

VALUE ADDED COURSES

Our college offers extra courses to help our students become better teachers and citizens. These courses, started in 2020, the courses focus on:

- Being aware of life's complexities, bravely facing obstacles, and ultimately achieving success.
- Important value orientation
- Acquisition of various skills
- Become good citizens.
- Achieving program outcomes beyond the regular syllabus.

We teach these courses online through both synchronous and asynchronous modes, using expert mentor teacher inside and outside the college, without affecting regular classes. We also offer certificate to our students.

The following are the Value-Added Courses offered by the Institution

- ❖ Value Added Course in Communicative English
- ❖ Value Added Course in Health and Hygiene
- ❖ Value Added Course in Learning Disability
- ❖ Value Added Course in Life Skills Training



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

KEY INDICATOR

CRITERION 1-CURRICULAR ASPECTS

1.2 ACADEMIC FLEXIBILITY

METRIC: 1.2.2

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

BROCHURE AND COURSE CONTENT ALONG WITH CLOS OF VALUE-ADDED COURSES

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala.




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**Brochure and Course Content along with CLOs of Value-added Courses
Academic Year 2023-24**



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VALUE ADDED COURSE COMMUNICATIVE ENGLISH



Course Code:NCVAC1205
Duration:30 Hrs
Begins on 15/01/2024

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**NATIOAL COLLEGE FOR TEACHER.
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VALUE ADDED COURSE

**COURSE NAME: COMMUNICATIVE ENGLISH
COURSE CODE: NCVAC 1205
DURATION: 30 Credit Hours**



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Course Title: Communicative English

Course Description: This course aims to enhance students' proficiency in English communication, focusing on both spoken and written skills. Emphasizing practical application, the course will cover various aspects of effective communication, including grammar, vocabulary, pronunciation, and interpersonal skills. Students will engage in activities designed to improve their ability to express themselves clearly and confidently in diverse contexts.

Course Objectives: Upon completion of this course, students will be able to:

- Develop effective communication skills in both spoken and written English.
- Apply grammar and vocabulary knowledge to enhance clarity and coherence in communication.
- Improve pronunciation and intonation for clear and confident speaking.
- Engage in effective interpersonal communication and presentation skills.
- Foster proficiency in English for the classroom setting.

Course Structure:

Module 1: Foundations of Communicative English (5 credits)

- Introduction to Communicative English
- Basics of English grammar and syntax
- Vocabulary building and usage
- Pronunciation and phonetics
- The role of effective communication in professional and personal contexts

Module 2: Spoken English Skills (6 credits)

- Techniques for clear and confident speaking
- Effective pronunciation and intonation
- Conversation and dialogue practice
- Public speaking and presentation skills
- Listening skills and comprehension
- Role-playing and simulation exercises

Module 3: Written English Skills (5 credits)

- Structure and format of different types of written texts (e.g., essays, reports, emails)
- Techniques for effective writing (clarity, coherence, and organization)
- Grammar and punctuation in writing
- Editing and proofreading skills




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- Creative and formal writing practices

Module 4: Interpersonal and Professional Communication (4 credits)

- Strategies for effective interpersonal communication
- Professional communication skills as a teacher
- Classroom Interaction and Management

Module 5: Advanced Communication Practices (5 credits)

- Advanced vocabulary and idiomatic expressions
- Developing a personal communication strategy
- Using English in Diverse Contexts

Module 6: Practical Application and Evaluation (5 credits)

- Group discussions and collaborative activities
- Peer and instructor feedback
- Final assessment through written and oral examinations

Teaching and Assessment Methods:

- Lectures and interactive sessions
- Group discussions and debates
- Individual and group assignments
- Practical presentations and role-plays
- Written examinations and viva voce
- Continuous assessment through participation and projects

Reference

Mohan, K. Speaking English Effectively, Macmillan

Thakkar, P. The Ultimate Guide to IELTS Speaking, M K Book

Sreevalsan, M. C. Spoken English A hands on guide to English, Conversation practice

Vikas Publishing

Shuuja, A. A course of spoken English, A P H Publishing




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VALUE ADDED COURSE HEALTH & HYGIENE



Course Code: NCYAC1203
Duration: 30 Hrs
Begin on 15/01/2024

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**NATIONAL COLLEGE FOR TEACHER EDUCATION,
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VALUE ADDED COURSE

