



**N.V.K.S.D.COLLEGE OF EDUCATION
(AUTONOMOUS)**

(Affiliated to Tamilnadu Teachers Education University and
Re-accredited by NAAC with 'A⁺⁺' Grade)
Attoor post, Kanniyakumari District,
Tamil Nadu-629177.

VALUE ADDED COURSES

for

M.Ed. PROGRAMME

Value Added Courses(VAC)

Overview

The VAC courses are designed to enhance the educational experience of Prospective Teacher Educators beyond the core requirements of the program. These courses often focus on specialized areas, emerging trends, or practical skills that can complement the theoretical knowledge gained in core courses. By incorporating value-added courses into their curriculum, learners can equip themselves with the tools and knowledge they need to stay up-to-date with the latest trends in education and become more effective practitioners

Course Outcomes

- Explores specialized areas of interest within education.
- Developing practical skills and competencies that can be applied in educational settings.
- Fosters critical thinking, innovation, and creativity among learners
- Enhances the employability of Prospective Teacher Educators in a competitive job market.
- Contributes to the professional growth and development of learners

List of Value Added Courses Offered

1. English for Professional Communication
2. Open Educational Resources: Theory and Practices
3. Counselling Skills
4. Sustainable Eco-Practices
5. AI and Machine Learning
6. Steam Education: A Holistic Approach
7. Energy Management
8. Lifestyle Diseases And Fitness
9. Digital Resources For Teaching, Learning And Research
10. Multicultural Education

The courses English for Professional Communication and Counselling Skills are mandatory for all the students.

Duration of the Course

The duration of the value added course shall be for 2 credits (60 hours) with a combination of theory and practical.

Procedure for Registration

The list of Value Added Courses shall be displayed in the website along with the syllabus. The students shall register for the course by submitting the duly filled form through submission of Google form. Segregation is done according to the choice opted for the course.

Examination and Evaluation

Evaluation of Value Added Courses is purely internal. Each student has to submit three suggested activities (3x10=30 marks) for each course followed by online objective type

written examination for twenty marks at the end of each semester along with end semester examination. Evaluation will be done by the course coordinators.

Award of Certificates

The learners who successfully complete the Value Added Courses shall be issued a certificate duly signed by the authorized signatory of the institution. The credit earned in VAC shall be entered in the grade sheet and is not considered for calculating SGPA or CGPA.

MEDVAC01

ENGLISH FOR PROFESSIONAL COMMUNICATION

(2 Credits-60 Hours)

Course Outcome

On successful completion of the course, the Prospective Teacher Educator

1. Improves written and oral communication skills
2. Enhances ability to communicate effectively in professional settings
3. Increased confidence in public speaking and presentations
4. Identifies cultural differences and their impact on communication
5. Establishes healthy relationships and resolves conflicts

Unit: I EFFECTIVE INTERPERSONAL COMMUNICATION

Greetings and introductions- Small talk and casual conversations-Expressing opinions and emotions -Asking and answering questions- Non-verbal communication (tone, body language)- Cultural awareness in communication.

Unit: II PROFESSIONAL COMMUNICATION IN THE WORKPLACE

Professional vocabulary and jargon -Meeting etiquette and language-Email writing and formal correspondence- Formal and informal language use-Structuring emails and reports-Presentation techniques-Active listening and note-taking.

Unit: III CROSS-CULTURAL COMMUNICATION

Cultural norms and values in communication- Language barriers and overcoming them. Negotiation and conflict resolution in a cross-cultural context-Cultural sensitivity-Adaptability in communication-Conflict resolution techniques-Rapport-building strategies.

SUGGESTED ACTIVITIES (Any Three):

1. Practice listening to short dialogues or audio clips, followed by comprehension questions.
2. Write and peer-review emails on various professional topics.
3. Prepare and deliver short presentations on a work-related topic, receiving feedback on clarity and delivery.
4. Simulate job interviews where students practice answering common interview questions and using professional language
5. Explore topics related to global communication challenges and brainstorm ways to improve cross-cultural understanding.

