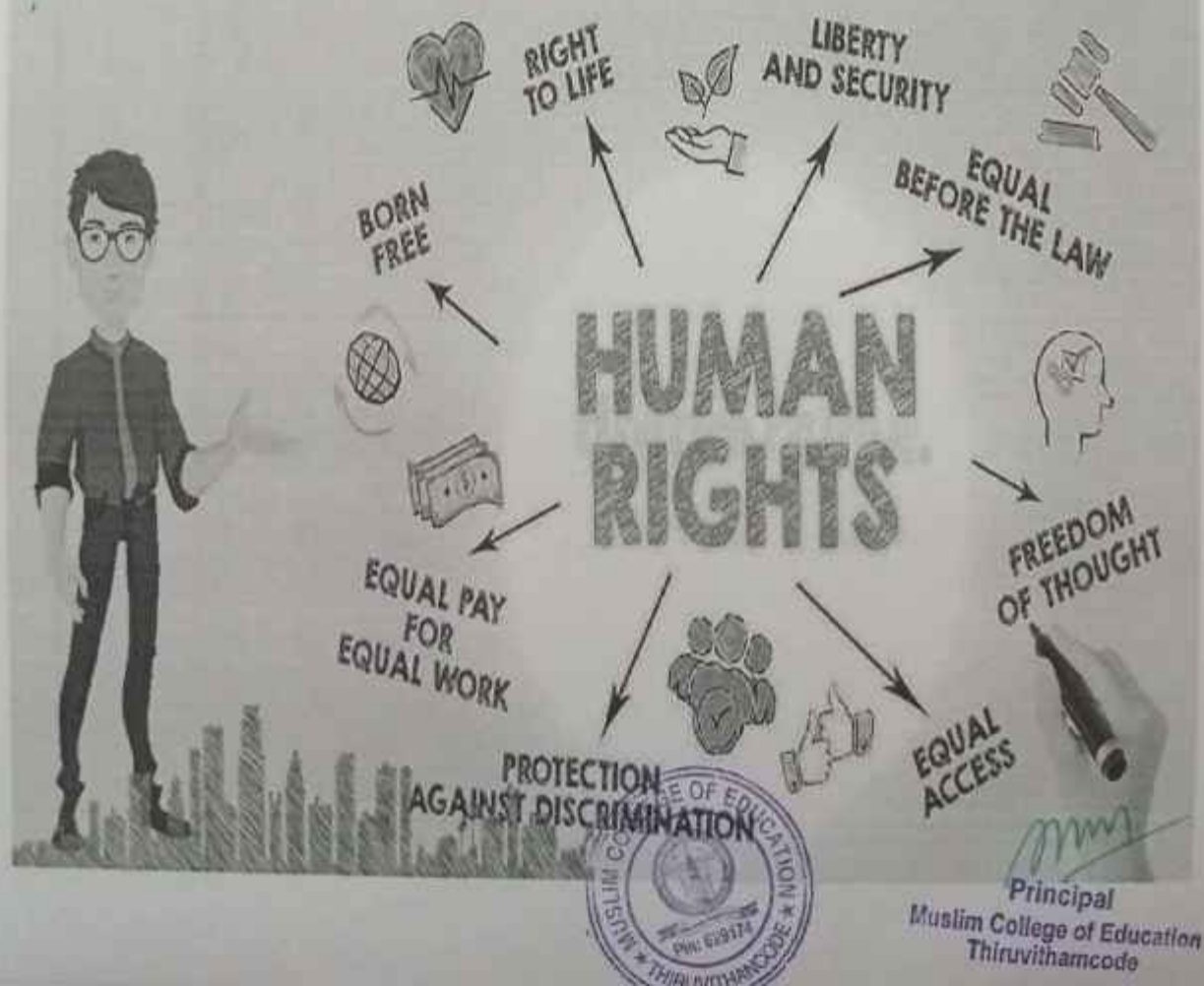
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- UN agencies to monitor compliance such as UN High Commission for Human Rights and the Committees under various Conventions.

MODULE IV:

Human Rights and Duties in India—the Constitutional framework

- Basic Features of the Constitution of India
- Fundamental Rights, Directive Principles of State Policy, Fundamental Duties.
- Protection & enforcement of human rights and duties.
- National and State Human Rights Commission.
- Human Rights of special category and Marginal Groups:





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CERTIFICATE COURSE IN VEGETABLE CARVING

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CERTIFICATE COURSE IN VEGETABLE CARVING
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Muslim Arts College.

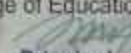


Mr. Shanu
Course Co-ordinator
Muslim Arts College

Dr. T. Shalu Kumar
Resource Person
HoD Dept. of Hotel Management
Muslim Arts College



Dr. V. S. Pramod
Principal
Muslim College of Education


Principal
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CERTIFICATE COURSE IN *Vegetable Carving*



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Resource Person : **Dr. T. Shalu Kumar**
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Vegetable Carving

The purpose of fruit and vegetable carving is to make food more attractive, more appetizing, and also easier to eat. Vegetables and fruits are the most fragile foods and carving is an art which involves patience, skill and creativity. Muslim College of Education along with IQAC organised a one-day vegetable carving programme on 09/02/2023. Mr. J. Shanu, Board Member of Food Science, M.S. University and Assistant Professor at HMSC, Muslim Arts College was invited as the resource person to conduct a programme on vegetable carving for student teachers. The workshop was very informative, interactive and interesting. He explained all the methods of carving in a stepwise manner which was easy to grasp and demonstrate. Participants of the programme together made carvings using vegetables and fruits. He also taught how to create a bouquet out of vegetables and greens. The programme was very useful and learnt basic carvings like rose, spirals, different kind of flowers out of carrot, cucumber, beetroot, raddish etc. The programme was found to be more beneficial and student teachers can implement these skills in practical sessions and in their future career life.