**COURSE NAME: HEALTH AND HYGIENE
COURSE CODE: NCVAC 1203
DURATION: 30 Credit Hours**




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Course Description

This course provides a comprehensive understanding of health and hygiene principles, emphasizing both personal and community well-being. Students will explore various aspects of health, including physical, mental, social, and environmental health. The course will cover topics such as nutrition, exercise, disease prevention, sanitation, and healthcare systems.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate knowledge of fundamental concepts of health and hygiene
- Apply critical thinking skills to assess health information and make informed decisions
- Develop effective personal health management strategies
- Promote healthy behaviors and practices within their communities
- Understand the role of healthcare systems and public health initiatives

Course Structure

Module 1: Foundations of Health and Hygiene (5 credits)

- Definition and dimensions of health (physical, mental, social, spiritual, environmental)
- Basic human anatomy and physiology
- The role of genetics and environment in health
- Historical perspectives on health and hygiene


Module 2: Personal Health and Wellness (6 credits)

- Nutrition and dietary guidelines
- Physical activity and exercise
- Sleep hygiene and its impact on health
- Stress management and coping strategies
- Substance abuse prevention
- Personal hygiene practices
- Chronic disease prevention and management

Module 3: Communicable and Non-Communicable Diseases (5 credits)

- Epidemiology and disease transmission
- Immune system and its role in disease prevention
- Common infectious diseases (e.g., HIV/AIDS, tuberculosis, influenza)
- Non-communicable diseases (e.g., heart disease, cancer, diabetes)
- Vaccination and immunization
- Global health issues and pandemics




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Module 4: Environmental Health (4 credits)

- Environmental factors affecting health
- Water and air pollution
- Food safety and sanitation
- Occupational health and safety
- Disaster preparedness and response
- Sustainable development and health

Module 5: Healthcare Systems and Public Health (5 credits)

- The healthcare system: structure, functions, and challenges
- Health insurance and financing
- Public health principles and practices
- Health promotion and disease prevention programs
- Global health initiatives and collaborations
- Ethics in healthcare

Module 6: Health Education and Behavior Change (5 credits)

- Health communication and behavior change theories
- Health education program planning and implementation
- Evaluation of health programs
- Cultural competence in health
- Advocacy and policy making for health

Teaching and Assessment Methods

- Lectures
- Group discussions
- Assignment
- Seminar
- Project
- Examinations

Reference

- Marmot, M., & Wilkinson, R. G. (Eds.). (2006). Social determinants of health. Oxford University Press.
- Centers for Disease Control and Prevention (CDC). (2023). Healthy People 2030.
- Stanhope, M., & Lancaster, J. (2018). Public health nursing: Population-centered health care in the community. Elsevier.
- World Health Organization (WHO)



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- Centers for Disease Control and Prevention (CDC)
- National Institutes of Health (NIH)



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VALUE ADDED COURSE LEARNING DISABILITY



Course Code:NCVAC1204
Duration:30 Hrs
Begins on 18/01/2024

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**NATIOAL COLLEGE FOR TEACHER EDUCATION,
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VALUE ADDED COURSE

**COURSE NAME: LEARNING DISABILITY
COURSE CODE: NCVAC 1204
DURATION: 30 Credit Hours**



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Course Description

This course offers an in-depth exploration of learning disabilities, focusing on understanding, identifying, and addressing various types of learning challenges. Students will gain knowledge about the psychological, educational, and social aspects of learning disabilities. The course will cover topics such as assessment methods, intervention strategies, inclusive education, and the role of educators and families in supporting individuals with learning disabilities.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate a comprehensive understanding of different types of learning disabilities.
- Apply effective assessment and intervention strategies to support individuals with learning disabilities.
- Promote inclusive educational practices within various learning environments.
- Understand the legal and ethical considerations related to learning disabilities.
- Collaborate with families, educators, and specialists to create supportive learning environments.

Course Structure

Module 1: Introduction to Learning Disabilities (4 credits)

- Definition and types of learning disabilities (e.g., dyslexia, ADHD, dyscalculia)
- Cognitive and neurological foundations of learning disabilities
- Historical perspectives on learning disabilities
- Early identification and the importance of early intervention
- Myths and misconceptions about learning disabilities

Module 2: Assessment and Diagnosis (4 credits)

- Assessment tools and techniques for learning disabilities
- The role of standardized testing and informal assessments
- The process of diagnosis: clinical and educational perspectives
- Case studies of assessment and diagnosis

Module 3: Intervention Strategies and Support (5 credits)

