

St. Joseph's College of Education for Women

Opp. Sambasivapet, 2nd Lane, Naaz Center, GUNTUR, A.P., INDIA.
(Under the Management of Society of Jesus Mary & Joseph)



1.2.2

Brochure & Course Content

along with CLOs of Value Added Courses



T. Sivarajakani
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ST. JOSEPH'S COLLEGE OF EDUCATION
FOR WOMEN
GUNTUR-522 001., A.P.

COURSE LEARNING OUTCOMES

COMMUNICATIVE ENGLISH



Value Added Courses

COMMUNICATIVE ENGLISH

Communicative English focuses on using English effectively in everyday situations.

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Course Learning Outcomes

1. To enable student teachers acquire decoding sounds, recognize discourse markers, predict and comprehend English sounds and words
2. To help student teachers articulate sounds in isolation and connected speech and produce English sounds correctly observing intonation patterns
3. To make student teachers read with comprehension develop eye-span, comprehend and reflect on what is read
4. To enable student teachers master spelling, punctuation, sentence construction and referential words in their writing



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COMPUTER APPLICATIONS



Value Added Courses

COMPUTER APPLICATIONS

They enhance productivity and enable users to efficiently solve problems and achieve goals across various fields

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Course Learning Outcomes

- Apply skills in M.S. word and various features of M.S. word to prepare and use the options edit, text, color, graphics in documents
- Create power point presentations to the content in their respective pedagogy subjects
- Design digital lessons and lesson plans in other areas of interest
- Apply M.S. Excel package to statistical applications of students



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EARLY CHILDHOOD AND CARE EDUCATION (ECCE)



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Course Learning Outcomes

- To understand different dimensions of development in early childhood to apply it in classroom observation and activities
- To plan the activities according to the developmental needs of the child
- To understand the importance of child study and use of different methods for child study
- To know & use activities which facilitate child learning in classroom
- To apply the ways of promoting learning readiness
- To be aware of the role of home, pre-school teachers and parents in development
- To know and use strategies to cater to the individual differences among children
- To understand and apply the process of child guidance where and when necessary
- To understand the significance of creative activities and to provide for them in pre-school
- To understand the peer relationships and social skills among the pre-school children

Value Added Courses

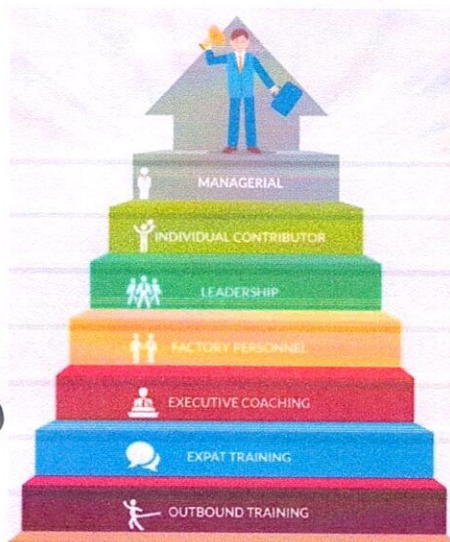
EARLY CHILDHOOD AND CARE EDUCATION

Early Childhood and Care Education focuses on nurturing the holistic development of young children through age-appropriate learning and supportive care



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SOFT SKILLS



Value Added Courses

SOFT SKILLS

Soft skills, such as communication and empathy, are essential for effective collaboration and relationship-building in any professional setting

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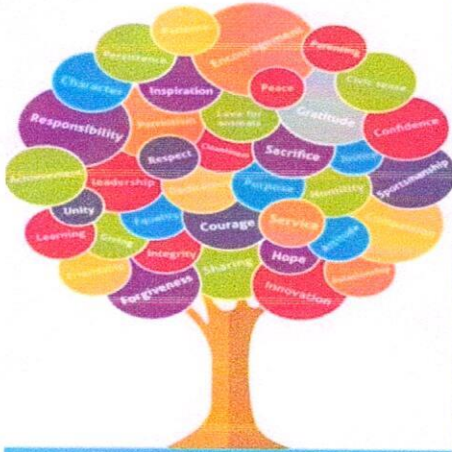
Course Learning Outcomes

- To inculcate potential skills in the learners to prepare them to deal with the external world in a collaborative manner, communicate effectively, take initiative, solve problems and demonstrate a positive work ethic so as to present a good impression and hopeful impact
- To get associated with personality traits such as, team work, communication, conflict management, leadership, responsibility, time management, etc.,
- To enhance individual's interactions, job performance and career prospects by setting goals
- To satisfy the demands of effective internal and external communication/interactions in the current global working environment
- To recognize and appreciate individual personality differences, increasing self awareness and facilitating group interaction



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HUMAN VALUES & PROFESSIONAL ETHICS



Value Added Courses

HUMAN VALUES & PROFESSIONAL ETHICS

Human values, such as integrity and respect, form the foundation of professional ethics, guiding behavior and decision-making in the workplace

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Course Learning Outcomes

- To help the students appreciate the essential complementary in between 'values ' and 'SKILL' to ensure sustained happiness and prosperity which are the core aspirations of all human beings
- To facilitate the development of a holistic perspective among students towards life, it's realities, professions and happiness, based on a correct understanding of the human reality and the rest of Existence, such a holistic trustful perspective forms the basis of values-based living in a natural way
- To highlights plausible implications of such a Holistic understanding in terms of esthetical human conduct, trustful and mutually satisfying human behaviors and mutually enriching interaction with Nature



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GUIDANCE & COUNSELING



Value Added Courses

GUIDANCE AND COUNSELING

Guidance and counseling provide individuals with support and strategies for personal growth and decision-making

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Course Learning Outcomes

- To enable the student to understand the concept, the need and scope of guidance
- To enable the student to understand the principles and problems of different types of guidance
- To enable the student to understand the concept, characteristics and elements of counseling
- To enable the student to know the differences between guidance and counseling
- To acquaint the student with the aims and principles of guidance programme
- To develop in student an understanding of various procedures of organizing various guidance services
- To enable the student to identify the situations for individual and group guidance services
- To enable the student to choose and use appropriate psychological tests to render guidance



T. Swarnapriya
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BEAUTICIAN COURSE



Value Added Courses

BEAUTICIAN COURSE

Beautician course equips students with the skills needed to offer professional services and enhance clients' appearance and confidence

