



# **GRT COLLEGE OF EDUCATION**

**TIRUTTANI - 631209.**

**(Approved by NCTE, Affiliated to TNTEU &**

**Accredited by NAAC with 'B' grade)**

## **VALUE ADDED COURSES**

**(FOR B.Ed & M.Ed STUDENTS)**

**SYLLABUS**

# VALUE ADDED COURSES

## COURSE PARTICULARS - SYLLABUS

### CONTENT

<b>Course Code</b>	<b>Name of the Certificate course</b>	<b>Duration</b>	<b>Semester</b>
CC-I	Certificate course in Basic skills in Counseling	16 weeks	I
CC-II	Certificate course in Computer Education	16 weeks	II
CC-III	Certificate course in Educational Management	16 weeks	II
CC-IV	Certificate course in Communicative English	16 weeks	IV
CC-V	Certificate course in Soft Skills	16 weeks	IV

**Semester I**  
**Certificate course**  
**Basic skills in Counseling (CC- I)**

**Duration: 16 weeks (96 hours)**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

- analyzing the scope of counseling in shaping human behavior with a focus on socio-cultural context.
- acquiring theoretical perspectives on counseling and its techniques
- developing appropriate skills for counseling
- exploring the possibilities of application in different counseling techniques
- designing interventions by applying various therapeutic techniques
- collaborating with school counselors to facilitate normalization of student mental health

**Unit 1: Basics in Counseling**

**10 hrs**

- 1.1 Concept: Need, meaning, scope, factors and common terminology.
- 1.2 Historical Perspectives: Emergence and growth of counseling psychology, counseling Movement in India. Present status of counseling.
- 1.3 Theoretical Approaches to Counseling: Classification - directive/nondirective/ eclectic, affectively, behaviorally, cognitively oriented approaches, family therapy. Psycho-education, and community developing a pragmatic therapeutic position.
- 1.4 Ethical Issues: Meaning, issues in relationships and counseling psychology research.

**Unit 2: Process of Counseling**

**10 hrs**

- 2.1 Initiating counseling: Preparation and intake procedures, establishing rapport, termination of and response to initial interview.
- 2.2 Establishing Structure: Attending behavior, observation, non-verbal behavior, listening, verbal patterning and communication responses, silence, use of questions, transference and counter-transference, regarding and respect in counseling relationship, involuntary clients, client expectation.
- 2.3 Termination of counseling: Termination of session and termination of counseling, variables affecting counseling process.

**Unit III: School Counseling**

**10 hrs.**

- 1.1 Meaning, nature and need for counseling services within schools.
- 1.2 Government directives and initiatives; developing counseling skills.
- 1.3 Identifying common classroom issues that require counseling.
- 1.4 Role of an educator as a first point-of-contact.
- 3.5 Making referrals to School Counselors.

**Unit IV: Therapeutic Techniques**  
**hrs.**

**18**

- 1.1 Introduction to Therapies: Psychoanalytic therapy, group therapy, psychodrama, chemotherapy, behavior therapy, cognitive therapy.
- 1.2 Relaxation Techniques and Systematic Desensitization: Jacobson's progressive muscular relaxation, autogenic training, yoga, meditation etc., basic principles, theory and procedure of systematic desensitization.
- 4.3 Cognitive Behavior Modification and Biofeedback: Melchenlaum's self-instruction training, Beck's model, rational emotive therapy of Ellis, biofeedback principles and applications.
- 4.4 Application of Behavior Therapy: In anxiety disorders, psychoactive substance use disorder, sexual disorders, personality disorders, childhood disorders, psychotic disorders, programmed learning.
- 4.5 Behavior Modification: Nature, learning theory, foundation of behavior modification, merits and limitations of behavioral approach, behavioral counseling.

**Practical Activities**

**48 hrs.**

- Psychological Assessment: Administration, scoring and interpretation of emotional intelligence test.
- Techniques and Skills of Counseling: Relaxation, Systematic Desensitization, Assertiveness training, Operant conditioning, Technique, Cognitive Behavior Modification, Biofeedback.
- Transactional analysis, Individual and Group counseling, etc. (Students would be exposed to above techniques and would prepare a detailed report).
- Field visit to various agencies of guidance and counseling centers and study its organizational structures, functions and achievements.
- Development of students' profile by using standardized and non-standardized tools and techniques.
- Workings in the Guidance / Counseling center i.e. take up one case and prepare a report under the guidance of professional in the center.
- Conducting awareness programmes and submitting a report on Educational Vocational and personal guidance / counseling services to secondary / intermediate / degree students etc.