- Evidence-based instructional strategies for students with learning disabilities
- Adapting curriculum and teaching methods for diverse learners
- Use of technology and assistive devices in learning support
- Behavioral and cognitive interventions



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- Collaborative teaching and co-teaching models

Module 4: Inclusive Education and Classroom Management (5 credits)

- Principles of inclusive education and universal design for learning (UDL)
- Classroom strategies for managing diverse learning needs
- Building a positive and supportive classroom environment
- The role of teachers, special educators, and paraprofessionals
- Challenges and opportunities in inclusive education

Module 5: Social and Emotional Aspects of Learning Disabilities (4 credits)

- The impact of learning disabilities on self-esteem and social relationships
- Strategies for fostering social skills and emotional resilience
- The role of peer support and mentoring
- Addressing bullying and social exclusion
- Family dynamics and the role of parents and caregivers

Module 6: Legal and Ethical Considerations (4 credits)

- Overview of laws and regulations related to learning disabilities (e.g., Rights of Persons with Disabilities (RPWD) Act, 2016; The National Trust Act, 1999)
- Rights of students with learning disabilities
- Ethical issues in assessment, diagnosis, and intervention
- Advocacy and the role of educators and families
- Cultural competence in addressing learning disabilities

Module 7: Collaboration and Community Engagement (4 credits)

- Building partnerships with families and communities
- Working with multidisciplinary teams (e.g., psychologists, speech therapists, occupational therapists)
- Community resources and support networks
- Transition planning: from school to post-secondary education or employment
- Case studies of successful community collaborations

Teaching and Assessment Methods

- Lectures
- Group Discussions
- Case Study Analysis
- Seminars
- Practical Workshops



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- Fieldwork
- Project Work
- Examinations
- Psychology lab practical sessions

References

Lokanadha, G., Reddy Learning Disabilities, Discovery Publishing

Annapurna, M., Mentally Handicapped Children and Family Stress, Discovery Publishing

Singh, D., New Dimensions in Child education and learning processes, Kanishka Publishers

Rayalu, T. R., Fear unrest and anxiety of Adolescents, Discovery Publishing

Chadha, A., A Guide to Educating children with Learning disabilities, Vikas Publishing

Deshprabhu. R., Child Development and Nutrition Management, Book Enclave




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**Brochure and Course Content along with CLOs of Value-added Courses
Academic Year 2022-23**



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VALUE ADDED COURSE COMMUNICATIVE ENGLISH



Course Code: NCVAC1206
Duration: 30 Hrs
Begins on 12/01/2023

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**NATIOAL COLLEGE FOR TEACHER
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VALUE ADDED COURSE

**COURSE NAME: COMMUNICATIVE ENGLISH
COURSE CODE: NCVAC 1205
DURATION: 30 Credit Hours**




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Course Title: Communicative English

Course Description: This course aims to enhance students' proficiency in English communication, focusing on both spoken and written skills. Emphasizing practical application, the course will cover various aspects of effective communication, including grammar, vocabulary, pronunciation, and interpersonal skills. Students will engage in activities designed to improve their ability to express themselves clearly and confidently in diverse contexts.

Course Objectives: Upon completion of this course, students will be able to:

- Develop effective communication skills in both spoken and written English.
- Apply grammar and vocabulary knowledge to enhance clarity and coherence in communication.
- Improve pronunciation and intonation for clear and confident speaking.
- Engage in effective interpersonal communication and presentation skills.
- Foster proficiency in English for the classroom setting.

Course Structure:

Module 1: Foundations of Communicative English (5 credits)

- Introduction to Communicative English
- Basics of English grammar and syntax
- Vocabulary building and usage
- Pronunciation and phonetics
- The role of effective communication in professional and personal contexts

Module 2: Spoken English Skills (6 credits)

- Techniques for clear and confident speaking
- Effective pronunciation and intonation
- Conversation and dialogue practice
- Public speaking and presentation skills
- Listening skills and comprehension
- Role-playing and simulation exercises

Module 3: Written English Skills (5 credits)

- Structure and format of different types of written texts (e.g., essays, reports, emails)
- Techniques for effective writing (clarity, coherence, and organization)
- Grammar and punctuation in writing
- Editing and proofreading skills



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- Creative and formal writing practices

Module 4: Interpersonal and Professional Communication (4 credits)

- Strategies for effective interpersonal communication
- Professional communication skills as a teacher
- Classroom Interaction and Management

Module 5: Advanced Communication Practices (5 credits)