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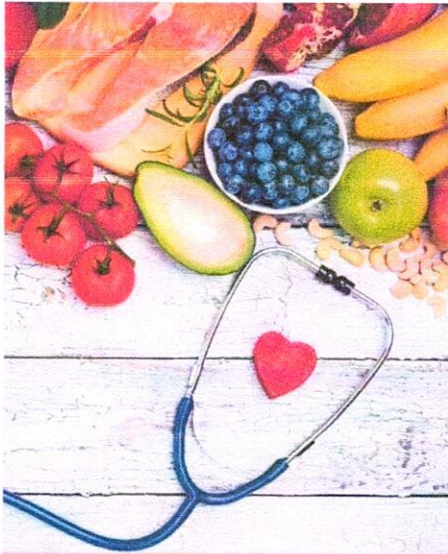
Course Learning Outcomes

- Equip students with a fundamental knowledge thorough understanding of the basics of beauty and personal care
- Develop practical skills through hands-on training in various beauty treatments
- Educate students about different beauty products, their uses, ingredients, and effects
- Train students in excellent customer service skills to ensure a pleasant experience for clients, including communication, consultation, and professionalism
- Instil knowledge of health and safety regulations to maintain a hygienic and safe working environment
- Provide insights into the business aspects of the beauty industry
- Keep students updated on the latest trends and techniques in the beauty industry Prepare students for certification exams and entry into the professional beauty industry
- Encourage creativity and personal expression in beauty treatments and makeup artistry
- Promote ethical practices and integrity within the profession, including respect for client confidentiality and professional conduct



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HEALTH & NUTRITION



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Course Learning Outcomes

- To understand the concept of Nutrition and its relation to health
- To help the students understand health problems and promote the proper use of health services
- To plan nutrition programmes and choose the right methods for communicating messages
- To understand the role of community involvements in nutrition and health education and programmes
- To develop ability to understand health problems to solve them and take help from other medical Agencies

Value Added Courses

HEALTH AND NUTRITION

Health and nutrition focus on understanding how balanced diets and proper nutrition contribute to overall well-being and prevent disease



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BASICS ON FABRIC & GLASS PAINTINGS



Value Added Courses

BASICS ON FABRIC AND GLASS PAINTING

Fabric painting involves applying pigments to textiles. Glass painting uses specialized paints to create vibrant, translucent artwork

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Course Learning Outcomes

- Understand the basic materials and tools required for fabric and glass painting
- Develop skills in various painting techniques and styles
- Create original designs on fabric and glass surfaces
- Apply color theory and composition principles to artwork
- Preserve and care for painted fabric and glass items



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COOKERY FUNDAMENTALS



Value Added Courses

COOKERY FUNDAMENTALS

Cookery fundamentals involve mastering basic techniques and principles such as knife skills, cooking methods, and flavor combinations

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Course Learning Outcomes

- This course aims to provide students with essential skills and knowledge in the culinary arts
- It covers basic cooking techniques, food safety, meal planning, and the preparation of a variety of dishes
- This syllabus aims to equip students with a comprehensive understanding of cookery, enabling them to prepare a variety of dishes with confidence and creativity



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SYLLABUS FOR CERTIFICATE COURSES / VALUE ADDED COURSES

1. COMMUNICATIVE ENGLISH

Listening Skills (Activities):

1. Listening to television, English news, Documentaries, Political Conversations, Interviews & Encounters.
2. Making use of all the Audio-Visual aids available, Note taking notes (gist) and developing.
3. Listening to lingua phone (Poems, Narrations) for vocabulary building & acquiring pronunciation.

Speaking Skills (Activities):

1. One minute speech practice.
2. Self-introduction, describing.
3. Describing drawings, photographs, maps, charts, graphs, diagrams, black boards, models, slides, films, records, videos.
4. Anecdotes (Story telling).
5. Extempore speech practice (Box of topics).
6. Presenting vote of thanks, welcoming, anchoring for small events, etc.
7. Facing interviews for the admissions, employment appraisal, etc.
8. Phonetic alphabet, pronunciation (RP), stress pattern, Rhythm and Intonation.
9. Language lab sessions for listening and speaking activities.
10. Describing the routes, addresses, destinations etc.
11. Role play, role model.
12. Using flash cards.
13. Vocabulary building.

Reading Skills:

1. Silent reading and loud reading.
2. Dictionary reference, thesaurus for phonemic transcription, synonyms, part of speech & meaning.
3. Drama enacting, poems, monologues, dialogues.



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Writing Skills:

1. Story writing with tense maintenance, making positive and negative statements and questions.
2. Writing dialogues and conversations (Simple).
3. Creative writing (Stories, Poems).
4. Writing the preparations of recipes.
5. Precise writing.
6. Report writing.
7. Writing reviews.

The Structural English

1. Word classes - Parts of Speech.
2. Tenses.
3. Speech - Direct and Indirect.
4. Synthesis of Sentences - Simple, Compound Complex Sentences.
5. Degrees of Comparison.
6. Voice - Active and Passive.

Reference Books

1. English Grammar (1976). A Linguistic Study of its Class and Structures, F.S. Scott, University of Auckland.
2. English Grammar and Composition, Wren and Martin.
3. Using English Grammar and Writing Skills, Adrian, B. Sanford.
4. English Vocabulary in Use, Mc Carthy & O'Dell, Cambridge.

2. COMPUTER APPLICATIONS**Unit-1 : Introduction to M.S. Word :**

1. Working with a Document - Preparing letter, Cover page, Resume, Time Tables etc.
2. Editing text in a Document - font, Font Style, Page Layout, Mailings.
3. Working with Tables and Borders - Colours, Size, Columns, Background etc.
4. Paragraph formatting - Indent, Spacing, Alignment etc.
5. Creating, Opening and Saving files-Import and Export of Files, Print etc.
6. Working with Graphics using M.S. Word - Change Styles, Smart Art, Shapes, Clipart, Word Art etc.