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Mrs. Merline Jaya
Course Co-ordinator
Muslim College of Education

Dr. S.K. Ajaiyakumar
Resource Person
Saraswathy Hospital, Parassala



Dr. V.S. Pramod
Principal
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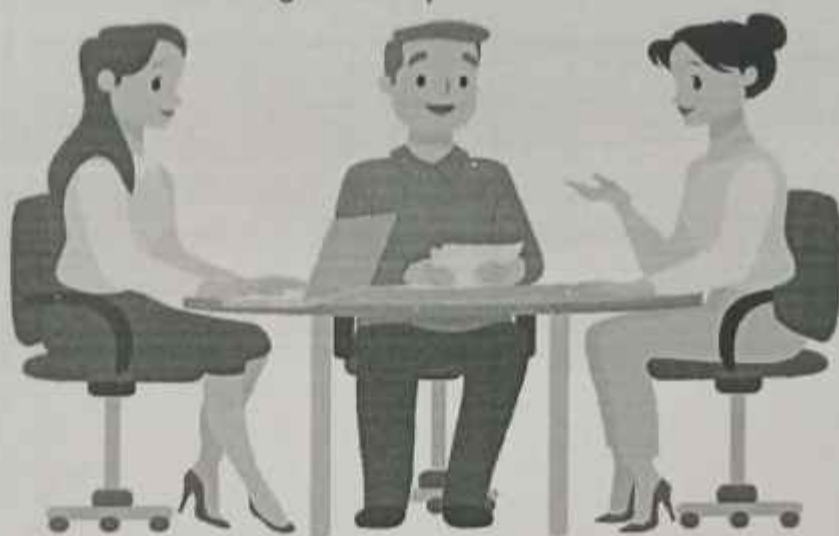
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Certificate Course in Counselling

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Counselling

The Muslim College of Education offers a certificate program in counselling that aims to equip teacher-trainees with fundamental information, skills, and hands-on experience in the counselling area. These courses aim to give teacher-trainees with the necessary skills and resources to offer assistance and direction to their peers who may be encountering different difficulties in their personal and professional life.

Key features of Counselling course

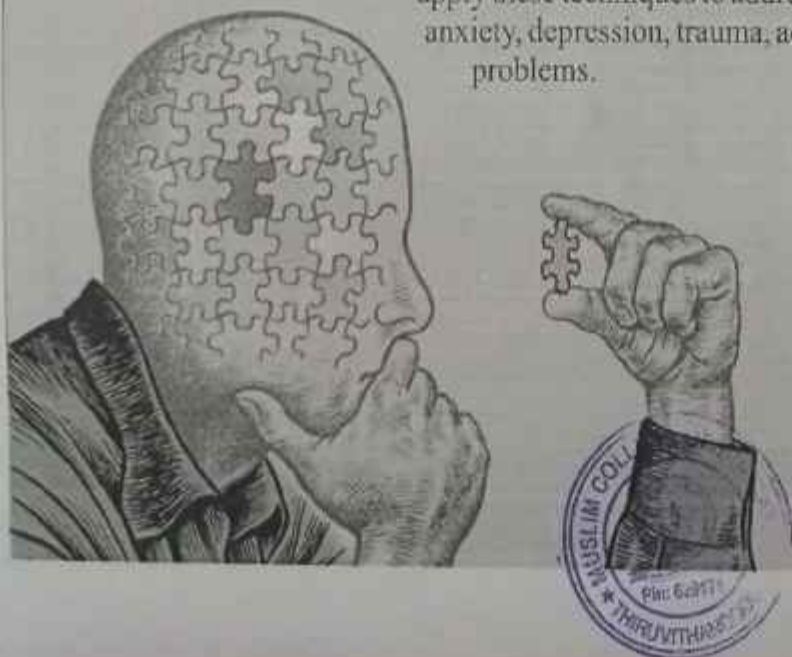
Participants are familiarized with fundamental concepts, theories, and principles of counselling. This includes comprehending human behavior, psychological maturation, and the determinants that impact mental health and overall well-being.

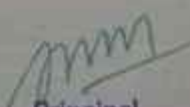
The course has a strong emphasis on developing essential counselling skills, such as active listening, empathy, communication, and problem-solving. Participants develop the ability to establish a robust rapport with clients, foster a supportive environment, and facilitate meaningful conversations.

The counselling practice places great emphasis on ethical norms and professional standards to ensure that participants fully comprehend the significance of maintaining confidentiality, respecting client autonomy, demonstrating cultural competency, and making ethical decisions.

The teacher-trainees learn about the process of assessment and diagnosis in counselling, including how to gather information, conduct interviews, and use assessment tools to understand clients' needs and formulate treatment plans.

Various counselling approaches and techniques are explored, including cognitive-behavioral therapy, psychodynamic therapy, humanistic therapy, and solution-focused therapy. teacher-trainees learn how to apply these techniques to address specific issues such as anxiety, depression, trauma, addiction, and relationship problems.




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Course Co-ordinator
PreALT(S) Dist. Scout Commissioner

Dr. M. Jagathish

Resource Person
HOD, Dept. of NCC, Muslim Arts College



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Certificate Course in **Disaster Management**

Course Co-ordinator
P. Ramaswamy P

Principal, S.E.B. HSS, Thiruvithancode
Best Teacher Award Winner, State Council Member

Resource Person
Dr. M. Jagathish

HOD, Dept. of NCC, Muslim Arts College



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Office



Course Co-ordinator :
Shalu

Resource Person :
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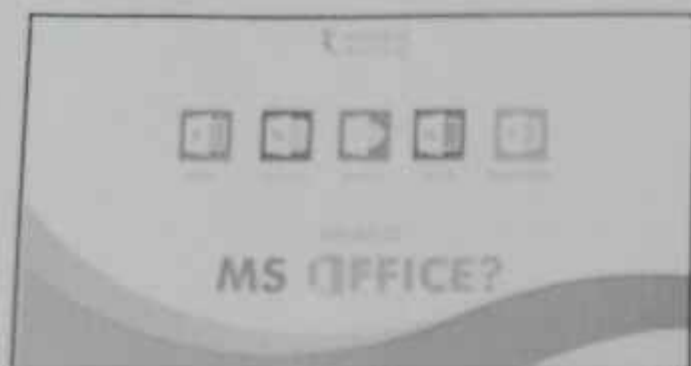
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Muslim College of Education offers certificate course in Ms-Word, Ms-Excel and Ms-PowerPoint It helps to demonstrate your advanced skills in computer programming as a qualified software developer. Whether you're interested in Microsoft Word, Microsoft PowerPoint, or Microsoft Excel Courses, learn a completed Microsoft Office Program with certificate course in association with NanoDotResearch Pvt Ltd. These Microsoft Excel Courses further helps to demonstrate the student's ability to create an online presentation, or professional newsletter and grow critical thinking skills as well as concept application.