REFERENCES

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- Cotton, D., Falvey, D., & Kent, K. (2023). *New Insights into Business English*. [Publisher].
- Strunk Jr., W., & White, E. B. (2022). *The Elements of Style*. [Publisher].
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- Sanborn, W. (2020). *Business Writing: A Practical Guide*. [Publisher].
- Purdue Online Writing Lab (OWL). (2023). Retrieved from <https://owl.purdue.edu/owl/>
- The Chicago Manual of Style. (2023). Retrieved from <https://press.uchicago.edu/sites/cmos17/index.html>
- Grammarly. (2023). Retrieved from <https://www.grammarly.com/>
- Harvard Business Review. (2023). Retrieved from <https://hbr.org/>
- Forbes. (2023). Retrieved from <https://www.forbes.com/>
- The Economist. (2023). Retrieved from <https://www.economist.com/>
- LinkedIn Learning. (2023). Retrieved from <https://www.linkedin.com/learning>

MEDVAC02

OPEN EDUCATIONAL RESOURCES:THEORYANDPRACTICES

(2 Credits-60 Hours)

COURSE OUT COMES

On successful completion of the course, the Prospective Teacher Educator

1. Comprehends OER concepts, principles, and applications.
2. Summarizes different types of OER licenses, their implications, and how to choose the appropriate license for their content.
3. Create a more equitable and accessible learning environment.
4. Uses digital tools for creating, sharing, and managing OER.
5. Analyses the creative common license.

UNIT I INTRODUCTIONTOOPENEDUCATIONALRESOURCES

Definition of OER - Benefits of Open Education and OER -History and Development - Challenges of Using - Institutions Promoting OER -UNESCO - Commonwealth of Learning – Consortium for Educational Communication(CEC),*NationalDigitalLibraryofIndia (NDLI)*,e-Gyankosh,NationalInstituteofOpenSchooling(NIOS),National Repository of Open Educational Resources(NROER), NCTE’s initiative on OER and NCERT online textbooks. Significant Projects/Initiatives - OER Impact Map – Open Learn - OERu-UNESCO– COLOER Chairs, National Programme on Technology Enhanced Learning (NPTEL), SWAYAM, E-PG Patshala and ShodhGanga.

UNIT II :COPYRIGHT AND OPEN LICENSING

Understanding Copyright - Open Licensing - The Creative Commons Licensing System - Promoting Open Licensing:Policy, Advocacy and Capacity Building -Policy -OER Advocacy - Capacity Building.

Unit III :FINDING AND EVALUATING OER

TypesofOER-Directories,PlatformsandRepositories-SearchingforOER-Dedicated OERSearchTools-AdvancedSearch-EvaluatingOER-UsingOER-Reuse-Revise-Remix-Remix Game –Quality Assurance of OER-TIPS Framework: QualityAssurance-Criteria for OER.

ASSESSMENT

- Assignments.
- Presentations
- Portfolio
- Participation: Active engagement in class discussions, group work, and online forums will be assessed.

SUGGESTED ACTIVITIES (Any Three)

1. Consider the free materials you currently use in your classes. Do these materials meet the definition of OER? Prepare a detailed report.
2. Using different OER search engines, search and download the images, documents, videos and upload the same in the learning management system.
3. Create a document using any text editor (MS Word / LibreOffice/ googledocs) and add a YouTube (Link to an external site.) video that discusses open education, open license or open educational resources that you find intriguing.
4. Provide a short summary of the content of video, why you chose this video, and your impressions of the video.
5. Find the more subject-specific OER and explore National OER repositories and prepare a report on it.

REFERENCES

- Seth Gurell & Dr. David Wiley (2008) Open Educational Resources Handbook 1.0 for educators, Center for Open and Sustainable Learning.
- Commonwealth of Learning (2012) OER for Open Schooling Teachers Guide retrieved from <http://hdl.handle.net/11599/2298>
- UNESCO (201) A Basic Guide to Open Educational Resources (OER) retrieved from <http://hdl.handle.net/11599/36>
- Commonwealth of Learning (2015) Understanding Open Educational Resources retrieved from https://www.oerknowledgecloud.org/archive/2015_Butcher_Moore_Understanding-OER.pdf.