- Advanced vocabulary and idiomatic expressions
- Developing a personal communication strategy
- Using English in Diverse Contexts

Module 6: Practical Application and Evaluation (5 credits)

- Group discussions and collaborative activities
- Peer and instructor feedback
- Final assessment through written and oral examinations

Teaching and Assessment Methods:

- Lectures and interactive sessions
- Group discussions and debates
- Individual and group assignments
- Practical presentations and role-plays
- Written examinations and viva voce
- Continuous assessment through participation and projects

Reference


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VALUE ADDED COURSE

HEALTH & HYGIENE



Course Code: NCVAC1203
Duration: 30 Hrs
Begins on 12/01/2023

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**NATIONAL COLLEGE FOR TEACHER EDUCATION,
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VALUE ADDED COURSE

**COURSE NAME: HEALTH AND HYGIENE
COURSE CODE: NCVAC 1203
DURATION: 30 Credit Hours**



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Course Description

This course provides a comprehensive understanding of health and hygiene principles, emphasizing both personal and community well-being. Students will explore various aspects of health, including physical, mental, social, and environmental health. The course will cover topics such as nutrition, exercise, disease prevention, sanitation, and healthcare systems.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate knowledge of fundamental concepts of health and hygiene
- Apply critical thinking skills to assess health information and make informed decisions
- Develop effective personal health management strategies
- Promote healthy behaviors and practices within their communities
- Understand the role of healthcare systems and public health initiatives

Course Structure

Module 1: Foundations of Health and Hygiene (5 credits)

- Definition and dimensions of health (physical, mental, social, spiritual, environmental)
- Basic human anatomy and physiology
- The role of genetics and environment in health
- Historical perspectives on health and hygiene

Module 2: Personal Health and Wellness (6 credits)

- Nutrition and dietary guidelines
- Physical activity and exercise
- Sleep hygiene and its impact on health
- Stress management and coping strategies
- Substance abuse prevention
- Personal hygiene practices
- Chronic disease prevention and management

Module 3: Communicable and Non-Communicable Diseases (5 credits)

- Epidemiology and disease transmission
- Immune system and its role in disease prevention
- Common infectious diseases (e.g., HIV/AIDS, tuberculosis, influenza)
- Non-communicable diseases (e.g., heart disease, cancer, diabetes)
- Vaccination and immunization
- Global health issues and pandemics



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Module 4: Environmental Health (4 credits)

- Environmental factors affecting health
- Water and air pollution
- Food safety and sanitation
- Occupational health and safety
- Disaster preparedness and response
- Sustainable development and health

Module 5: Healthcare Systems and Public Health (5 credits)

- The healthcare system: structure, functions, and challenges
- Health insurance and financing
- Public health principles and practices
- Health promotion and disease prevention programs
- Global health initiatives and collaborations
- Ethics in healthcare

Module 6: Health Education and Behavior Change (5 credits)

- Health communication and behavior change theories
- Health education program planning and implementation
- Evaluation of health programs
- Cultural competence in health
- Advocacy and policy making for health

Teaching and Assessment Methods

- Lectures
- Group discussions
- Assignment
- Seminar
- Project
- Examinations

Reference

- Marmot, M., & Wilkinson, R. G. (Eds.). (2006). Social determinants of health. Oxford University Press.
- Centers for Disease Control and Prevention (CDC). (2023). Healthy People 2030.
- Stanhope, M., & Lancaster, J. (2018). Public health nursing: Population-centered health care in the community. Elsevier.
- World Health Organization (WHO)




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- Centers for Disease Control and Prevention (CDC)
- National Institutes of Health (NIH)



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VALUE ADDED COURSE

LEARNING DISABILITY



Course Code:NCVAC1204
Duration:30 Hrs
Begins on 15/01/2023

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**NATIONAL COLLEGE FOR TEACHER EDUCATION,
VENGOLA**



VALUE ADDED COURSE

**COURSE NAME: LEARNING DISABILITY
COURSE CODE: NCVAC 1204
DURATION: 30 Credit Hours**



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Course Description

This course offers an in-depth exploration of learning disabilities, focusing on understanding, identifying, and addressing various types of learning challenges. Students will gain knowledge about the psychological, educational, and social aspects of learning disabilities. The course will cover topics such as assessment methods, intervention strategies, inclusive education, and the role of educators and families in supporting individuals with learning disabilities.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate a comprehensive understanding of different types of learning disabilities.
- Apply effective assessment and intervention strategies to support individuals with learning disabilities.
- Promote inclusive educational practices within various learning environments.
- Understand the legal and ethical considerations related to learning disabilities.
- Collaborate with families, educators, and specialists to create supportive learning environments.