This certificate course in Ms-Word, Ms-PowerPoint, and Microsoft Excel Courses are introductory programs, which are intended for beginners to mid-range candidates, who want to get immediate jobs in relevant industries. Microsoft Office including MS Excel, MS Word, MS PowerPoint and MS Project etc. are used by individuals both in their personal and professional sphere. In fact, knowledge of Microsoft usage is one of the basic requirements for most of the job profiles. Microsoft credential establishes your base on using MS Office fluently; be it MS Word for creating documents, MS PowerPoint for creating presentation, MS Project for managing projects or MS Excel for managing data. Your extensive understanding of Microsoft programs is showcased with MS certification and you can build a strong grounding in IT for career prospects.



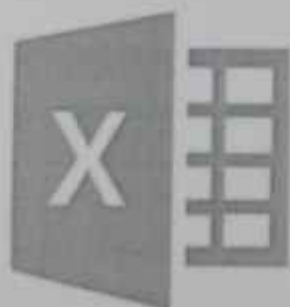


If you are fluent with Microsoft programs, you will obviously be an expert chart builder. Creating charts is ideally considered to be a job for finance professionals and business analysts. But almost all jobs at some point of time demand this skill. In

order to support any sort of data and source, you need rely on charts. Also, charts are important element in presentations that you come across every now and then in your professional life.

Data in today's world really means something. In order to support your view or idea, you need adequate data to put forward. In such situations, MS Excel is one of the best programs to rely on. This application can be used for extensive formatting and data

collation. You can bring different files together and sort data.



Microsoft®
Excel

**Introduction to
MS Excel**



Microsoft program being available online is a generation next big thing. You can share your work with business leaders and stakeholders through online from anywhere. This makes work more flexible and your ability to function MS programs will make you a star leader at



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Besides making your office work easy and effective, Microsoft certification also opens up greater career prospects for you. You can vouch for challenging leadership and analytical roles with your MS credential. You can demand for salary hike and better positions with your expertise to fluently use the Microsoft program towards better business and success. Also, in many instances this credential is a must to get a job. These are few of the benefits that Microsoft Certification offers you. If you want some expert training in Microsoft, you can avail this Microsoft Training courses.

Training in YouTube content creation In addition this course will provide training in YouTube content creation



BLOG CREATION

Blog has become so popular that it is not only a channel to connect a person to the relevant audience but also an active marketing approach that every business has to invest in. Depending on the reasons that blogs are created, we can classify them into five common types.

Training should be given in creating -

- Personal Blogs
- Business blog
- Niche blogs
- Institutional blogs
- Affiliate Blogs



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CERTIFICATE COURSE IN ART AND CRAFT



Benz Art

Benz Art



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web : www.muslimcollegeofeducation.in, Email: muslimcollegeofeducation@gmail.com



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Course Co-ordinator : **Derinoji**
Resource Person : **B. Bency**

Benz Art

Gilgal Cottage, Theenechivilai,
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Benz Art

ARTS AND CRAFTS

Art and craft have always been an integral part of the Indian heritage. The student after finishing this course gets a very good opportunities to take self-employed hobby classes or work as Art and Craft teachers in various Schools & Institutions

Course Content:

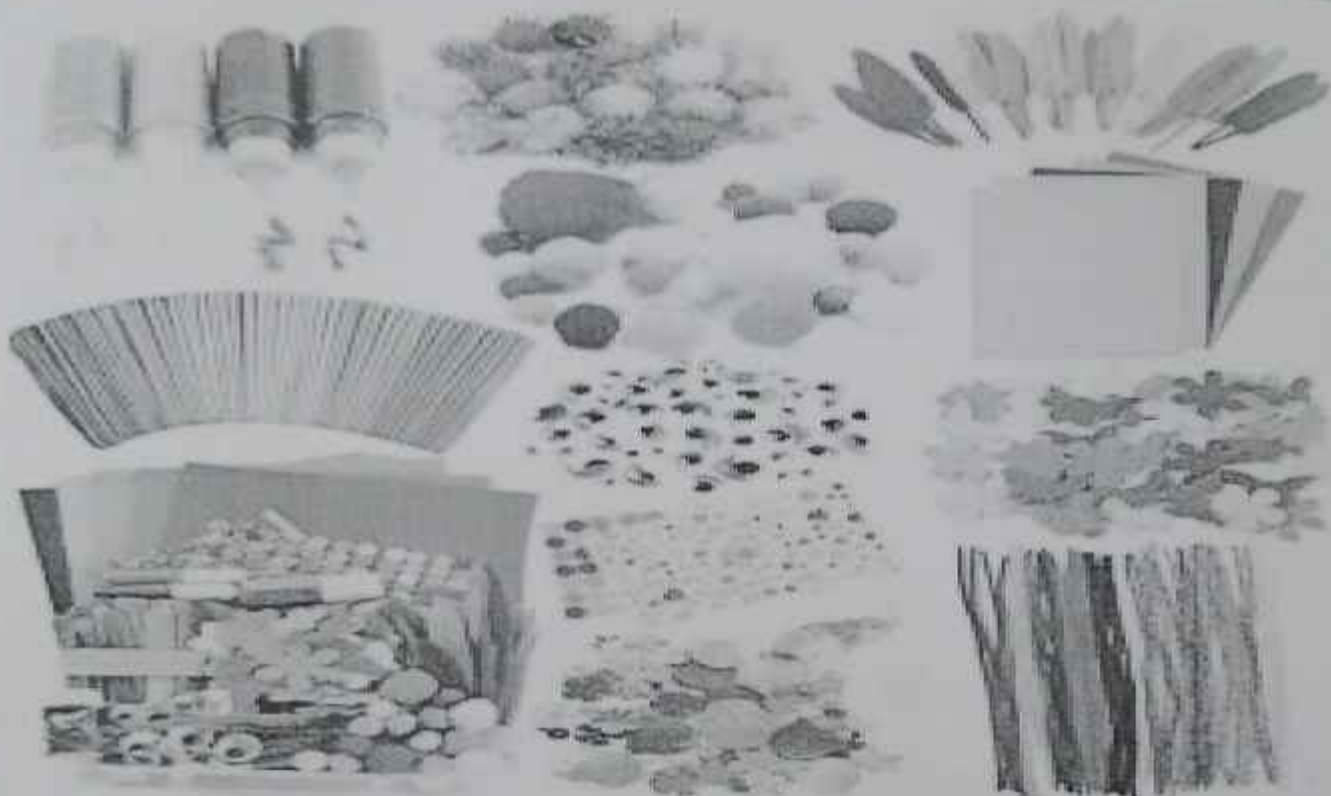
The course curriculum consists of two Papers
(One Theory & One Practical)



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Module 1: Art in Education

Place of Art in education-Aims and Values of teaching Art in schools. Art Room- Its necessity and Equipments. Elements of Art: Shape, Line, Colour Texture, Volume, Space Light and Shade.