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Unit-2 : Introduction to Power Point :

1. Word Art and Shapes in Power Point - Illustrations, Photo Album.
2. Creating Invitation - Layouts, Drawings etc.
3. Animating Text and Objectives - Custom Animation, Transitions.
4. Viewing and Printing Slides - Preview, Slideshow, Set U, Monitors etc.
5. Slide Show - Slide Orientation, Themes etc.
6. Printing and Document - Quick Print, Print Preview.
7. Drawing and Inserting Pictures - Text Box, Shapes, Pictures, Numbers etc.
8. Word Art and Shapes in Power Point - Text and Illustrations.

Unit-3 : Introduction to M.S. Excel :

1. Editing work sheet - Introduction to Excel, Entering Data, Manipulation of Data.
2. Graphs and Charts.
3. Saving, Opening and Protecting a Work Sheet.
4. Building formulas and functions - Statistical Applications - Using Formula - Using Function.
5. Application of M.S. Excel in Education.

Unit-4 : Surfing Internet :

1. Introduction and History of Internet.
2. e-mail - Home Page, www, Search Engines, Creation and using e-mail account.
3. Social Networking - Applications of Internet - Library Network.
4. Text and Video Chat.
5. Online Games.
6. Online shopping
7. Browsing Internet - Entering teacher's proforma through online - Entering Students Data in the proforma of CCE.

Reference Books

1. Computer Education, Neelkamal Publication Limited.
2. Click and Master Ms-Office, Minute Guide to Power Point.
3. Microsoft Office 2000, Prentice-Hall of India Pvt. Limited.
4. Sams Teach Yourself, Microsoft Office 2000 Techmedia, New Delhi.
5. The ABCs of the Internet, BPB Publication, B-14, Connaught Place, New Delhi.



T. Swangub

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6. The Complete IDIOT's Guide to PCs Jockraynax.
7. Cistems Tata Mc Graw - Hillserries workig with Excel - 97.

3. EARLY CHILDHOOD AND CARE EDUCATION (ECCE)

Objectives:

1. To understand different dimensions of development in early childhood to apply it in classroom observation and activities.
2. To plan the activities according to the developmental needs of the child.
3. To understand the importance of child study and use of different methods for child study.
4. To know & use activities which facilitate child harming in classroom.
5. To apply the ways of promoting harming readiness.
6. To be aware of the role of home, pre-school teachers and parents in development.
7. To know and use strategies to cater to the individual differences among children.
8. To understand and apply the process of child guidance where and when necessary.
9. To understand the significance of creative activities and to provide for them in pre-school.
10. To understand the peer relationships and social skills among the pre-school children.

Education of Early Childhood

Unit-1 : Human Development during Early Childhood:

1. Development with reference to Pre-School Children
2. Characteristics of Early childhood
3. Psychological needs of children
4. Pre-schools for the development of children
5. Application of child study to educate them

Unit-2 : Dimensions of Early Child Development.

1. Physical and Motor Development
2. Intellectual and language development
3. Emotional Development
4. Social Development
5. Moral Development



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Unit-3 : Learning of Early Child:

1. Learning Readiness & Learning with individual differences
2. Importance of creative Activities for Pre – School Children
3. Social Skills Development in Pre – Schools
4. Development of Interests of Attitudes Roles of parents and Pre – Schools
5. Child Guidance and Counseling Process

Objectives of Practicum

1. To observe children in their physique, hygienic practices, readiness for participation in class activity, in peer relations, language expression, social mature, emotional behavior, comprehension of directions, suggestions given by the teacher.
2. To adopt different activities for training of five + senses of Pre-school children.
3. To use art, play music drama to promote higher order learning skills.
4. To facilitate through programmes the development of concept formation critical concept formation, in children.
5. To train children in vocabulary, comprehension, thinking, decision-making and problem – solving, social skills, emotional balance and moral sense.
6. To enable children identify their own and others emotions, causes and effects, consequences of social behavior and control of emotions.
7. To enable children observe and explore their environment nature things, people, animals and interrelationships and differences.
8. To train children for group interaction and develop social skills and moral values.
9. To enquire about child – rearing practices at home with focus on influencing factors, relations among the family members and with the child.
10. To evaluate Childs capabilities, limitations and progress in each of the dimensions.
11. To foster good physical development, adequate muscular co-ordination, essential motor skills in the child healthy habits.
12. To kindle intellectual curiosity to use the given opportunities for intellectual development.
13. To encourage aesthetic appreciation through music, art, drama etc.
14. To promote Childs creativity by providing opportunities.



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**Training / Practicum : In an atmosphere of
Freedom & Love**

- I. Regular observation and documentation of the developing behavior of the child.
 1. Cleanliness of the physical body parts, movements in play activities; walking, jumping, hopping, running, playing.
 2. Motor abilities in use of fine and gross motor muscles which drawing cutting, organizing, with co-ordination.
 3. Vocabulary of the surrounding nature, things, animals, people, speaking, listening.
 4. Emotional behavior both positive and negative in group activities and their balance.
 5. Social behavior cooperation, teamwork, sympathy, empathy, friendships, conflicts, sharing, competition.
 6. Intellectual behavior perceptual behavior, attention memory, thinking, critical thinking, creative thinking, classification, problem solving.
- II. **Participation in activities & documentation to interpret**
 1. Sensory training – visual, Denditory, Kinesthetic, of factory Gustatory, Chromatic sense, Tactic-muscular sense, Thematic sense, Baric sense b to 1b (84/2) – Montessori Method.
 2. Accelerating activities for learning readiness, language body skills, social skills through play, drama nature walks.
 3. Training in concept formation, scientific reasoning, decision making, problem solving meta cognition of their own thinking.
 4. Training in Mathematical-optional learning, patterns, counting, sound and subtractions, shapes.
 5. Training in musical – rhymes learning.
- III. **Use of Material and Man-Power:**
 1. Maintenance of picture book – Illustrated alphabets, numbers, sums, subtractions; art forms.
 2. Books of stories to develop enthusiasm or morals, rhymes, with dramatization and illustration.
 3. Teaching aids; dolls, puppets, puzzles, numbers, alphabets, material for sense training, shapes, flash cards of a story, first-aid kit box.
 4. Home – visits; interview with parents, siblings health dairy find leisure time activities of children.



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5. Visits to nearby park, zoo, market – utter with parents on their own or from school to share and discuss.