MEDVAC03

COUNSELLING SKILLS

(2 Credits-60 Hours)

COURSE OUTCOMES:

On successful completion of the course, the Prospective Teacher Educator

1. Discusses the concepts of counseling process
2. Analyses basic counseling skills and types of counselling
3. Uses counseling techniques to solve problems
4. Gains confidence in their ability to interact with clients and provide effective counseling support.
5. Explores the Crisis intervention techniques

Unit I : COUNSELLING PROCESS

Introduction to counseling- Types of Counselling- Process of Counselling- characteristics of a counselor- Dual relationship in counseling process- Steps in counseling- Ethics in counseling-Basic counseling skills.

UNIT II : COMMUNICATION AND ACTIVE LISTENING SKILLS

Techniques for active listening and responding with empathy-Building rapport and trust with students-Managing classroom dynamics with a focus on inclusive communication-Handling difficult conversations with students (e.g., discussing sensitive issues)-Non-verbal communication and its impact on student-teacher interactions.

Unit III : INTERVENTION STRATEGIES AND REFERRAL PROCESSES

Crisis intervention techniques - Classroom-based interventions for common issues - Understanding the limits of a teacher's role in counseling-Referral processes and collaborating with school counselors and external professionals-Working with parents and caregivers to support students' emotional well-being

SUGGESTED ACTIVITIES(AnyThree):

1. Design a mindful approach to communication that enhances the quality of teacher-student interactions.
2. Participate in a simulation of a crisis situation (e.g., a student having a panic attack in class). Work as a team to respond to the crisis, applying intervention techniques and deciding when to involve other professionals.
3. Design and conduct a simple, anonymous survey on the students to assess their emotional needs and concerns.
4. Prepare a report after discussing in small groups to identify common issues and potential classroom interventions.
5. Create a structured, multi-faceted support plan for students in need.

ASSESSMENT

- Assignments.
- Presentations
- Portfolio
- Case study

REFERENCES

- Bond, Tim (2010). *Standards and Ethics for Counselling in Action*, SAGE Publications.
- Burnard, Philip (2002). *Counselling Skills Training (A Sourcebook of Activities for Trainers)*, Viva Books Private Limited.
- Choudhury, Mohamad & Islam, Mo. Aminul (2014). *Counselling Psychology*, Dhaka Mostafa Prakashani,
- Gupta, Manju (2003). *Effective Guidance & Counselling Modern Methods and Techniques*, India: Mangal Deep Publications
- Kinra, Asha K. (2012). *Guidance and Counselling*, Pearson Publication.
- Kottler, Jeffery A. & Shepard, David S. (2009). *Counselling Theories and Practices*, CENGAGE Learning.
- McLeod, John (2008). *An Introduction to Counselling*, Rawat Publications.
- McLeod, John (2013). *Person-Centered Counselling in Action*, SAGE Publications
- Nelson, Richard (2008). *Basic Counselling Skills, A Helper's Manual*. SAGE Publications India Pvt. Ltd.

MEDVAC04

SUSTAINABLE ECO-PRACTICES

(2 Credits-60 Hours)

COURSE OBJECTIVES:

On successful completion of the course, the Prospective Teacher Educator

1. Analyses the concepts of sustainable development
2. Identifies the strategies for attaining sustainable development goals
3. Analyses the environmental issues in India
4. Develops skills to tackle environmental degradation, disaster management and conservation
5. Uses the concept of environmental sustainability to the welfare of mankind

Unit: I ENVIRONMENTAL SUSTAINABILITY

Environmental Sustainability- Meaning, Definition, Importance and Principles, seventeen Sustainable Development Goals adopted by the United Nations, ways to achieve environmental sustainability, sustainable use of natural resources, factors influencing sustainability of ecosystems.