**References:**

1. Ashok Bhatnagar & Nirmala Gupta (eds.) (1988) Guidance and Counseling: A Theoretical Perspective Vol. I. Vikas, New Delhi.
2. Dash (2003) – Guidance services schools, Formin
3. ant Publishers and Distributors, New Delhi.
4. Gibson Robert – L. Michel Marianne J. (2005) Introduction to counseling and guidance, practice Hall India Private Limited.
5. InduDeve (1984) : The Basic Essentials of Counseling, Sterling Private Limited, New Delhi.
6. Jaffeey.A. Kotrer and Elian Kothat (1993) - Teacher is a Counselor, Sage Publications, London.
7. Joneja, G.K. (1997) : Occupational information in Guidance, NCERT, New Delhi.

**Semester II**  
**Certificate Course**  
**Computer Education (CC- II)**

**Duration: 16 weeks (96 Hours)**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

- Developing the skill of digital literacy among learners
- Selecting the suitable computer hardware/software and operating systems for personal use.
- Applying basics of technologies to web-based applications, social networking tools and searching strategies.
- Designing innovative teaching learning material using MS Office applications and multimedia.
- exploring internet technology to create e-support systems, e-content, e-classrooms, e-assessments, tutorials, remedial interactive automated modules for facilitate e-learning and web authoring
- Engaging in self-directed learning through MOOCs such as COURSERA, SWAYAM etc.

	<b>Description</b>	Theory	Practical	Total
<b>Unit I</b>	<p><b>Introduction to Computers</b></p> <p>Fundamentals, anatomy, classification, input-output devices, types of memory devices, operating system basics and types of software.</p>	6	9	15
<b>Unit II</b>	<p><b>Graphical User Interface (GUI) and Windows Desktop OS</b></p> <p>Getting started with Windows, securing and manipulating work with Windows Operating System. Saving and retrieving files from secondary storage devices. (CD and Pen drive).</p>	10	5	15
<b>Unit III</b>	<p><b>Internet Basics</b></p> <p>Introduction to internet of things: e-mail, surfing, browsing, chatting, search engines and websites.</p> <p>Accessing and browsing the internet for relevant information: Google.com, Kiddle.com,</p> <p>Courseera.com, Edex, SWAYAM , Animations, Remixing media and feedback analysis using Google forms</p>	8	22	30

<b>Unit -IV</b>	<b>MS Office Packages:</b>	10	26	36
	<ul style="list-style-type: none"> <li>• MS Word – Customizing word documents, pursuing objects, comments and tables.</li> <li>• MS Excel – Worksheets, simple functions, charts and graphs.</li> <li>• MS Power point – Creating, customizing and showcasing presentations.</li> <li>• MS Publisher - Creating letters, greetings, newsletters and web pages.</li> <li>• MS Access – Creating database: Primary, secondary keys, forms, queries and reports.</li> </ul>			
	Total	34	62	96

**References:**

- 1) Glence Publishers – California – text books
- 2) Digital Learning - Journal [www.digital learning](http://www.digitallearning.org).
- 3) Kumar K.L. Educational Technology, New Age Institutional (P) Limited Publishers
- 4) Usha Rao, Educational Technology, Himalaya Publishing House.
- 5) Calhan S.S. Innovation in Teaching-learning process, New Delhi. Vikas Publishing House Pvt. Ltd.
- 6) Vanaja. M: Educational Technology, Neelkamal Publication Pvt. Ltd.
- 7) Ramakrishna A.S. Educational Technology (Telugu Version).
- 8) Vani, M, Ch.Chandrasekhar: educational Technology, Neelkamal Publications Pvt Ltd.
- 9) Sharma R.R. Educational Technology, New Delhi, Loyal Publication.
- 10) Sharma Yogendra K Fundamental Aspects of Educational Technology Kanishka Publishers. & Distributors, New Delhi.
- 11) Schwatz & Schltz (2000) Office 2000, BPB Publications, New Delhi.

**Semester II**  
**Certificate Course**  
**Educational Management (CC – III)**

**Duration: 16 weeks (96 hours)**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

1. applying the various dimensions of management models to the school environment
2. maximizing the human resource potential for efficient functioning of the institution
3. leading the team to achieve the vision and mission of the organization
4. building collaborations for academic conclave
5. communicating effectively the decisions, programmes and expectations of the management
6. organizing efficiently to minimize stress and nurture talent to create a congenial school climate

**Unit I – Management Model**

**35 hrs.**

- 1.1 Management as an Art and Science of an organization
- 1.2 Management and maintenance of Physical and material resources to optimize access to teaching, organize and implement instructions.
- 1.3 Management and coordination of school function / classroom organization
- 1.4 Strategies for maximizing Teacher Potential as an enterprising manager
- 1.5 Classroom Assessment Techniques
- 1.6 Pedagogy – Management connection