Module 2: Painting

History of Art- Materials used in Paintings and its Techniques.

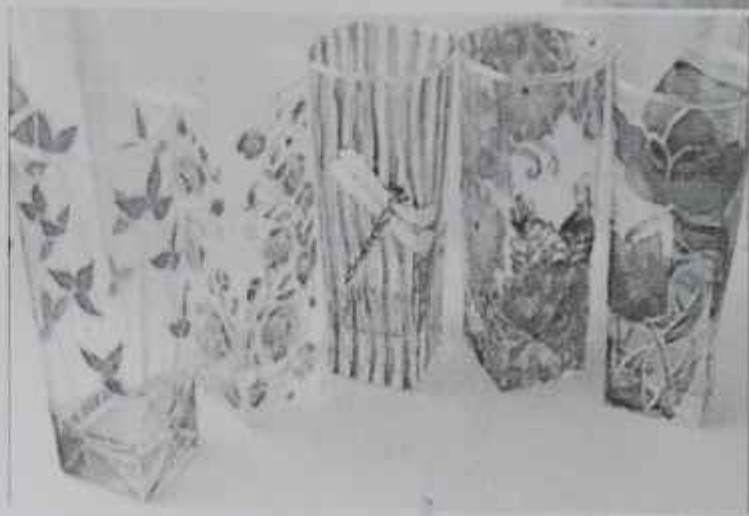


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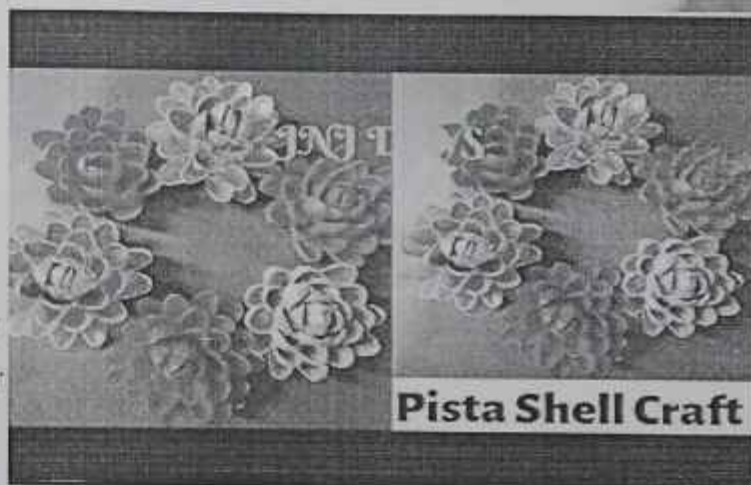
Module 3: *Painting on* *Different Mediums*

- Pot painting
- Fabric painting
- Glass painting
- Oil painting
- Spray painting



Module 4: *Flower Making*

- Crepe Paper Flower
- Origami Paper Flower
- Stocking Cloth Flower
- Organdy Cloth Flower
- Satin Ribbon Flower



Module 5: *Modern Craft*

- Wall Hanging
- Doll Making
- Clay Modelling
- Cushion Making
- News Paper Basket



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No.1, New Street, Thiruvithancode,
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CERTIFICATE COURSE IN LIFE SKILL EDUCATION



Course Co-ordinator :
Valsala L.

Resource Person :
Lion.Prof.Dr.P.Rajan



Psychologist & Life Skill Trainer

Dr. Rajan P. Me Care

Thiruvithancode, Kanyakumari District,

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life skill training

What are Life Skills?

The World Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".

UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". The UNICEF definition is based on research evidence that suggests that shifts in risky behaviour are unlikely if knowledge, attitudinal and skills-based competency are not addressed.



Life skills are essentially those abilities that help promote mental well-being and competence in people as they face the realities of life. Most professionals in the field of development concur that life skills are typically applied in the context of health and social events. They can be utilised in numerous content areas, including drug abuse prevention, sexual violence prevention, teen pregnancy prevention, HIV/AIDS prevention, and suicide

prevention. The definition includes, among others, consumer education, environmental education, peace education, education for development, means of subsistence, and income generation. In conclusion, life skills empower youth to take positive action to protect themselves, promote health, and cultivate positive social relationships.



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II. What are the Core Life Skill Strategies and Techniques?

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as:

- * Problem Solving
- * Effective Communication Skills
- * Creative Thinking
- * Self-Awareness Building Skills
- * Coping with Stress and Emotions.
- * Critical Thinking
- * Decision-Making
- * Interpersonal Relationship Skills
- * Empathy



Understanding one's strengths and weaknesses requires self-awareness, self-respect, and self-confidence. As a result, the individual is able to recognise opportunities and prepare for potential threats. This results in the development of a social awareness of one's family and society's concerns. Consequently, it is possible to recognise family and societal issues. With life skills, a person is able to consider

alternatives, weigh pros and cons, and make logical decisions when confronted with a problem or issue. In addition, it requires the ability to form positive interpersonal relationships with others.

Life skills enable effective communication, such as the ability to distinguish between hearing and listening and transmitting messages accurately to avoid miscommunication and misinterpretation.

III.. What are the Main Components of Life Skills?

The World Health Organisation (WHO) categorizes life skills into the following three components:

Critical thinking skills/Decision-making skills

It consists of decision-making/problem-solving and information-gathering abilities. Additionally, the individual must be adept at predicting the future outcomes of their own and others' actions. They must be able to determine alternative solutions and evaluate the impact of their own and others' values.




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Interpersonal/Communication skills

It consists of verbal and nonverbal communication, active listening, and the ability to express emotions and provide feedback. Also included are negotiation/refusal skills and assertiveness skills, which have a direct impact on one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Respecting those around us is an integral part of teamwork and the ability to cooperate. This skill set development enables the adolescent's social acceptance. These abilities lead to the acceptance of social norms, which serve as the basis for adult social behaviour.

Coping and self-management skills

It refers to skills that increase an individual's internal locus of control so that they believe they can affect change and make a difference in the world. Self-esteem, self-awareness, self-evaluation skills, and the capacity to set goals are also included in the broader category of self-management abilities. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma.