Reference Books/Material

1. Development and planning of modern education J.C. Aggarwal.
2. Educational administration – L.D. Gupta
3. Elementary education – a promise to keep, J.P. Naik
4. History of education in India – B.D. Basu
5. Early childhood care and education – J.C. Agarwal, S.Gupta – shipra publications.
6. The whole child – developmental education of the early years 1998, edition 4th Hendrick, Joanne.
7. Developmental psychology – a life span approach 2015
8. Position paper national focus group on early childhood education – NCERT
9. National early childhood care and education (ECCE) policy – 2013 document. Published in the Gazette of India – Ministry of women and child development.
10. Quality in early childhood care and education. Pictorial handbook for practitioners published by ministry of women and child development and unicef.
11. Education and national development report of the education commission (1964-66) Vol-2.

4. SOFT SKILLS

Unit-1 : INTRODUCTION TO THE SOFT SKILLS DEVELOPMENT.

- 1.1 Soft skills vs Hard skills.
- 1.2 Range of soft skills
- 1.3 Focus on communication and interacting skills
- 1.4 Individual differences and building effective communication
- 1.5 Role of self awareness and style of interacting with others.

Unit-2 : CONFLICT MANAGEMENT

- 2.1 Concept of conflict management
- 2.2 Types of conflicts: Overt, Covert
- 2.3 Understanding sources of conflict
- 2.4 Personal styles of managing conflicts
- 2.5 Dealing (constructively) with conflicts.



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Unit-3 : TIME MANAGEMENT AND MULTI-TASKING

- 3.1 Concept of Time Management
- 3.2 Components of Time Management
- 3.3 Techniques / Strategies for better Time Management
- 3.4 Importance of Multi-tasking and concerns related to it.
- 3.5 How to prioritize work / tasks.

Unit-4 : GOAL SETTING

- 4.1 Concept of goal setting
- 4.2 Why setting goals? (or) Starting to set personal goals.
- 4.3 Types of goals
- 4.4 Effective techniques of goal setting.
- 4.5 Helping students to set and reach their goals.

Unit-5 : COMMUNICATION / INTERACTION SKILLS AND INTER PERSONAL EFFECTIVENESS

- 5.1 Communication skills – Body language and etiquette.
- 5.2 Types of communication and communication barriers.
 - 5.3.1 Stimulating creativity
 - 5.3.2 Brainstorming interventions
 - 5.3.3 Facilitating problem solving
- 5.4 Creating a positive interpersonal climate.
- 5.5 Facilitator's role and competencies.

REFERENCE BOOKS:

1. TACADE : Skills for the primary school child: Promoting the protection of children. UK: Salford 1990
2. Weissberg, R.P. Caplan M. 2 and Sivo, P.J. A new conceptual framework for establishing school – based social competence promotion programs. In Bond. L.A and Compas. B.E. (Eds).
3. World Health Organization, Life Skills Education: Planning for Research. Geneva. WHO, 1996.
4. Bacon, T., Interpersonal and interaction skills, Lore Institute, 1996 (IIS).
5. Bents, R., Blank, R., Understanding the dynamics of typical people; An introduction to Jungian type theory, Hogrefe 2010 (UDTP)
6. Peggy Klaus, the Hard Truth about Soft Skills.
7. Nitin Bhatnagar, Effective Communication and Soft Skills. Pearson Education, India.



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8. Xavier Alphonse (2004) We shall overcome. A text book on life coping skills, MCRDCE Publication, Chennai.

5. HUMAN VALUES & PROFESSIONAL ETHICS

Course Methodology

- The methodology of this course is universally adaptable, involving a systematic and rational study of the human being vis-a-vis the rest of existence.
- It is free from any dogma or value prescriptions.
- It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as proposal and student are facilitated to verify it in their own right based on their natural acceptance experiential validation.
- This process of self-exploration takes the form of a dialogue between the teacher and the student to begin with, and within the student himself/herself finally.
- This self-exploration also enables them to evaluate their pre-conditionings and present beliefs.

Unit-1 : Concept, Need, Nature and Process for Value Education

- 1.1 Concept, need and nature of education in human values.
- 1.2 Basic guidelines, content and process of value education.
- 1.3 Self exploration, concept and process.
- 1.4 Understanding happiness and prosperity correctly – a critical appraisal of the current scenario.
- 1.5 Method to fulfill the above human aspirations.

Unit-2 : Harmony in the Human being.

- 2.1 Human being is more than just and body.
- 2.2 Understanding the characteristics and activities of one self.
- 2.3 Understanding myself as co-existence of the self and the body.
- 2.4 Understanding needs of the self and the body.
- 2.5 Understanding the activities in the self and the body.

Unit-3: Understanding Harmony in the Family and Society – Harmony in Human Relationship

- 3.1 Understanding harmony in the family – the basic unit of human interaction.
- 3.2 Understanding values in human relationship.
- 3.3 Understanding the meaning of foundational values



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- 3.4 Understanding the harmony in the co-existence as comprehensive human goals.
- 3.5 Visualizing a universal harmonious order in society.

Unit-4 : Understanding Harmony in Nature and Existence – Whole Existence as Co-Existence

- 4.1 Understanding harmony in nature.
- 4.2 Inter-connectedness in nature.
- 4.3 Self regulation in nature.
- 4.4 Understanding existence as co-existence.
- 4.5 Holistic perception of harmony at all levels of existence.

Unit-5 : Professional Ethics – Holistic Understanding of Harmony

- 5.1 Acceptance of human values – value based life and profession.
- 5.2 Professional ethics and ethical human conduct.
- 5.3 Competence in professional ethics – current scenario.
- 5.4 Human rights violation and social disparities.
- 5.5 Case studies of typical holistic technologies.

References Books

1. Ivan illich, 1974, Energy & enquiry, the trinity press, Worcester, and Harper Collins, USA.
2. E.F. SACHUMACHER, 1973, small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Susan George 1976, how the other Half dies, Penguin press, Reprinted 1986, 1991.
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972 Limits to Growth – Club of Rome's report, Universe Books.
5. ANagaraj, 1998, Jeevan Vidya ek Parichay, Divya Path Santhan, Amarkathak,
6. P.L Dhar, RR Gaur, 1990, Science and Humanism, Common wealth Publishers,
7. AN Tripathy, 2003, Human Values, New Age International Publishers.
8. Subbas Palekhar, 2000, How to practice Natural Farming, Pracheen(Vaidik) Krishi Tantra Shodh, Amaravati.
9. E G Seebhas & Robert L. Berry, 2000, Fundamentals of Ethics for Scitist & Engineers, Oxford University Press
10. M Govindrajan, S Natrajan & V. S Senthil Kumar, Engineering E



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(including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.