**Unit II – Foundations in Management**

**35 hrs.**

- 1.1 Roles of Managers: Interpersonal roles, informational roles, decision roles, employability quotient – graduate attributes, industry – academic conclave

**Unit III -Leadership styles of HM and Teachers – Demand Driven Skills**

**26 hrs.**

- 3.1 Decision making
- 3.2 Effective communication,
- 3.3 Goal performance relationship,
- 3.4 Time management – skills,
- 3.5 Stress management / comfort management,
- 3.6 Talent management

**Practical Activities**

- Observe the classrooms in different types of schools and write a report on the classroom arrangement with different resources.
- Explore & enlist various physical and academic resource essential for an ideal functioning of a school.
- Envision a learner friendly classroom & school and write about its climate.
- Visit any e-classroom & write about it

- Observe any one school complex and write about the resources sharing done and write a brief report about it.
- Interview different teachers and identify different types of students in the classrooms and explore the strategies used by the teachers.
- Observe few classrooms and record the time management of teachers with respect to total time slot, instruction time, engaged time and academic learning time:

Class-room No.	Instruction time (Minutes)	Engaged time (Minutes)	Academic learning time (Minutes)	Total time (Minutes)	Remarks

- Case study of eminent leaders, Bharat Ratna, Megassasay Award Winners, Business, Awards
- Teacher inventories / Leadership inventories /
- Self evaluation Management style inventories / Rubrics

### References:

1. Alka Kalra (1977) Efficient School Management and Role of Principals, APH Publishing Corporation, New Delhi.
2. Anish QA – B.Ed., DIET, ETI, JBT – Series, School Management and Pedagogies of Education – Hand Book – Aggarwal and Aggarwal, Anshah Publishing House.
3. Bagley, Classroom Management, New York Macmillan
4. Buch.T. (et al) (1980) Approaches to School Management, Harper & Row Publishers, London.
5. Campbell.R.F., Corbally, J.E. and Nystrand, R.O (1983) Introduction to Educational Administration (6<sup>th</sup> Ed.) (1986) Allyn and Bacon, Inc. Boston Blumberg, A & Greenfield,W.
6. Educational Innovations and Management (2009) – Babu Muthayu, R. Usha Rani, Pratikshna Jugran, Centrum Press, New Delhi.
7. Encyclopedia of Educational Administration and Management (2007) Pooja Nirman, Anmol Publications Pvt. Ltd., New Delhi
8. Government of India (1992), Programme of Action, MHRD, New Delhi
9. Managerial skills in Education Administration. Role of Organizational climate and Personality Factors (2004) – Vandana Punia, Foreword by Prof. R. P. Dahiya, Deep & Deep Publications Pvt. Ltd.
10. Operational Leadership (2006) – Jeffrey Glana, Corwin Press
11. Rethinking Classroom Management, (Strategies for Prevention, Intervention and Problem Solving) 2<sup>nd</sup> Edition (2010) Patricia Sequira Belvel, Corwin Press
12. School Administration and Management (2011) S. K. Kochhar, Sterling Publishers Pvt. Ltd.
13. School Management (2008) – M. Dash, Neena Dash, Atlantic Publishers Pvt. Ltd.
14. The effective Principal, Allyn & Bacon, London
15. Transformatinal Leadership & Decision Making in Schools (2005), Robert E. Brower, Bradley V. Balch, Corwin Press
16. You can Win – Sheir Kera



**Semester IV**  
**Certificate Course**  
**Communicative English (CC - IV)**

**Duration: 16 weeks (96 Hours)**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

- integrating accurate pronunciation in speech through an in-depth analysis of sounds in phonetics.
- applying the syntax of grammar in English to communicate effectively
- attaining fluency through regular practice and speaking skills through efficient usage of vocabulary.
- engaging in classroom discourse to develop skills in interactive communication so that deficiencies in spoken English are eliminated.
- designing pertinent dialogue for effective consolidation of education-based learning experiences.
- evaluating conversations, speeches and digital content to identify analyses and remediate language errors.