Course Structure

Module 1: Introduction to Learning Disabilities (4 credits)

- Definition and types of learning disabilities (e.g., dyslexia, ADHD, dyscalculia)
- Cognitive and neurological foundations of learning disabilities
- Historical perspectives on learning disabilities
- Early identification and the importance of early intervention
- Myths and misconceptions about learning disabilities

Module 2: Assessment and Diagnosis (4 credits)

- Assessment tools and techniques for learning disabilities
- The role of standardized testing and informal assessments
- The process of diagnosis: clinical and educational perspectives
- Case studies of assessment and diagnosis

Module 3: Intervention Strategies and Support (5 credits)

- Evidence-based instructional strategies for students with learning disabilities
- Adapting curriculum and teaching methods for diverse learners
- Use of technology and assistive devices in learning support
- Behavioral and cognitive interventions



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- Collaborative teaching and co-teaching models

Module 4: Inclusive Education and Classroom Management (5 credits)

- Principles of inclusive education and universal design for learning (UDL)
- Classroom strategies for managing diverse learning needs
- Building a positive and supportive classroom environment
- The role of teachers, special educators, and paraprofessionals
- Challenges and opportunities in inclusive education

Module 5: Social and Emotional Aspects of Learning Disabilities (4 credits)

- The impact of learning disabilities on self-esteem and social relationships
- Strategies for fostering social skills and emotional resilience
- The role of peer support and mentoring
- Addressing bullying and social exclusion
- Family dynamics and the role of parents and caregivers

Module 6: Legal and Ethical Considerations (4 credits)

- Overview of laws and regulations related to learning disabilities (e.g., Rights of Persons with Disabilities (RPWD) Act, 2016; The National Trust Act, 1999)
- Rights of students with learning disabilities
- Ethical issues in assessment, diagnosis, and intervention
- Advocacy and the role of educators and families
- Cultural competence in addressing learning disabilities

Module 7: Collaboration and Community Engagement (4 credits)

- Building partnerships with families and communities
- Working with multidisciplinary teams (e.g., psychologists, speech therapists, occupational therapists)
- Community resources and support networks
- Transition planning: from school to post-secondary education or employment
- Case studies of successful community collaborations

Teaching and Assessment Methods

- Lectures
- Group Discussions
- Case Study Analysis
- Seminars
- Practical Workshops



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- Fieldwork
- Project Work
- Examinations
- Psychology lab practical sessions

References

Lokanadha, G., Reddy Learning Disabilities, Discovery Publishing

Annapurna, M., Mentally Handicapped Children and Family Stress, Discovery Publishing

Singh, D., New Dimensions in Child education and learning processes, Kanishka Publishers

Rayalu, T. R., Fear unrest and anxiety of Adolescents, Discovery Publishing

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Deshprabhu. R., Child Development and Nutrition Management, Book Enclave




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National College for Teacher Education

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Brochure and Course Content along with CLOs of Value-added Courses
Academic Year 2021-22




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National College for Teacher Education

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12 JANUARY 2022

VALUE
ADDED
COURSE
2022

LEARNING
DISABILITY



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**NATIOAL COLLEGE FOR TEACHER EDUCATION,
VENGOLA**



VALUE ADDED COURSE

**COURSE NAME: LEARNING DISABILITY
COURSE CODE: NCVAC 1204
DURATION: 30 Credit Hours**




Dr. M. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
KOPPA, SONGE, NISTRATHURU, CV
VENGOLA, TAL. SARGAVOOR-653 558

Course Description

This course offers an in-depth exploration of learning disabilities, focusing on understanding, identifying, and addressing various types of learning challenges. Students will gain knowledge about the psychological, educational, and social aspects of learning disabilities. The course will cover topics such as assessment methods, intervention strategies, inclusive education, and the role of educators and families in supporting individuals with learning disabilities.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate a comprehensive understanding of different types of learning disabilities.
- Apply effective assessment and intervention strategies to support individuals with learning disabilities.
- Promote inclusive educational practices within various learning environments.
- Understand the legal and ethical considerations related to learning disabilities.
- Collaborate with families, educators, and specialists to create supportive learning environments.