Unit: II ENVIRONMENTAL ISSUES AND GOVERNMENT INITIATIVES

Environmental Degradation, Loss of Biodiversity, Urbanization in the Himalayas ,Loss of Resilience in Eco systems, climate change ,Lack of Waste Management, Depletion of Resources, water pollution, Environment issues and Health effects.

Government Initiatives to Tackle Environmental Degradation: Swachh Bharat Mission, Green Skill Development Programme, Namami Ganga Programme, Compensatory Afforestation Fund Act, National Mission for Green India, Conservation of Natural Resources & Ecosystems.

UNIT –III SOCIAL AND ECONOMIC SUSTAINABILITY

Social and Economic Sustainability-Definition, importance ,dimensions, examples and implementation, Disaster Management, environmental ethics, role of citizens in the solution and prevention of environmental problems, skills needed for green jobs.

ASSESSMENT

- Assignments.
- Presentations
- Portfolio

SUGGESTED ACTIVITIES(Any Three)

1. Prepare a scrap file related to environmental articles/news and provide your suggestions.
2. Visit a site of a local environmental problem, analyze the causes, and suggest control measures.
3. Raise an organic farm/kitchen garden, market the products, and present a report.

4. Conduct a life cycle assessment of any item/commodity of daily use and prepare a report.
5. Recycle used materials to create artworks. Prepare a report and post it on your blog.

REFERENCES

- Fulekar, M. H., Pathak, B., & Kale, R. K. (2013). *Environment and sustainable development*. Springer.
- Nhamo, G., & Mjimba, V. (2020). *Sustainable development goals and institutions of higher education*. Springer.
- Pelling, M. (2003). *Natural disasters and development in a globalizing world*. Routledge.
- Rangarajan, M. (2006). *Environmental issues in India*. Pearson Education.
- Roy, K. C. (2017). *Sustainable economic development and environment*. Atlantic Publishers and Distributors.
- Saito, O. (2020). *Sharing ecosystem services*. Springer Singapore.
- Teri. *Our environment: Threats, challenges, and sustainable solutions*. Scholastic India Pvt.
- Thunberg, G. (2019). *No one is too small to make a difference*. Penguin Books.
- United Nations. (2014). *Prototype global sustainable development report* (Online unedited ed.). United Nations Department of Economic and Social Affairs, Division for Sustainable Development.

MEDVAC05

AI AND MACHINE LEARNING

(2 Credits-60 Hours)

COURSE OBJECTIVES

On successful completion of the course, the Prospective Teacher Educator

1. Explains the fundamental concepts of AI and ML.
2. Identifies potential applications of AI and ML in education.
3. Examines the ethical implications of AI and ML in education.
4. Designs and implements AI-powered educational tools and resources.
5. Critically analyzes the role of AI and ML on teaching and learning.

UNIT 1: INTRODUCTION TO AI AND ML

Definition and history of AI and ML-Types of AI (weak, strong, super)-Applications of AI and ML in education- Ethical considerations in AI and ML

UNIT II: AI AND ML TOOLS AND PLATFORMS

Popular AI and ML frameworks (TensorFlow, PyTorch)-Cloud-based AI platforms (Google Cloud AI, AWS SageMaker)-Educational AI tools - Chat bots, Virtual Reality (VR, Adaptive Testing, Gamification, Coursera, Khan Academy, Duolingo. IBM Watson Google Classroom

UNIT III INTELLIGENT TUTORING SYSTEMS

Personalized learning-Adaptive assessment-AI-powered content creation

ASSESSMENT

- Assignments
- Presentations
- Portfolio
- Participation

SUGGESTED ACTIVITIES (ANY 3)

1. Create lesson plans and activities that incorporate AI and ML concepts into various subjects (e.g., math, science, language arts).
2. Conduct workshops to train teachers on how to effectively use AI and ML tools in their classrooms.
3. Develop educational apps using AI and ML technologies to enhance student learning.
4. Design personalized learning platforms that adapt to students' individual needs and learning styles.
5. Facilitate workshops on the ethical implications of AI and ML in education, including bias, privacy, and accountability.