<b>Unit No:</b>	<b>Description</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
<b>Unit I</b>	<b>Unit I Phonetics</b> Sounds of English – Vowels, Consonants and Diphthongs	8	10	18
<b>Unit II</b>	<b>Vocabulary</b> Words used for day today communication	5	10	15
<b>Unit III</b>	<b>Common Communication Functions</b> Module I - Greetings and Introducing oneself Module II – Personal Information Module III – Hobbies and Interest Module IV – Everyday Activities Module V – Directions and Instructions Module VI – Job Interviews Module VII – Visiting places Module VIII – Enquiring Module IX – Thanking people and responding to thanks Module X – Apologing and responding to sorry Module XI – Permission to do something	12	20	32
<b>Unit -IV</b>	<b>Grammar</b> Important parts of speech, Auxiliary verbs, Tenses, Active & Passive voice, Direct and reported speech	10	21	31
	<b>Total</b>	35	61	96

**References:**

- Handbook provided by College

**Semester IV**  
**Certificate Course**  
**Soft Skills (CC- V)**

**Duration: 16 weeks (96 hours)**

**Course Outcomes:**

**After completing the course, the student teacher will be competent in:**

1. fostering efficient communication skills and interpersonal skills
2. reflecting on leadership qualities for working collaboratively.
3. developing skills of negotiation and conflict management
4. enhancing decision making through innovative problem-solving strategies
5. applying time and stress management strategies to daily life.
6. acquiring employability in diversified roles in the contemporary society

<b>S.Nos.</b>	<b>DESCRIPTION</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
1	<p>➤ <b>COMMUNICATION SKILLS</b></p> <ul style="list-style-type: none"> <li>• International Phonetic Alphabet (IPA) Symbols</li> <li>• Speaking with grammatical accuracy</li> <li>• Oral - Planning, Delivering Presentation</li> <li>• Pronunciation</li> <li>• Academic Writing</li> <li>• Communication as a skill for career building</li> </ul>	5	7	12
2.	<p>➤ <b>INTERPERSONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Verbal Communication</li> <li>• Non-verbal Communication</li> <li>• Listening Skill</li> <li>• Negotiation</li> <li>• Problem-Solving</li> <li>• Decision-Making</li> <li>• Assertiveness</li> </ul>	6	6	12
3	<p>➤ <b>PUBLIC SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Overcoming Fear</li> <li>• Knowing Your Audience</li> <li>• Researching Your Topic</li> <li>• Effective Content</li> <li>• Encouraging Audience Participation</li> <li>• Effective Content</li> <li>• Articulation (audible, clear, effective, eliminating slang)</li> <li>• Developing Public Speaking Techniques</li> <li>• Body Language (personal space, appearance, gestures)</li> </ul>	6	6	12
4	<p>➤ <b>LEADERSHIP AND TEAM MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Qualities of a Good Leader</li> </ul>	4	8	12

	<ul style="list-style-type: none"> <li>• Leadership Styles</li> <li>• Decision Making</li> <li>• Intrapersonal Skills</li> <li>• Interpersonal Skills</li> <li>• Problem Solving</li> <li>• Critical Thinking</li> <li>• Negotiation Skills</li> </ul>			
5	<ul style="list-style-type: none"> <li>➤ <b>CONFLICT MANAGEMENT</b></li> <li>• Strategies for dealing with conflict (compete or fight, collaboration, compromise or negotiate denial or avoidance, Smoothing over the problem).</li> <li>• Essential Skills for Handling Conflict (describe the situation, express your feelings, specify what you want, develop assertiveness)</li> <li>• Recognizing Emotions (managing emotion, empathy, emotional intelligence)</li> <li>• Mediation Skills</li> <li>• Dealing with Criticism</li> </ul>	5	7	12
6	<ul style="list-style-type: none"> <li>➤ <b>DECISION MAKING</b></li> <li>• Decision making process (recognize problem, analyze problem, consider goals, look for alternatives, select the best alternative, put decision into action, accept responsibility, evaluate results.</li> <li>• Creativity</li> <li>• Critical Thinking</li> <li>• Ingenuity</li> <li>• Innovation</li> <li>• Resourcefulness</li> <li>• Flexibility</li> <li>• Confidence Building</li> <li>• Fostering a decision making culture</li> </ul>	5	7	12
7	<ul style="list-style-type: none"> <li>➤ <b>TIME MANAGEMENT</b></li> <li>• Identifying Time Wasters</li> <li>• Time Management Tips</li> </ul>	4	8	12
8	<ul style="list-style-type: none"> <li>➤ <b>STRESS MANAGEMENT</b></li> <li>• Identifying Factors Responsible For Stress</li> <li>• Stress Management Tips</li> <li>• Test Preparation Tips</li> <li>• Employment Related Stress</li> <li>• Relationship Stress</li> </ul>	4	8	12
<b>TOTAL</b>		<b>40</b>	<b>46</b>	<b>96</b>

**References:**

1. Handbook provided by College
2. Butterfield, J. (2017). Soft Skills for Everyone
3. Dhanavel, S.P. (2010). English and Soft Skills, Orient BlackSwan Pvt. Ltd., Hyderabad.