Stress and time management are key, as are positive thinking and relaxation techniques.

UNICEF promotes the understanding that the life skills approach can be successful, if the following are undertaken together:

a) The Skills –

This involves a collection of interconnected psychosocial and interpersonal abilities. For instance, decision-making is likely to incorporate elements of creative and critical thinking as well as values analysis.

b) Content

To effectively influence behaviour, specific content-area-specific skills must be utilised. "What are we making decisions about?" The learning of decision-making will be more meaningful if the material is current and consistent. Such subject matter may include drug abuse, HIV/AIDS/STI prevention, suicide prevention, or violence. Regardless of the subject matter, a balance of three elements must be considered: knowledge, attitudes, and skills.



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c) Methods

In the absence of participant interaction, skill-based education is impossible. It relies on the effectiveness of groups of individuals. It is impossible to acquire interpersonal and psychosocial skills through reading alone. All three components must be present for this strategy to be successful: life skills, content, and method. This implies that the acquisition of life skills is possible through the use of specific methods and tools.

IV. Criteria for using Life Skills.

UNICEF identifies the following criteria to ensure a successful life skills-based education:

- It should address not only changes in knowledge and attitude, but also, and most importantly, changes in behaviour.
- Generally speaking, traditional "information-based" approaches are insufficient to effect changes in attitudes and behaviours. A lecture on "safe behaviour," for instance, will not necessarily result in the practise of safe behaviour. Therefore, the lecture should be supported by exercises and situations in which participants can practise safe conduct and experience its effects. The adult learning theory emphasises that adults learn best when they can make connections between new information and their prior experience and practise.
- It will function optimally when augmented or reinforced. If a message is given once, the brain remembers only 10 percent of it one day later, but if it is given six times, the brain remembers 90 percent. Thus the need for repetition, review, reinforcement, and recapping.
- It will be most effective when combined with policy development, access to suitable health services, community development, and media.

V. How can Life Skills Help Young People make Better Choices concerning their Health?

Developing life skills enables adolescents to translate their knowledge, attitudes, and values into healthy behaviour, such as the ability to reduce special health risks and adopt healthy behaviours that improve their lives in general (such as planning, career planning, decision-making,




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and forming positive relationships). Modern adolescents are exposed to contradictory messages regarding sexuality, substance abuse, alcohol consumption, and adolescent pregnancy. On the one hand, parents and teachers warn about the dangers of early and promiscuous sexual activity, adolescent pregnancy, HIV/AIDS, drugs and alcohol, while on the other hand, messages and behaviour from entertainers and peer pressure contradict these messages. Frequently, they encourage the opposite behaviour. Teenagers can combat these obstacles and protect themselves from teen pregnancy, HIV/AIDS, drug-related violence, and sexual abuse through the development of life skills. Developing life skills among adolescents will hopefully empower girls to avoid pregnancy until they reach physical and emotional maturity, develop in both boys and girls responsible and safe sexual behaviour, sensitivity and equity in gender relations, prepare boys and young men to be responsible fathers and friends, encourage adults, particularly parents, to listen to and respond to young people, assist youth in avoiding risks and adversities, and involve them in decisions that affect their lives.

VI. Outcomes of Life Skills-Based Education

Programmes designed to foster the development of life skills have produced the following results: increased ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and handling of interpersonal problems and coping with anxiety; and enhanced constructive conflict resolution with peers, imitators, and authority figures. Studies have also demonstrated that sex education based on life skills was more effective in bringing about changes in adolescent contraceptive use, delay in sexual debut, delay in the onset of alcohol and marijuana use, and in developing attitudes and behaviours necessary for preventing the spread of sexually transmitted diseases of HIV/AIDS.




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NCTE order No.F.SRO/NCTE/APSQ 8071/B.Ed./TN/2014-15/ 62329
F.SRO/NCTE / APSQ9493/M.Ed/TN/2015/65325

Value added Courses for the Academic Year 2022 – 2023

S. No.	Course Code	Title of the Value-Added Course	Semester	Name of the Course Coordinator
1	VAC01	Child Rights Education	II	Mrs. Subi
2	VAC02	Communicative Applications in English	I	Mrs. Razia
3	VAC03	Counselling Skills	III	Mrs. Merlin Jeya
4	VAC04	Human Rights Education	III	Mrs. Sheeba
5	VAC05	Life Skills	III	Dr. Rajan
6	VAC06	Research Skills	III	Dr. Pramod
7	VAC07	Data Analysis and fundamental in Excel, SPSS	I	Mrs. Sreeja
8	VAC08	Thirukkural Koorum Vizhumangal	I	Mrs. Albah Grace
9	VAC09	Yoga and Empowerment	III	Mrs. Derinoji
10	VAC10	Art & Craft	I	Mrs. Benzy
11	VAC11	ICT	I	Mrs. Johny
12	VAC12	Tailoring	I	Mrs. Jenisha Beautrace
13	VAC13	Vegetable Carving	I	Mr. Shanu
14	VAC14	Disaster Management	II	Mr. P. Ramaswamy




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M.Ed – Semester -I

CHILD RIGHTS EDUCATION

30 Hours

Objectives

After the completion of the course the Prospective Teacher Educators will be able to

- i. Gain knowledge about the children based on their age and background of the children, and Understand the various myths existing in the society about children;
- ii. Understand the historical background of human rights - Classify various rights of the children
- iii. Reflect on the contemporary issues related to the children - Various strategies of implementing mechanisms of rights from village level to state level child protection commission
- iv. Gain knowledge about promotion, protection and benefits of child rights among children - Know about various rights of varied type of children
- v. Gain knowledge about violation of rights against children in media, ensuring child friendly environment /approaches to teachers in institution.

Unit – I Understanding Children: Age wise & Background of child: Region, Religion, Caste, Economic and condition - Myths about children.


Unit – II Right & Child Rights: Historical Background of Human Rights - Types of Rights: Right to live, Protection, Development and Participation.

Unit – III Contemporary issues related to child – Types of Violence & Abuse: Physical, Emotional, Sexual, Neglect and Technological; Online. Mechanism of Rights: Village level child protection commission to State level child protection commission.

Unit – IV Promotion, Protection and benefits of child Rights among teachers, Girl child rights, adolescent, disabled children; single parent child.