REFERENCES

- Goldberg, Y. (2016). *Neural networks for machine translation*.
- Goodfellow, I., Bengio, Y., & Courville, A. (2016). *Deep learning*. MIT Press.
- Jurafsky, D., & Martin, J. H. (2022). *Speech and language processing* (3rd ed.). Pearson Education.
- LeCun, Y., Bengio, Y., & Hinton, G. (2015). *Deep learning*. *Nature*, 521(7553), 436–444.
- Mitchell, T. M. (1997). *Machine learning*. McGraw-Hill.
- Russell, S. J., & Norvig, P. (2023). *Artificial intelligence: A modern approach* (4th ed.). Prentice Hall.
- Szeliski, R. (2010). *Computer vision: Algorithms and applications*. Springer.
- Coursera: <https://www.coursera.org/>
- EdX: <https://www.edx.org/>
- fast.ai: <https://www.fast.ai/>

MEDVAC06

STEAM EDUCATION: A HOLISTIC APPROACH (2 Credits-60 Hours)

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Defines STEAM education and its significance in contemporary education.
2. Explains the interdisciplinary nature of STEAM and its potential for enhancing student learning.
3. Designs STEAM-based learning experiences for diverse learners.
4. Assesses the effectiveness of STEAM integration in classroom settings.
5. Implement STEAM-based learning experiences for diverse learners.

UNIT I : FOUNDATIONS OF STEAM EDUCATION

Introduction to STEAM education and its historical development-Theoretical frameworks underpinning STEAM (constructivism, inquiry-based learning, problem-solving).-The role of 21st-century skills in STEAM education.-Analyzing national and international STEAM education initiatives.

UNIT II : INTEGRATING STEAM ACROSS THE CURRICULUM

Exploring the integration of STEAM - Elements in different subject areas-Developing interdisciplinary units and projects-Using real-world problem-solving to engage students in STEAM learning- Incorporating technology to enhance STEAM experiences.

UNIT –III : STEAM PEDAGOGICAL APPROACHES

Project-based learning and design thinking in STEAM education-Inquiry-based learning and problem-solving strategies-Collaborative learning and teamwork in STEAM environments.- Assessment strategies for STEAM learning outcomes.

ASSESSMENT

- Assignments
- Presentations
- Portfolio
- Participation
- Reflective journal

SUGGESTED ACTIVITIES(AnyThree)

1. Conduct experiments in science and technology to reinforce theoretical concepts.
2. Incorporate art projects into the curriculum to foster creativity and critical thinking.
3. Use mathematical models to analyze real-world problems and make predictions.
4. Work on projects that integrate multiple disciplines, such as designing a sustainable city or developing a technology solution for a local community problem.

5. Conduct a research projects on topics related to science, technology, engineering, arts, or mathematics.

REFERENCES

- Angelo, T. A., & Cross, K. P. (2013). Classroom Assessment Techniques: A Handbook for College Teachers (4th ed.). Jossey-Bass.
- Bybee, R. W. (2022). The STEM Handbook: A Guide to Teaching and Learning Science, Technology, Engineering, and Mathematics.
- Krajcik, J. S., &Blumenfeld, P. C. (2023). The STEM Casebook: Using Cases to Improve Science, Technology, Engineering, and Mathematics Education.
- National Academies of Sciences, Engineering, and Medicine. (2018). Assessing for Understanding: A Guide for Teachers and Administrators.
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- National Academies of Sciences, Engineering, and Medicine. (2020). STEM Integration in K-12 Education: Promises and Challenges.
- National Research Council. (2018). STEM for All: A Vision for K-12 Science, Technology, Engineering, and Mathematics Education.
- National Science Foundation (NSF):<https://www.nsf.gov/>
- National Academies of Sciences, Engineering, and Medicine:<https://www.nap.edu/>
- STEM Education Journal:<https://www.stem-education.org/>

MEDVAC07

ENERGY MANAGEMENT

(2 Credits-60 Hours)

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Explains the principles of energy management and the importance of sustainable energy practices.
2. Identifies opportunities for energy efficiency and conservation in various sectors.
3. Analyses different renewable energy technologies and their potential applications.
4. Analyzes energy policies and regulations and their impact on energy markets.
5. Formulates strategies for promoting sustainable energy development and addressing energy-related challenges.