11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co... Lucknow. Reprinted 2008.
13. Somanath Saraf (2002), *Education in Human Values*, Vikas Publishing House, Delhi.
14. Nassema, C. (2002), *Human Rights Education - Conceptual and Pedagogical Aspects*, Kanishka Publishers, New Delhi.
15. Ruhela , S.P.(1986), *Human Values and Education*, Sterling Publishers Pvt. Ltd. New Delhi.
16. Radhashyam Sarangi, (1994), *Moral Education in Schools*, Deep & Deep Publications PVT Ltd., New Delhi.
17. Vedanta Kesari (2001), *Values; The Key to a Meaningful Life*, Sri Rama Krishna Math, Chennai.
18. William Lillie, (1990), *An Introduction to Ethics*, Allied Publishers, New Delhi
19. Peter Tomlinson and Margret Quinton, (1986), *Values Across the Curriculum*, The Falmer Press, Philadelphia.
20. Mackie, J.C., (1983), *Ethics*, Penguin Books Ltd., England
21. Mujeeb M., (1971), *Education and Traditional Values* , Meenakshi Prakashan, Delhi
22. K. Satchidananda Murthy, (1986), *The Quest for Peace*, Ajanta Publications, Delhi-7
23. G.N. Raul, *Values and Education in Independent India*, The Associated Publishers, Ambala Cantt
24. Avivashilingam. T.S. (1983) *Inculcation of Social, Ethical and Spiritual Values in Education* , Sri Rama Krishna Mission Vidya, Coimbatore.
25. M. Pia Nazarethrm with Maria E Waples (1978) *Personal Values*, AINACS, Anand (Kaira Dt.)

Relevant websites, CDs, Movies and Documentaries

1. Value Education Websites, <http://www.uptu.ac.in>
2. Story of stuff, <http://www.Storyofstuff.com>
3. AL Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modem Times, United Artist, USA
5. IIT Delhi, Modern Technology the Untold Story
6. Anand Gandhi, Right here right now, Cycle wala production



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6. GUIDANCE AND COUNSELING

Unit-1 : Fundamental Concepts of Guidance

- 1.1. Definition, Meaning and concept of guidance.
- 1.2. Need, purpose and functions of Guidance.
- 1.3. Significance of Guidance, Role of teacher in guidance
- 1.4. Guidance at different levels

Unit-2 : Fundamental concepts of counseling

- 2.1 Concept, Definition and characteristics of counseling.
- 2.2 Aims objectives and goals of counseling.
- 2.3 Need and basic principles of counseling process.
- 2.4 Differences between Guidance and Counselling.

Unit-3 : Educational and Vocational Guidance

- 3.1 Principles and need of Educational Guidance
- 3.2 Guidance for special learners
- 3.3 Strategies of vocational guidance – career corner, career talk and career Conference, Industrial visit.
- 3.4 Theories of vocational guidance, Super Ginsberg's, Anne Roes, Holland's, Hoppock and Hilton's theory.

Unit-4 : Personal and group guidance

- 4.1 Nature and need of personal guidance role of counselor in personal guidance.
- 4.2 Concept, scope and principles of group, guidance, Advantages of group guidance.
- 4.3 Procedure and techniques of group guidance.
- 4.4 Types of guidance, Family, Health, Marital, Legal, Educational and Vocational Guidance.

Unit-5 : Testing in Guidance Service.

- 5.1 Counseling approaches – Directive, Non – directive Counseling and group Counseling Vs Individual counseling.
- 5.2 Use of tests in Guidance and Counseling, Tests of Intelligence, aptitude, creativity, Interest and personality.
- 5.3 Administering, Scoring and Interpretation of Test Scores.
- 5.4 Various types of Guidance Services – Orientation Service, Student-information Service, Placement Service, Counseling Service, Referral Service, Remedial Service, Follow-up service, Research Service and Evaluation service.



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Reference Books

1. Guidance and counseling, Dr. Bharti Dimri, Dr. Manisha Minacha, Dr. Monica Auplish, Book Man, Delhi, 1st January 2016.
2. Guidance and counseling, Dr. Sunita Chabra, Gen next publications, 2017.
3. Introduction to counseling and guidance, Robert L. Gibson, Marianne H. Mitchell, Person Education India, 1st January 2015.
4. Counseling and guidance, S. Narayana Rao, Prem Sahajpal, Mc Graw Hill Education, 1st July 2017.

7. i) MOOCS, ii) HEALTH AND NUTRITION

Unit-1 : Community Nutrition and health

- 1.1 Meaning of health – Physical, Mental, Social & Spiritual health. Nature and scope of health and health education
- 1.2 Aims and objectives of Health Education in Schools.
- 1.3 Importance of Health education in a teacher education programme.
- 1.4 Concept of Nutrition and its relation to health
- 1.5 Community Nutrition and health

Unit-2 : Nutrition and health issues

- 2.1 Identification of Nutrition and health issues
- 2.2 Finding the cause to the problem
- 2.3 Developing a plan of Action
- 2.4 Evaluation of the Action

Unit-3 : Past and Present Nutrition Programmes

- 3.1 Concept of Nutrition Programmes
- 3.2 Applied Nutrition Programme (ANP)
Expectations from the ANP A critical look at the Programme
- 3.3 Nutritional and Health programmes of Government.
Composite nutrition programme
Anganwadi Feeding programme
Mid-day meal programme
- 3.4 Integrated child development services. (ICDS)
- 3.5 Evaluation of the existing Nutrition programmes

Unit-4 : Healthy Society

Course Overview : This course aims to provide students with essential skills and knowledge in the culinary arts. It covers basic cooking



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techniques, food safety, meal planning, and the preparation of a variety of dishes. Unit-5 : Organizing Successful Nutrition and Health Programmes, Selected Process Models

- 5.1 Level – 1 – Conveying suitable messages to selected target groups
- 5.2 Level – 2 – Multiplying Manage Reach and population coverage
- 5.3 Level – 3 – Promoting and Sustaining Community Action
- 5.4 Level – 4 – Helping the Community to 'Take over'

Reference Books

1. Dr.Rukmani Gopal, Dr.Kiruba Charles, Health Education – Neelkamal Publications Pvt. Ltd, New Delhi.
2. L. Rama Chandran, T.Dharma Lingam, A text book of health education, Vikas Publishing House Pvt. Ltd.
3. V.K. Nanda, Health Education Anmol Publication Pvt. Ltd, New Delhi.
4. Prof. B.Venugopal, Dr.Ranganayaki Yoga nd Yogic Practices, Neel Kamal Publications Pvt.Ltd.
5. Ignou Website, Diploma in Nutrition and Health Education (DNHE) course.