Unit – V What are the violation of Rights against children in media – print & electronic - Ensuring Child friendly environment/approaches to teachers in institutions- child protection policy and creating child right based culture.




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COMMUNICATIVE APPLICATIONS IN ENGLISH

Course: Value-added

COURSE OBJECTIVES

On completion of this course, the prospective teacher educator will be able to:

1. use English for interpersonal and international communication.
2. engage in all kinds of communication activities - informal, formal/business related and academic.
3. enrich vocabulary through various strategies and techniques.
4. perform well in language tests and competitive examinations.
5. enhance creative writing and presentation skill of report/academic writing.

UNIT - I: LISTENING AND SPEAKING SKILLS

Variations of modern English: British, American, and Indian - Basic sounds - Deviations in British and American and other varieties.

UNIT - II: VERBAL COMMUNICATION

Conversation - Basic techniques - How to begin, interrupt, hesitate and end - How to express time, age, feelings and emotions - How to respond - Using language in various contexts/situations - Talking about oneself and others - Attending an interview - Addressing an audience - Using ICT and audio-visual aids - Compering - Group discussion.

UNIT - III: NON-VERBAL COMMUNICATION

Body language and postures - Orientation - Eye contact - Facial expression - Dress code - Self-concept - Self-image - Self-esteem - Attitudes.


UNIT - III: READING AND WRITING SKILLS

Skimming and scanning - Writing short messages - E-mails - Preparing notes and reports based on visuals, graphs and diagrams - Official/business related letters - Preparing agenda, minutes - Curriculum Vitae - Describing persons, places, incidents and events - Short argumentative essays.

UNIT - IV : ENRICHING VOCABULARY

Words often confused and misused-Synonyms-Antonyms-Idioms phrases and phrasal verbs used in day-to-day life - Corresponding British and American expressions.




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TAMIL NADU TEACHERS EDUCATION UNIVERSITY

VALUE ADDED COURSE – Semester III

SYLLABUS

COUNSELLING SKILLS

Course Objectives:

1. To understand emerging concept of Counseling
2. To know the various skills in Counseling
3. To acquaint students with the stages of Counseling Process
4. To identify the need of ethics in Counseling
5. To sensitize the importance of theories in Counseling

Unit: I Introduction

(6 hours)

Meaning, Definition, Elements, Principles and Types of Counselling – Goal and Purpose of Counselling – Qualities of a good Counsellor – Micro skills of Counsellor – Benefits of Counselling

Unit: II Basic Counselling Skills

(6 hours)

Attending Skills – Listening Skills and its types – Inquiry Skills – Observation Skills – Clarifying Skills – Paraphrasing, reflection and summarizing – Confrontation Skills – Self disclosure – Immediacy – Silence – Empathy – Goal Setting – Feedback

Unit: III Counselling Process

(6 hours)

Stage 1: Initial disclosure – Relationship Building, Stage 2: In-depth Exploration – Problem Assessment, Stage 3: Commitment to Action – Goal Setting, Stage 4: Counselling Intervention – Stage 5: Evaluation, Termination or Referral

Unit: IV Ethics in Counselling

(6 hours)

Ethic of Client Autonomy - Strengths – Ethic of Client Autonomy - Limitations – Fidelity – Autonomy – Beneficence – Non-maleficence – Justice – Self-respect – Confidentiality –




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Privileged Communication – Ethical Principles – Relationship with Counselee – Relationship with Community – Relationship with colleagues in the Profession

Unit: V Theories of Counselling and Psychotherapy

(6 hours)

Sigmund Freud's: Psycho-analysis theory – Human Personality Development – Defence Mechanism – Stages of Personality development – Goal of Counsellor in Psycho-analytic theory – Advantages and Disadvantages of Psycho-analytic theory – Existential Theory: Contribution and Limitations.


Course Outcomes

1. Understand emerging concept of Counseling
2. Utilize the stages of Counseling in the Counseling Process
3. Critically analyze the need of ethics in Counseling
4. Inculcate the theories of Counseling to a fresh Counselor
5. Implement Skills in Counseling Process.

References

- Richard Nelson-Jones. (2021). Basic Counselling Skills. SAGE Publications India Pvt Ltd.
- Samuel T Gladding & Promila Batra. (2018). Counselling - Pearson Education.
- Richard Nelson-Jones. (2012). Theory and Practice of Counselling and Therapy. SAGE South Asia.
- Andrew Reeves. (2018). An Introduction to Counselling and Psychotherapy. SAGE Publication Ltd.
- Lewis Patterson & Elizabeth Welfel. (2004). The Counselling Process: A Multitheoretical Integrative Approach. Brookes Publication.
- Elizabeth Reynolds Welfel. (2009). Ethics in Counseling And Psychotherapy: Standards, Research and Emerging Issues. Cengage Publication.




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M.Ed – Semester – II

Human Rights Education

Objectives

After the completion of the course the prospective Teacher Educators will be able to

- i. gain knowledge about the historical evolution of human rights, understand the concepts of human rights
- ii. gain knowledge about the fundamental rights and duties mentioned in the Indian constitution.
- iii. Understand the functions of human rights institutions at National, state and Local level.
- iv. Understand the history of human rights education and ideologies
- v. Gain knowledge about the policies, pedagogy and practices of human rights education in India.

Unit I – Introduction to Human Rights

Historical Evolution of Human Rights – Concept of Human Rights: Definition, Classification and the Principles of Human Rights – Understanding Basic Terminology in Human Rights – Universal Declaration of Human Rights (UDHR) 1948.

(7 Hrs)

Unit II – Human Rights and Duties in Indian Constitution

Indian Constitution and Its Structure – The Preamble – The Fundamental Rights (Right to Equality (Articles 14-17), Right to Freedom (Articles 19-22), Right against Exploitation (Articles 23 -24), Right to Freedom of Religion (Articles 25-28), Cultural and Educational Rights (Articles 29-30), Directive Principles of State Policy (Articles 36 to 51), Fundamental Duties (Article 51 (A)), Right to Constitutional Remedies (Article 32) – Comparison between the UDHR and Fundamental Rights – Directive Principles in the Constitution

(7 Hrs)

Unit III – Human Rights Institutions at National, State and Local Levels

National Human Rights Institutions: History and International Principles – The NHRIs in India: NHRC, NCW, NCM, NCSC, NCST, NCPCR, CIC, NCPWDs, NCSK – State Human Rights Institutions in India and those with specific reference to Tamil Nadu such as SHRC, SCW, SCM, SCPCR and SIC – Functions, Powers and Complaints Handling under all N/SHRIs to Human Rights Violations – Introduction to District Level Institutions such as Child Welfare Committees, District Child Protection Units, Child Line Foundations, Nirbhaya Centres, District Legal Services Authority

(6 Hrs)

Unit IV – Human Rights Education (HRE): Definition, History and Ideologies

United Nations (UN) Decade for HRE (1995-2004)- UN Declaration on HRE and Training (2011) - World Program for HRE (Dec 2004)- First Phase (2005-2009)- Second Phase (2010-2014)- Third Phase (2015-2019)- Fourth Phase (2020-2024)

(5 Hrs)




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Unit V - HRE in India: Policy, Pedagogy and Practice

National Level initiatives in HRE - UGC, NCTE, NCERT, NIRC; HRE beyond classrooms and into the community- Evaluating Human Rights Training Activities.