UNIT 1: INTRODUCTION TO ENERGY MANAGEMENT

Definition and importance of energy management-Types of energy resources (renewable and non-renewable)-Energy consumption patterns and trends

UNIT 2: ENERGY EFFICIENCY AND CONSERVATION

Principles of energy efficiency-Energy-saving technologies and practices (e.g., LED lighting, energy-efficient appliances)-Types of renewable energy sources (solar, wind, hydro, biomass, geothermal)-Renewable energy technologies and systems (e.g., solar panels, wind turbines, hydroelectric plants)-Energy storage technologies (batteries, pumped hydro, compressed air)-Grid integration of renewable energy

UNIT 3: GOVERNANCE AND SUSTAINABILITY

Energy policies and regulations at local, national, and international levels-Energy markets and pricing-Role of governments and NGOs in energy management-Environmental impacts of energy consumption-Sustainable energy practices and their benefits

Assessment

- Assignments
- Presentations
- Tests
- Portfolio

SUGGESTED ACTIVITIES(AnyThree)

1. Invite experts in energy management, renewable energy, and sustainability to share their experiences and insights.
2. Analyze case studies of successful energy management initiatives.
3. Organize debates on controversial topics, such as the trade-offs between economic growth and environmental sustainability.

4. Conduct energy audits of local buildings or facilities to identify energy-saving opportunities.
5. Assess the energy efficiency of various appliances and technologies.

REFERENCES

- Brown, L. R. (2021). Plan B 4.0: Mobilizing to Save Civilization.
- Hunt, V. D. (2022). Energy Economics (9th ed.). Routledge.
- IEA (International Energy Agency). (2023). Energy Efficiency 2023.
- Twidell, J. W., & Weir, A. D. (2023). Renewable Energy Resources (5th ed.). Routledge.
- World Energy Council.(2023). World Energy Outlook 2023.
- International Energy Agency (IEA):<https://www.iea.org/>
- Renewable Energy Policy Network for the 21st Century (REN21):<https://www.ren21.net/>
- U.S. Energy Information Administration (EIA):<https://www.eia.gov/>

MEDVAC08

LIFESTYLE DISEASES AND FITNESS

(2 Credits-60 Hours)

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Defines life style diseases and their impact on individuals and society.
2. Identifies the risk factors associated with lifestyle diseases.
3. Uses strategies for promoting healthy eating habits among students.
4. Designs physical activity programs for different age groups.
5. Assesses the role of health education programs.

UNIT 1: UNDERSTANDING LIFESTYLE DISEASES

Definition and types of lifestyle diseases (cardiovascular diseases, diabetes, obesity, cancer)

Risk factors and their impact on physical and mental health-The role of genetics and environment in disease development

UNIT II: NUTRITION AND PHYSICAL ACTIVITY

The importance of balanced diet and nutrition-Understanding food labels and making informed choices-Developing healthy eating habits among students-Addressing eating disorders and childhood obesity-The benefits of regular physical activity-Promoting physical education and sports in schools

UNIT III :HEALTH EDUCATION AND PROMOTION

Developing effective health education programs-Using various teaching methods and media-Evaluating health education programs-Collaborating with healthcare professionals and community organizations

ASSESSMENT

- Assignments.
- Presentations
- Portfolio
- Participation: Active engagement in class discussions, group work,and online forums will be assessed.