Course Structure

Module 1: Introduction to Learning Disabilities (4 credits)

- Definition and types of learning disabilities (e.g., dyslexia, ADHD, dyscalculia)
- Cognitive and neurological foundations of learning disabilities
- Historical perspectives on learning disabilities
- Early identification and the importance of early intervention
- Myths and misconceptions about learning disabilities

Module 2: Assessment and Diagnosis (4 credits)

- Assessment tools and techniques for learning disabilities
- The role of standardized testing and informal assessments
- The process of diagnosis: clinical and educational perspectives
- Case studies of assessment and diagnosis

Module 3: Intervention Strategies and Support (5 credits)

- Evidence-based instructional strategies for students with learning disabilities
- Adapting curriculum and teaching methods for diverse learners
- Use of technology and assistive devices in learning support
- Behavioral and cognitive interventions



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VENGOILA, PERUMBAVOOR-683 556

- Collaborative teaching and co-teaching models

Module 4: Inclusive Education and Classroom Management (5 credits)

- Principles of inclusive education and universal design for learning (UDL)
- Classroom strategies for managing diverse learning needs
- Building a positive and supportive classroom environment
- The role of teachers, special educators, and paraprofessionals
- Challenges and opportunities in inclusive education

Module 5: Social and Emotional Aspects of Learning Disabilities (4 credits)

- The impact of learning disabilities on self-esteem and social relationships
- Strategies for fostering social skills and emotional resilience
- The role of peer support and mentoring
- Addressing bullying and social exclusion
- Family dynamics and the role of parents and caregivers

Module 6: Legal and Ethical Considerations (4 credits)

- Overview of laws and regulations related to learning disabilities (e.g., Rights of Persons with Disabilities (RPWD) Act, 2016; The National Trust Act, 1999)
- Rights of students with learning disabilities
- Ethical issues in assessment, diagnosis, and intervention
- Advocacy and the role of educators and families
- Cultural competence in addressing learning disabilities

Module 7: Collaboration and Community Engagement (4 credits)

- Building partnerships with families and communities
- Working with multidisciplinary teams (e.g., psychologists, speech therapists, occupational therapists)
- Community resources and support networks
- Transition planning: from school to post-secondary education or employment
- Case studies of successful community collaborations

Teaching and Assessment Methods

- Lectures
- Group Discussions
- Case Study Analysis
- Seminars
- Practical Workshops



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- Fieldwork
- Project Work
- Examinations
- Psychology lab practical sessions

References

Lokanadha, G., Reddy Learning Disabilities, Discovery Publishing

Annapurna, M., Mentally Handicapped Children and Family Stress, Discovery Publishing


Singh, D., New Dimensions in Child education and learning processes, Kanishka Publishers

Rayalu, T. R., Fear unrest and anxiety of Adolescents, Discovery Publishing

Chadha, A., A Guide to Educating children with Learning disabilities, Vikas Publishing

Deshprabhu. R., Child Development and Nutrition Management, Book Enclave




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National College for Teacher Education

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Date: 12 January 2022




"Good health is not just about what you're eating, it's also about what you're thinking and saying. Choose wisely."

VALUE ADDED COURSE 2022 HEALTH AND HYGIENE

NATIONAL 
College for Teacher Education




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**NATIONAL COLLEGE FOR TEACHER EDUCATION,
VENGOLA**



VALUE ADDED COURSE

**COURSE NAME: HEALTH AND HYGIENE
COURSE CODE: NCVAC 1203
DURATION: 30 Credit Hours**



Dr. N. SETHU MADHAVAN
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NATIONAL COLLEGE FOR TEACHER EDUCATION
TRINITY SQUARE, MEPRATHUPADY
TIRUMBAVOOR - 683 556

Course Description

This course provides a comprehensive understanding of health and hygiene principles, emphasizing both personal and community well-being. Students will explore various aspects of health, including physical, mental, social, and environmental health. The course will cover topics such as nutrition, exercise, disease prevention, sanitation, and healthcare systems.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate knowledge of fundamental concepts of health and hygiene
- Apply critical thinking skills to assess health information and make informed decisions
- Develop effective personal health management strategies
- Promote healthy behaviors and practices within their communities
- Understand the role of healthcare systems and public health initiatives

Course Structure

Module 1: Foundations of Health and Hygiene (5 credits)

- Definition and dimensions of health (physical, mental, social, spiritual, environmental)
- Basic human anatomy and physiology
- The role of genetics and environment in health
- Historical perspectives on health and hygiene


Module 2: Personal Health and Wellness (6 credits)