(5 Hrs)




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CERTIFICATE COURSE IN LIFE SKILLS

Objectives:

1. To define the meaning, characteristics and scope of life skills.
2. To define theories of life skills and life skills education.
3. To develop an understanding of the theoretical foundations of life skills.
4. To create Self Awareness and Empathy
5. To develop Thinking Skill
5. To evaluate of life skills training.

Unit 1: Concept of Life Skills (6 Hours)

- a) Concept of Life Skills.
- b) Life Skills, Survival Skills and Livelihood Skills.
- c) Models of life Skills. (WHO Model, 4 H Targeting Life Skills Model)

Unit 2: Theoretical Foundations of Life Skills (6 Hours)

- a. Theories of Self (Looking Glass Self, Self Determination Theory)
- b. Theories of Emotions and coping (Psychological Stress- Lazarus, Broaden and build theory of emotions- Fredrickson)
- c. Theory of Risk and Resilience (Masten, Luther, Becker)

Unit 3: Skills of Self Management and Empathy (6 Hours)

- a) Self Awareness (Self Concept, Self Esteem, Self Image, Techniques for enhancing Self Awareness) and Empathy (Meaning and techniques to enhance empathy)
- b) Coping with emotions (Meaning of emotions, Expressing emotions, Coping with negative emotions, Cultivating positive emotions)
- c) Coping with stress (Types of stress, signs and symptoms, strategies to manage stress)


Unit 4: Thinking Skill (6 Hours)

- a) Creative thinking (Process and Strategies for enhancing Creative thinking) , Critical thinking (Process and Strategies for enhancing Critical thinking)
- b) Problem Solving (Stages of problem solving, Models of problem solving, Enhancing problem solving skills)
- c) Decision making (Process, Barriers, Techniques, Decision making in a group)

Unit 5: Methods of Life Skills Training and Evaluation (6 Hours)

- a) Approaches of Life Skills Training (Preventive Approach, Competency Based Approach, Issue Based Approach.




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b) Methods for Life Skills Training (Group discussion, Debates, Role Play, Storytelling, Situation Analysis, Case Studies, Community Service)

c) Evaluation (Surveys, Questionnaires, Check list and Focus group discussions) and Reporting (Writing a Report, Frame Work, Executive Summary) of Life Skills Training

Course Outcomes:

- The students once they complete their academic projects, shall get an adequate knowledge on life skills.
- During their research career, they can get hands-on training on life skills. This provide further way for developing their idea or innovations.

References:

Adkins, W.R. (1973). Life skills education for adult learners. *Adult Leadership*, 22, (2), 55-58.

Burton, J. (1990). *Career development series at the Ft. George Head Start Center*. New York, NY: Institute for Life Coping Skills.



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DEPARTMENT OF CURRICULUM PLANNING AND EVALUATION

VALUE ADDED COURSE SYLLABUS

RESEARCH SKILLS

(30 Hrs)

Unit – I - SKILL OF IDENTIFYING A RESEARCH PROBLEM

Specifying a problem - Justifying it - Suggesting the need to study it for audiences

Unit – II – SKILL OF REVIEWING THE LITERATURE

Locating resources - Selecting resources - Summarizing resources

Unit – III – SKILL OF SPECIFYING A PURPOSE FOR RESEARCH

Identifying the purpose statement - Narrowing the purpose statement to research questions or hypotheses

Unit – IV - SKILL OF COLLECTING DATA

Selecting individuals to study - Obtaining permissions - Gathering information

Unit – V – SKILL OF ANALYZING AND INTERPRETING DATA

Breaking down the data - Representing the data - Explaining the data


Unit – VI – SKILL OF REPORTING AND EVALUATING RESEARCH

Deciding on audiences - Structuring the report - Writing the report sensitively

❖ ASSIGNMENT

❖ Course end exam (50 marks)




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MLEd - Semester - III

Data Analysis and Fundamentals in Excel, SPSS

Objectives

After the completion of the course, the students will be able to:

1. Know to create databases using SPSS and other DBMS softwares, define the variables and labels.
2. Plot various graphs and charts for various types of data
3. Analyse descriptively using the data available in SPSS
4. Gain knowledge to use various parametric tests using SPSS
5. Apply various non-parametric tests and regression analysis using SPSS

Unit I – Introduction about SPSS : Introduction – starting SPSS – creating of data bases using SPSS – MS Excel or exporting from other data bases- variable view – data view- variable type - Naming and defining of variables for various measures of scales – Opening and saving of SPSS files

Unit II – Graphs & Charts

Creating graphs – types of charts – 3D charts – bar – pie – histogram – line – space – inserting legends – values – axes.

Unit III – Descriptive analysis

Descriptive statistics – Mean, Median, Mode, Skewness and Kurtosis – Percentage analysis – Percentiles – Standard deviation – quartile deviation – Grouping of data.

Unit IV – Parametric Tests

Critical ratio(t) – Analysis of Variance(ANOVA) – Post ANOVA – ANOCOVA – MANOVA- MANOCOVA.

Unit V – Non Parametric Tests

KS test - Z, X, T - Chi Square test – Correlation – Bivariate & Multivariate - Regression Analysis – Multiple Regression.

References

1. Multivariate Data Analysis using SPSS and AMOS, R.Shanthi, MJP publishers, New Delhi.
2. IBM SPSS for Introductory Statistics: Use and Interpretation, Fifth Edition Paperback - George A. Morgan (Author), Nancy J. Leech (Author), Gene W. Grissmer (Author), Karen C. Barnett (Author), Routledge Publishers, 2014.
3. Advanced Educational Statistics, Henry F. Garret.