SUGGESTED ACTIVITIES (AnyThree)

1. Facilitate group discussions on topics such as the causes, symptoms, and prevention of lifestyle diseases.
2. Conduct role-playing exercises to simulate scenarios related to health promotion and disease prevention.
3. Organize debates on controversial topics related to lifestyle diseases and fitness.
4. Invite experts in lifestyle diseases, nutrition, and physical activity to share their experiences and insights.

5. Develop personalized nutrition plans based on individual needs and goals.

REFERENCES

- Ornish, D. (2022). *The Spectrum: A New Approach to Health and Wellness*.
- Goldberg, A. P. (2020). *Lifestyle Medicine: A Clinician's Guide*.
- Ford, E. S., & Williamson, D. F. (2018). *Lifestyle Medicine: A Clinician's Guide*.
- Kaplan, H. I. (2021). *Clinical Hypertension* (10th ed.). Lippincott Williams & Wilkins.
- Williams, D. (2023). *Textbook of Endocrinology* (15th ed.). Elsevier.
- National Institutes of Health (NIH) - PubMed:<https://www.nih.gov/>
- World Health Organization (WHO):<https://www.who.int/about>

MEDVAC 9

DIGITAL RESOURCES FOR TEACHING, LEARNING AND RESEARCH

(2 Credits-60 Hours)

COURSE OBJECTIVES

On successful completion of the course, the Prospective Teacher Educator

1. Analyses digital resources for teaching leaning and research
2. Develops skill for searching, retrieving and evaluating various information sources
3. Identifies various e-learning platforms and databases
4. Discusses various resource sharing networks, portals and AI tools for teaching and learning
5. Explores various library information networks

UNIT- I: E-RESOURCES FOR TEACHING, LEARNING AND RESEARCH

Introduction to E-Resources: Definition and importance, Types of E-Resources: E-journals, e-books, e-reports, e-theses and dissertations, institutional repositories, academic and peer reviewed journals. Open Educational Resources (OER): Meaning of OER, OER Repositories- Wikipedia, MERLOT (Multimedia Educational resources for Learning and online teaching) , You tube, Teacher tube, Slide share, Sakshat, e-gyankosh, NROER(National repository of Open educational Resources), NDLI(National Digital Library of India), NPTEL (National Programme on Technology Enhanced learning), iTunes U, OER Commons. Multimedia Resources: Video lectures and tutorials-Podcasts, webinars, and interactive content. Searching and Accessing E-Resources: Search Engines and Academic Databases, Using Google Scholar, JSTOR, Pub Med, etc, Boolean operators and advanced search techniques,Open access vs. subscription-based resources,

UNIT- II: E-LEARNING PLATFORMS AND DATABASES

Introduction to E-Learning Platforms: The role of e-learning platforms in modern education,Types of E-Learning Platforms: Learning Management Systems (LMS)- Moodle, Black Board, and Canva. Massive Open Online Courses (MOOCs)-Coursera, 2edX and FutureLearn. Mobile Learning Apps- Duolingo, Khan Academy and LinkedIn Learning.Understanding Educational Databases, Types of educational databases: subject and specific databases-ERIC (Education Resources Information Center), SCOPUS, Web of Science, PsycINFO, and PubMed . Multidisciplinary Databases: JSTOR ,Google Scholar, ProQuest.

UNIT- III: INFORMATION NETWORKS AND LIBRARY PORTALS

Introduction to Library Networks: Types of Library Networks: Regional, National, International.Inflibnet and its major activities- N-List, e-Shodhsindhu, Shodhshuddhi, Shodhganga, Shodgangotri, IRINS-Vidwan Database, , e-PgPathshala, Vidyamitra, Ugc-Moocs,SwayamPrabha and shodhchakara. OCLC (Online Computer Library Center), ARL

(Association of Research Libraries).DELNET, ERNET, ARL (Association of research libraries). Definition of Library Portals, Types of library portals: Integrated Library Systems (ILS), Overview and features-Examples: Alma, Sierra. Discovery Services: Overview and features, Examples: Summon, and Primo. Institutional Repositories-Overview and features-Examples: DSpace, and EPrints. Understanding AI Tools for Education, Definition and applications of AI tools in teaching and learning, Types of AI tools: chatbots, adaptive learning systems, data analytics.