8. BEAUTICIAN COURSE

The objectives of a Beautician Course is to :

1. Equip students with a fundamental knowledge thorough understanding of the basics of beauty and personal care
2. Develop practical skills through hands-on training in various beauty treatments
3. Educate students about different beauty products, their uses, ingredients, and effects.
4. Train students in excellent customer service skills to ensure a pleasant experience for clients, including communication, consultation, and professionalism.
5. Instil knowledge of health and safety regulations to maintain a hygienic and safe working environment.
6. Provide insights into the business aspects of the beauty industry.
7. Keep students updated on the latest trends and techniques in the beauty industry Prepare students for certification exams and entry into the professional beauty industry.
8. Encourage creativity and personal expression in beauty treatments and makeup artistry.



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- Promote ethical practices and integrity within the profession, including respect for client confidentiality and professional conduct.

Module 1: Introduction to Beauty Therapy

- History and Evolution of Beauty Therapyv Overview of Beauty Industry
- Ethics and Professionalism in Beauty Therapy

Module 2: Skin Care

- Anatomy and Physiology of the Skinv Skin Types and Analysis
- Facial Treatments: Cleansing, Toning, Exfoliating, and Moisturizing
- Facial Massage Techniques
- Facial Masks and Packs
- Advanced Skin Care Treatments: Microdermabrasion, Chemical Peels, and LED Therapy

Module 3: Hair Care

- Anatomy and Physiology of Hair
- Hair Types and Analysis
- Shampooing and Conditioning
- Hair Cutting Techniques
- Hair Styling & Hair Coloring Techniques

Module 4: Makeup Artistry

- Fundamentals of Makeup Applicationv Bridal Makeup
- Editorial and Fashion Makeup
- Special Effects Makeup

Module 5: Nail Care

- Anatomy of the Nails
- Manicure and Pedicure Techniques
- Nail Art and Design
- Nail Health and Hygiene

Module 6: Business and Salon Management

- Setting Up a Beauty Salon
- Customer Service and Communication Skills
- Inventory Management
- Health and Safety Regulations
- Marketing and Promoting Your Business

Module 7: Hands-On Practicum

- Practice Sessions on Skin Care TreatmentsHands-On Hair Cutting, Removal and Styling Makeup Application Practice Nail Care and Nail Art Practice



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Module 8: Final Assessment and Certification

1. Theory Examination Practical Examination Portfolio Presentation Course Review and Feedback Certification Ceremony. This comprehensive syllabus ensures that students gain a deep understanding and practical skills in various aspects of beauty therapy, preparing them for a successful career in the beauty industry.

9. BASICS ON FABRIC AND GLASS PAINTING

Course Overview : This course aims to introduce students to the art of fabric and glass painting. It will cover fundamental techniques, materials, and tools used in both disciplines. By the end of the course, students will have hands-on experience and the ability to create their own fabric and glass art pieces.

Course Duration : Total Duration: **1 Month**, Sessions : **one session per day**

Learning Objectives: The Students.....

1. Understand the basic materials and tools required for fabric and glass painting.
2. Develop skills in various painting techniques and styles.
3. Create original designs on fabric and glass surfaces.
4. Apply colour theory and composition principles to artwork.
5. Preserve and care for painted fabric and glass items.

Module 1: Introduction to Fabric Painting

Session 1: Introduction to Fabric Painting

1. History and evolution of fabric painting
2. Overview of materials: types of fabrics, paints, brushes, and other tools

Session 2: Preparing the Fabric

1. Washing and ironing fabric
2. Applying primers and sealants
3. Transferring designs onto fabric

Session 3: Basic Techniques in Fabric Painting

1. Stippling, sponging, and stenciling
2. Using fabric markers and pens

Session 4: Advanced Techniques in Fabric Painting

1. Freehand painting
2. Shading and blending techniques
3. Creating texture and depth



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Session 5: Fabric Painting Projects

1. Designing and executing a simple project (e.g., tote bag, t-shirt)
2. Group critique and feedback

Module 2: Introduction to Glass Painting

Session 6: Introduction to Glass Painting

1. History and evolution of glass painting
2. Overview of materials: types of glass, paints, brushes, and other tools

Session 7: Preparing the Glass Surface

1. Cleaning and priming glass
2. Transferring designs onto glass

Session 8: Basic Techniques in Glass Painting

1. Outline work and filling techniques
2. Using glass liners and paint pens

Session 9: Advanced Techniques in Glass Painting

1. Layering colors
2. Creating effects like frosting and etching
3. Incorporating mixed media

Session 10: Glass Painting Projects

1. Designing and executing a simple project (e.g., glass jar, window panel)
2. Group critique and feedback

Session 11: Exhibition and Critique

1. Presentation of final projects
2. Group critique and constructive feedback
3. Discussion on preservation and care of painted items

Assessment and Evaluation:

1. Continuous assessment through class participation and practical assignments
2. Mid-course project (fabric painting): 20%
3. Final project (glass painting): 30%
4. Combined mixed media project: 20%
5. Attendance and participation: 30%

Required Materials:

1. Fabric: Cotton, silk, canvas, etc.
2. Glass: Sheets, jars, bottles, etc.
3. Fabric paints, glass paints, brushes, sponges, stencils, markers
4. Primers, sealants, and other preparatory materials



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Recommended Reading:

1. "The Art of Fabric Painting" by Susan Stein
2. "Creative Glass Painting" by Dorothy Wood
3. Online resources and video tutorials for contemporary techniques and styles

This syllabus is designed to provide a comprehensive understanding of both fabric and glass painting, encouraging creativity and practical application of the learned techniques.