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DEPARTMENT OF CURRICULUM PLANNING AND EVALUATION

VALUE ADDED COURSE SYLLABUS

RESEARCH SKILLS

(30 Hrs)

Unit – I - SKILL OF IDENTIFYING A RESEARCH PROBLEM

Specifying a problem - Justifying it - Suggesting the need to study it for audiences

Unit – II – SKILL OF REVIEWING THE LITERATURE

Locating resources - Selecting resources - Summarizing resources

Unit – III – SKILL OF SPECIFYING A PURPOSE FOR RESEARCH

Identifying the purpose statement - Narrowing the purpose statement to research questions or hypotheses

Unit – IV - SKILL OF COLLECTING DATA

Selecting individuals to study - Obtaining permissions - Gathering information

Unit – V – SKILL OF ANALYZING AND INTERPRETING DATA

Breaking down the data - Representing the data - Explaining the data

Unit – VI – SKILL OF REPORTING AND EVALUATING RESEARCH

Deciding on audiences - Structuring the report - Writing the report sensitively

❖ ASSIGNMENT

❖ Course end exam (50 marks)




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SYLLABUS

Thirukkural koorum Vizhumangal

Objectives

- To identify the different type of wealth
- To guide to attain all of prosperity and wealth
- To create the interest in learning Thirukkural
- To enhance the vocabulary words in Thirukkural
- To understand the subtle meaning of Thirukkural

Unit I- Steps to get the money wealth – analysis the various factors of education wealth. Relations between education wealth and wisdom wealth. Clarity about the money, education, wisdom

Unit II - Details of practicing body wealth. Consequence of practising the recommended principle about body wealth- pros and cons of body wealth – Importance of questioning and hearing.

Unit III - Details of gaining discipline and characters through friendship. Procedure to gain the strengths through contacts and friendship- advantage of gaining discipline and characters.

Unit IV - Difference between fame, popular and familiar. Importance of virtue wealth and benevolence wealth – Techniques to gain the virtue wealth, understand the benefits of benevolence wealth.

Unit V - Importance of children in the family life – Various factors about enjoying benefits of wealth gained in the life frequently asked questions about children development and wealth usage

Learning Outcomes

- Recall the Thirukkural regarding wealth management
- Critically analysis the Thirukkural meaning
- Describe the benefits of wealth management
- Increase the flawless of Thirukkural thoughts



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VALUE ADDED COURSES
YOGA AND EMPOWERMENT
Syllabus

Objective:

Total Hours : 30

Providing the value education to improve the Students – Good Character – Understanding yogic life and physical health – maintain youthfulness – Moderation in five aspects of life.

Cultivating good qualities and eliminating bad ones – Learning introspection practices including Analysis of thoughts, Moralisation of desires, Neutralisation of anger and Eradication of worries – Realising one's responsibilities – Understanding the reasons behind the diversity in men – Yogasanas.

UNIT-1: PHYSICAL HEALTH & STRENGTHENING LIFE FORCE Hours : 6

1. SKY – Introduction – Education as a means for youth empowerment – Greatness of education – Yoga for Youth Empowerment
2. Simplified Physical Exercise: Explanation – Hand, Leg, Breathing and Eye exercises – Kapalabhati – Makarasana – Massaging, Acupressure and Relaxation practices – Benefits
3. Philosophy of Kayakalpa - Kayakalpa practice – Benefits
4. **Yogasanas - 1:** Pranamasana – HasthaUddhasana – Padahasthasana – Chanchalanasana – Thivi pada hasthachanchalanasana – Ashtanga namaskara – Bhujangasana – Athamukthasana – Aswachanchalanasana – Padahasthasana – HasthaUddhasana – Pranamasana
5. Pranayama: Nadisuddhi – Clearance – Explanation – Benefits

UNIT – 2: WELLNESS OF MIND

Hours : 6

1. Classification of mind waves – Beta, Alpha, Theta, Delta – Agni meditation – Benefits




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2. Shant'i meditation – Benefits

3. Thuriya meditation – Benefits

4. Blessing and its benefits

UNIT-3: VIRTUES

Hours : 6

1. Individual Virtues - Societal Virtues – Morals

2. Cultural values - Social Values

3. Management Techniques

UNIT-4: PHILOSOPHY OF LIFE

Hours : 6

1. Philosophy of life - Five duties - Safeguarding the Natural resources

2. Analysis Of Thoughts - Moralisation of Desires - Neutralisation of Anger -
Eradication of worries


UNIT-5: YOGASANAS-2

Hours : 6

1. Dandasana – Chakrasana (sideways) - Vrichasana (Ekapada asana) -Trikonasana
– Vajrasana

2. Padmasana - Yoga mudra – Maha mudra - Ustrasana – Vakrasana -Savasana




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DRAMA AND ARTS IN EDUCATION

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his/her creativities and aesthetic sensibilities.

Course objectives: To enable the student-teachers:


1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

Mode of Transaction of the Course

The teachers in Colleges of Education should:

1. Engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a picture/landscape/mural/in oils/in water colours/ draw a picture /a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink, with fine arts experts.
2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals
3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.
4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion' to them (such as




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completely segregated social environments, bounded by caste, class, religions or gender, etc).

5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.
6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.
7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.
8. Motivate the student-teachers to use drama as a '**critical pedagogy**' moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.
9. Guide the student-teachers to experience and stage different kinds of drama/skits/street plays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.
10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.
2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.




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CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

Course objectives: To enable the student-teachers:


1. To teach effectively in a "technology enhanced classroom" (previously referred to as "smart classroom").
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

Mode of Transaction of the Course

The teachers in Colleges of Education should train the student-teachers:

1. To operate /use various ICT tools such as computer, laptop/Internet, Interactive whiteboard, Tablet PC, iPad, iPhone, Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video-conferencing.
2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching-learning.
3. To prepare teaching material/learning resource materials: e-content, e-booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.
4. To use a laptop /PC for preparing slides for PowerPoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.





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5. To teach a content /lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).
6. To use a visualizer/document camera (visual projector) to display and share an information to the whole class.
7. To use a mobile device/a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.
8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.
9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through Whatsapp with their classmates and others.
10. To create educational blogs(edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community.

Tasks and Assignments:

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.
2. Write a report on the organization of video-conferencing with an educational expert.




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