ASSESSMENT

- Assignments.
- Presentations
- Portfolio
- Participation: Active engagement in class discussions, group work, and online forums will be assessed.

SUGGESTED ACTIVITIES (Any Three)

1. Documentation and compilation of website addresses relevant to the area of teacher education.
2. Collect the list of E-resources available in the field of education
3. A Report on Free and Open Source Software's
4. List the conventional and non-conventional documents with full bibliographical details available in your library
5. Write a reflective report on any one of the topic from the above units.

REFERENCES

- Akhil Kumar Singh(2023). *Library and information science*. Newdelhi: Atlantic publishers.
- Dhiman.A.K., & Rani, yashoda. (2005). *Information and reference sources and services*.New Delhi: EssEss publications.
- Dushyant Verma(2024). *Emerging technologies in library science*. Uttarakhand: String productions.
- Galhotra, Mohan Kumar. (2008). *Information technology in library and information services*.New Delhi: Ess Ess publications
- Jain.M.K. (2006). *Teaching learning: Library and information services*.New Delhi: Shipra publications.
- Krishnan,Gopal.(2005). *Digital libraries in electronic information era*. New Delhi:Authors press.
- Kumar, Krishna. (2007). *Library Management in Electronic Environment*.New Delhi: Har-An and Publications.
- Savitha Mittal. (2005). *Digital Library Resources*. New Delhi: EssEss Publications.
- Sharma.C.K et.al (2010). *E-library*. New Delhi: Shree Publishers
- Sheela.P,Saravanan.P.,& Mary, Lawrence .A. (2020).*Library management*. Attoor: N.V.K.S. publications.

- <https://www.inflibnet.ac.in/>
- <https://irins.org/irins/>
- <https://eric.ed.gov/>
- <http://www.scopus.com>
- <http://webofscience.com>

MED VAC10

MULTICULTURAL EDUCATION

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher

1. Explains the concepts of culture, diversity, and multiculturalism.
2. Analyzes the historical and social factors that contribute to cultural diversity.
3. Identifies and address cultural biases and stereotypes.
4. Generates culturally responsive teaching strategies.
5. Creates inclusive and equitable learning environments.

UNIT 1: INTRODUCTION TO MULTICULTURAL EDUCATION

Definition and historical context of multicultural education-Cultural diversity and its significance-The importance of inclusive education-Understanding culture and its components-Cultural identity and its development-Intersectionality and multiple identities

UNIT II: CULTURAL BIAS AND STEREOTYPES

Addressing cultural biases-Stereotyping and its effects-Promoting cultural sensitivity and understanding

UNIT III: CULTURALLY RESPONSIVE TEACHING

Principles of culturally responsive teaching-Culturally relevant pedagogy-Creating Inclusive Learning Environments-Inclusive classroom practices-Addressing cultural barriers to learning-Promoting diversity and equity in education

ASSESSMENT

- Critical analyses of multicultural literature and media
- Case studies of cultural diversity in education
- Development of culturally responsive lesson plans
- Presentations on specific cultural groups or issues
- Group presentations on multicultural education projects
- Quizzes
- Tests

SUGGESTED ACTIVITIES (ANY 3)

1. Organize cultural celebrations to promote understanding and appreciation of different cultures.
2. Write a personal narrative about their cultural background, experiences, and identity.
3. Organize a cultural exchange event where students can share their cultural heritage with classmates and write a report.
4. Read and discuss multicultural literature and submit a report.

5. Watch and discuss films that explore cultural themes and issues and submit a report.

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- Online Resources
- National Council of Teachers of English (NCTE): <https://ncte.org/>
- Association for Multicultural Counseling and Development (AMCD): [invalid URL removed]
- Multicultural Education Journal: [invalid URL removed]