- Nutrition and dietary guidelines
- Physical activity and exercise
- Sleep hygiene and its impact on health
- Stress management and coping strategies
- Substance abuse prevention
- Personal hygiene practices
- Chronic disease prevention and management

Module 3: Communicable and Non-Communicable Diseases (5 credits)

- Epidemiology and disease transmission
- Immune system and its role in disease prevention
- Common infectious diseases (e.g., HIV/AIDS, tuberculosis, influenza)
- Non-communicable diseases (e.g., heart disease, cancer, diabetes)
- Vaccination and immunization
- Global health issues and pandemics




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VENGOLA, PERUMBAVOOR - 683 556

Module 4: Environmental Health (4 credits)

- Environmental factors affecting health
- Water and air pollution
- Food safety and sanitation
- Occupational health and safety
- Disaster preparedness and response
- Sustainable development and health

Module 5: Healthcare Systems and Public Health (5 credits)

- The healthcare system: structure, functions, and challenges
- Health insurance and financing
- Public health principles and practices
- Health promotion and disease prevention programs
- Global health initiatives and collaborations
- Ethics in healthcare

Module 6: Health Education and Behavior Change (5 credits)

- Health communication and behavior change theories
- Health education program planning and implementation
- Evaluation of health programs
- Cultural competence in health
- Advocacy and policy making for health

Teaching and Assessment Methods

- Lectures
- Group discussions
- Assignment
- Seminar
- Project
- Examinations

Reference

- Marmot, M., & Wilkinson, R. G. (Eds.). (2006). Social determinants of health. Oxford University Press.
- Centers for Disease Control and Prevention (CDC). (2023). Healthy People 2030.
- Stanhope, M., & Lancaster, J. (2018). Public health nursing: Population-centered health care in the community. Elsevier.
- World Health Organization (WHO)



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MADHAVOOR - 683 556

- Centers for Disease Control and Prevention (CDC)
- National Institutes of Health (NIH)




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**Brochure and Course Content along with CLOs of Value-added Courses
Academic Year 2020-21**



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National College for Teacher Education


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VALUE ADDED COURSE 2021

08 January 2021



**LEARNING
DISABILITIES**

**NATIONAL COLLEGE
FOR TEACHER EDUCATION**



Dr. N. SETHU MADHAVAN
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**NATIOAL COLLEGE FOR TEACHER EDUCATION,
VENGOLA**



VALUE ADDED COURSE

**COURSE NAME: LEARNING DISABILITY
COURSE CODE: NCVAC 1204
DURATION: 30 Credit Hours**




Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

Course Description

This course offers an in-depth exploration of learning disabilities, focusing on understanding, identifying, and addressing various types of learning challenges. Students will gain knowledge about the psychological, educational, and social aspects of learning disabilities. The course will cover topics such as assessment methods, intervention strategies, inclusive education, and the role of educators and families in supporting individuals with learning disabilities.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate a comprehensive understanding of different types of learning disabilities.
- Apply effective assessment and intervention strategies to support individuals with learning disabilities.
- Promote inclusive educational practices within various learning environments.
- Understand the legal and ethical considerations related to learning disabilities.
- Collaborate with families, educators, and specialists to create supportive learning environments.

Course Structure

Module 1: Introduction to Learning Disabilities (4 credits)

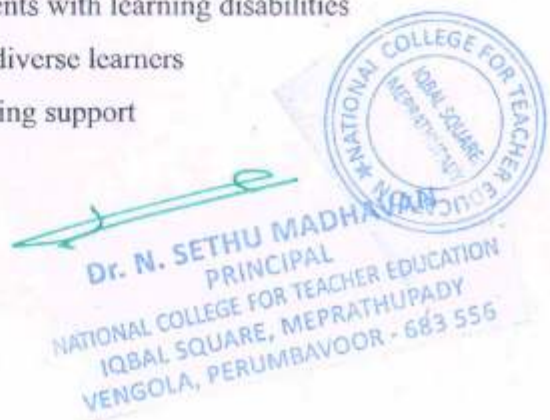
- Definition and types of learning disabilities (e.g., dyslexia, ADHD, dyscalculia)
- Cognitive and neurological foundations of learning disabilities
- Historical perspectives on learning disabilities
- Early identification and the importance of early intervention
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- Evidence-based instructional strategies for students with learning disabilities
- Adapting curriculum and teaching methods for diverse learners
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- Collaborative teaching and co-teaching models

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- Strategies for fostering social skills and emotional resilience
- The role of peer support and mentoring
- Addressing bullying and social exclusion
- Family dynamics and the role of parents and caregivers