10. COOCKERY FUNDAMENTALS

Course Overview : This course aims to provide students with essential skills and knowledge in the culinary arts. It covers basic cooking techniques, food safety, meal planning, and the preparation of a variety of dishes.

Learnign Objectives :

1. To get acquainted with cooking terminology, equipment and kitchen environment.
2. To be aware of food safety and sanitation.
3. To promote health and nutrition and plan different dietary needs.
4. To learn basic cooking techniques like steaming, grilling, roasting, baking etc.
5. To acquaint with preparation of traditional Indian Meals of NEWS regions.
6. Practical orientation of fundamentals of cooking.

Module 1: Introduction to Cookery Introduction to the kitchen environment Kitchen safety and hygiene. Basic cooking terminology and equipment.

Module 2: Food Safety and Sanitation : Foodborne illnesses and prevention Proper food handling and storage Cleaning and sanitizing kitchen tools and surfaces

Module 3: Basic Cooking Techniques : Knife skills and vegetable cuts, Cooking methods: boiling, steaming, grilling, roasting, baking, frying, and sautéing, Preparing stocks, soups, and sauces

Module 4: Nutrition and Meal Planning: Basic principles of nutrition. Balanced diet and dietary guidelines. Meal planning for different dietary needs.

Module 5: Indian Cuisine : Overview of Indian spices and ingredients. Regional Indian dishes (North, South, East, West) Preparation of traditional Indian meals.

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Module 6: Final Project and Assessment : Practical examination: preparing a full course meal. Written test on theory and recipes covered. Presentation and evaluation of the final project.

Resources: Textbooks on basic cookery and nutrition. Online cooking tutorials and videos.

This syllabus aims to equip students with a comprehensive understanding of cookery, enabling them to prepare a variety of dishes with confidence and creativity.

ST. JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN GUNTUR
Affiliated to Acharya Nagarjuna University, Guntur
Value Added Courses - 2020 - 2022

Scheme and Structure

- ❖ St. Joseph's College of Education for Women has been organizing Value-Added courses to the students of B.Ed. & M.Ed.
- ❖ These courses are conducted after the regular class work.
- ❖ The duration of the class is for one hour and conducted for 30 days for one month courses and 90 days for three months courses.
- ❖ Minimum 40 students participate in each of the program listed in the regular time table.
- ❖ The students are evaluated at the end of the programme in the form of theory (2 credits) and practical (1 credit) and evaluated by the course In-Charge.
- ❖ Students will be supplied with the necessary study material of each course.
- ❖ Certificates were issued to the participants.
- ❖ Qualified resource persons are the course In-Charge.
- ❖ The number of courses offered for each semester is as follows.

Semester I

1. Communicative English
2. Human Values and Professional Ethics
3. Cookery and Fundamentals

Semester II

4. Computer Application
5. Guidance and Counselling



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Semester III

6. Early Childhood Care and Education
7. Health and Nutrition
8. Fabric and Glass Painting

Semester IV

9. Soft Skills
10. Beautician Course

BLUE PRINT FOR EVALUATION OF VALUE-ADDED COURSES**Time:3Hours****Max.Marks:50**

SNO	Name of the Course	No.of Units	Marks Allotted for each unit	Total marks
1	Communicative English	5	10	50
2	Human Values and Professional Ethics	5	10	50
3	Cookery and Fundamentals	6	8.3	50
4	Computer Applications	4	12.5	50
5	Guidance and Counselling	5	10	50
6	Early Childhood Care and Education	3	16.7	50
7	Health and Nutrition	5	10	50
8	Fabric and Glass Painting	2	25	50
9	Soft Skills	5	10	50
10	Beautician Course	8	6.25	50

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VALUE - ADDED COURSE
Examination Model Question Paper

Time:3hours

Max Marks: 50M

SECTION-A

Answer any FIVE of the following Questions.

5x10=50M

1. Explain the history of Internet
2. Write about software components of computers
3. Explain Operating Systems
4. Write the application of MS-Excel in Education
5. Write about merits and demerits of online shopping.
6. Explain the process of creating invitation in Power Point
7. Write the process of creating document in MSWORD



Sr. Mary of the Sacred Heart
(Dr. Sr. Mary Glowrey, MD)

Prayer of Sr. Mary Glowrey

"Help me to die utterly to myself to empty myself entirely of self and You Yourself come and take entire possession of this unprepossessing shell, that is me - so that by Your Grace, while being tossed about in the Waves of life - this oyster may be transformed by you and become a pearl, that is - You are me - dear Jesus."

"It is for him to point the way and for me to follow"

--- Dr. Sr. Mary Glowrey, JMJ



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M.Ed. : Applicant who holds the B.Ed. Degree of St. Joseph's College of Education for Women / or an equivalent Degree in Education are eligible for the Two Year M.Ed. Degree Programme.

Duration : The course of study shall be for a duration of two academic years with four semesters. Each semester is spread over for a period of 100 working days (600 hours per semester or 36 hours in a week - 5 or 6 days in a week), excluding the period of board of examinations and admission.

List of Certificate / Value Added Courses for B.Ed. & M.Ed.

1) Communicative English, 2) Computer Applications, 3) Early Childhood and Care Education (ECCE), 4) Soft Skills, 5) Human Values and Professional Ethics, 6) Guidance and Counselling, 7) Health and Nutrition, 8) Beautician Course, 9) Basics on Fabric and Glass Painting, 10) Cookery Fundamentals, 11) MOOCS.

Course Learning Outcomes of Certificate / Value Added Courses

1. COMMUNICATIVE ENGLISH

Course learning outcomes:

After completion of this course the student teacher will be able to :

- C.L.O:1** To enable student teachers acquire decoding sounds, recognize discourse markers, predict and comprehend English sounds and words.
- C.L.O:2** To help student teachers articulate sounds in isolation and connected speech and produce English sounds correctly observing intonation patterns.
- C.L.O:3** To make student teachers read with comprehension develop eye-span, comprehend and reflect on what is read.
- C.L.O:4** To enable student teachers master spelling, punctuation, sentence construction and referential words in their writing.

2. COMPUTER APPLICATIONS

Course learning outcomes:

After completion of this course the student teacher will be able to :

- C.L.O:1** Apply skills in M.S. word and various features of M.S. word to prepare and use the options edit, text, colour, graphics in documents.
- C.L.O:2** Create power point presentations to the content in their respective pedagogy subjects.

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C.L.O:3 Design digital lessons and lesson plans in other areas of interest

C.L.O:4 Apply M.S. Excel package to statistical applications of students.

3. EARLY CHILDHOOD AND CARE EDUCATION (ECCE)

Course learning outcomes:

C.L.O:1 To understand different dimensions of development in early childhood to apply it in classroom observation and activities.

C.L.O:2 To plan the activities according to the developmental needs of the child.

C.L.O:3 To understand the importance of child study and use of different methods for child study.

C.L.O:4 To know & use activities which facilitate child harming in classroom.

C.L.O:5 To apply the ways of promoting harming readiness.

C.L.O:6 To be aware of the role of home, pre-school teachers and parents in development.

C.L.O:7 To know and use strategies to cater to the individual differences among children.

C.L.O:8 To understand and apply the process of child guidance where and when necessary.

C.L.O:9 To understand the significance of creative activities and to provide for them in pre-school.

C.L.O:10 To understand the peer relationships and social skills among the pre-school children.

4. SOFT SKILLS

Course learning outcomes:

C.L.O:1 To inculcate potential skills in the learners to prepare them to deal with the external world in a

C.L.O:2 collaborative manner, communicate effectively, take initiative, solve problems and demonstrate a positive work ethic so as to present a good impression and hopeful impact

C.L.O:3 To get associated with personality traits such as, team work, communication, conflict management, leadership, responsibility, time management, etc.,

C.L.O:4 To enhance individual's interactions, job performance and career prospects by setting goals.

C.L.O:5 To satisfy the demands of effective internal and external communication/interactions in the current global working environment.



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C.L.O:6 To recognize and appreciate individual personality differences, increasing self awareness and facilitating group interaction

5. HUMAN VALUES & PROFESSIONAL ETHICS

Course learning outcomes:

C.L.O:1 To help the students appreciate the essential complementary in between 'values ' and 'SKILL' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

C.L.O.2 To facilitate the development of a holistic perspective among students towards life, it's realities, professions and happiness, based on a correct understanding of the human reality and the rest of Existence, such a holistic trustful perspective forms the basis of values based living in a natural way.

C.L.O: 3 To highlights plausible implications of such a Holistic understanding in terms of esthetical human conduct, trustful and mutually satisfying human behaviors and mutually enriching interaction with Nature.

6. GUIDANCE AND COUNSELING

Course learning outcomes:

C.L.O:1 To enable the student to understand the concept, the need and scope of guidance.

C.L.O:2 To enable the student to understand the principles and problems of different types of guidance.

C.L.O:3 To enable the student to understand the concept, characteristics and elements of counseling.

C.L.O:4 To enable the student to know the differences between guidance and counseling.

C.L.O:5 To acquaint the student with the aims and principles of guidance programme.

C.L.O:6 To develop in student an understanding of various procedures of organizing various guidance services.

C.L.O:7 To enable the student to identify the situations for individual and group guidance services.

C.L.O:7 To enable the student to choose and use appropriate psychological tests to render guidance.



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7. HEALTH AND NUTRITION

Course learning outcomes

After completion of the course, the student – teacher will be able to

- C.L.O:1 to understand the concept of Nutrition and its relation to health.
- C.L.O:2 to help the students understand health problems and promote the proper use of health services.
- C.L.O:3 to plan nutrition programmes and choose the right methods for communicating messages.
- C.L.O:4 to understand the role of community involvements in nutrition and health education and programmes.
- C.L.O:5 to develop ability to understand health problems to solve them and take help from other medical Agencies.

8. BEAUTICIAN COURSE

Course Learning Outcomes

After completion of the course, the student – teacher will be able to

- C.L.O:1 Equip students with a fundamental knowledge thorough understanding of the basics of beauty and personal care
- C.L.O:2 Develop practical skills through hands-on training in various beauty treatments
- C.L.O:3 Educate students about different beauty products, their uses, ingredients, and effects.
- C.L.O:4 Train students in excellent customer service skills to ensure a pleasant experience for clients, including communication, consultation, and professionalism.
- C.L.O:5 Instil knowledge of health and safety regulations to maintain a hygienic and safe working environment.
- C.L.O:6 Provide insights into the business aspects of the beauty industry.
- C.L.O:7 Keep students updated on the latest trends and techniques in the beauty industry Prepare students for certification exams and entry into the professional beauty industry.
- C.L.O:8 Encourage creativity and personal expression in beauty treatments and makeup artistry.
- C.L.O:9 Promote ethical practices and integrity within the profession, including respect for client confidentiality and professional conduct.

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9. BASICS ON FABRIC AND GLASS PAINTING

Course learning outcomes

After completion of the course, the student – teacher will be able to

- C.L.O:1 Understand the basic materials and tools required for fabric and glass painting.
- C.L.O:2 Develop skills in various painting techniques and styles.
- C.L.O:3 Create original designs on fabric and glass surfaces.
- C.L.O:4 Apply colour theory and composition principles to artwork.
- C.L.O:5 Preserve and care for painted fabric and glass items.

10. COOCKERY FUNDAMENTALS

Course Learning Outcomes

After completion of the course, the student – teacher will be able to

- C.L.O:1 To get acquainted with cooking terminology, equipment and kitchen environment.
- C.L.O:2 To be aware of food safety and sanitation.
- C.L.O:3 To promote health and nutrition and plan different dietary needs.
- C.L.O:4 To learn basic cooking techniques like steaming, grilling, roasting, baking etc.
- C.L.O:5 To acquaint with preparation of traditional Indian Meals of NEWS regions.
- C.L.O:6 Practical orientation of fundamentals of cooking.

This course aims to provide students with essential skills and knowledge in the culinary arts. It covers basic cooking techniques, food safety, meal planning, and the preparation of a variety of dishes.

This syllabus aims to equip students with a comprehensive understanding of cookery, enabling them to prepare a variety of dishes with confidence and creativity.

STATUTARY BODIES

1) **The Governing Body** was constituted with 13 members, a UGC nominee, State Government nominee, University nominee, Educationist from outside, and the faculty members with the Principal as the Chair Person.

2) **Academic Council** was constituted with all the faculty members, Educationist from the University of the State, three nominees from affiliating University, an industrialist, a doctor and an engineer.



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