Module 6: Legal and Ethical Considerations (4 credits)

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- Building partnerships with families and communities
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Teaching and Assessment Methods

- Lectures
- Group Discussions
- Case Study Analysis
- Seminars
- Practical Workshops




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- Fieldwork
- Project Work
- Examinations
- Psychology lab practical sessions

References

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Singh, D., New Dimensions in Child education and learning processes, Kanishka Publishers

Rayalu, T. R., Fear unrest and anxiety of Adolescents, Discovery Publishing

Chadha, A., A Guide to Educating children with Learning disabilities, Vikas Publishing

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08 January 2021

**National College for
Teacher Education**



Good health starts with proper hygiene
and cleanliness practices daily.

VALUE ADDED
COURSE ON HEALTH
AND HYGIENE



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**NATIONAL COLLEGE FOR TEACHER EDUCATION,
VENGOLA**



VALUE ADDED COURSE

**COURSE NAME: HEALTH AND HYGIENE
COURSE CODE: NCVAC 1203
DURATION: 30 Credit Hours**




Dr. N. SETHU MADHAVAN
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NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, NERRATHUPADU
VENGOLA, PERUMBAVARUR-683 595

Course Description

This course provides a comprehensive understanding of health and hygiene principles, emphasizing both personal and community well-being. Students will explore various aspects of health, including physical, mental, social, and environmental health. The course will cover topics such as nutrition, exercise, disease prevention, sanitation, and healthcare systems.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate knowledge of fundamental concepts of health and hygiene
- Apply critical thinking skills to assess health information and make informed decisions
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- Promote healthy behaviors and practices within their communities
- Understand the role of healthcare systems and public health initiatives

Course Structure

Module 1: Foundations of Health and Hygiene (5 credits)

- Definition and dimensions of health (physical, mental, social, spiritual, environmental)
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- Historical perspectives on health and hygiene

Module 2: Personal Health and Wellness (6 credits)

- Nutrition and dietary guidelines
- Physical activity and exercise
- Sleep hygiene and its impact on health
- Stress management and coping strategies
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- Personal hygiene practices
- Chronic disease prevention and management

Module 3: Communicable and Non-Communicable Diseases (5 credits)

- Epidemiology and disease transmission
- Immune system and its role in disease prevention
- Common infectious diseases (e.g., HIV/AIDS, tuberculosis, influenza)
- Non-communicable diseases (e.g., heart disease, cancer, diabetes)
- Vaccination and immunization
- Global health issues and pandemics



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NATIONAL COLLEGE FOR TEACHER EDUCATION
IDRABI SQUARE, RUMBAVOOR-683 558

Module 4: Environmental Health (4 credits)

- Environmental factors affecting health
- Water and air pollution
- Food safety and sanitation
- Occupational health and safety
- Disaster preparedness and response
- Sustainable development and health

Module 5: Healthcare Systems and Public Health (5 credits)

- The healthcare system: structure, functions, and challenges
- Health insurance and financing
- Public health principles and practices
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- Global health initiatives and collaborations
- Ethics in healthcare

Module 6: Health Education and Behavior Change (5 credits)

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- Cultural competence in health
- Advocacy and policy making for health

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- Centers for Disease Control and Prevention (CDC). (2023). Healthy People 2030.
- Stanhope, M., & Lancaster, J. (2018). Public health nursing: Population-centered health care in the community. Elsevier.
- World Health Organization (WHO)



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- Centers for Disease Control and Prevention (CDC)
- National Institutes of Health (NIH)




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**Brochure and Course Content along with CLOs of Value-added Courses
Academic Year 2019-20**



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Value Added Course

**Life Skills Training:
Improve your Skill
Set Now!**

06 JANUARY 2020



National College for Teacher Education



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NATIONAL COLLEGE FOR TEACHER EDUCATION, VENGOLA



VALUE ADDED COURSE

COURSE NAME: LIFE SKILLS TRAINING

COURSE CODE: NCVAC 1202

DURATION: 30 Credit Hours



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VENGOLA, PERUMBAVOOR - 683 556



Achamma Mathel
DR. ACHAMMA. P. MATHEL
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
MERRATHUPADY, VENGOLA

***Course Overview: ***

This transformative course empowers individuals with essential life skills to thrive in personal and professional life. Through interactive sessions, participants will develop practical skills to navigate challenges, build resilience, and foster meaningful relationships.

***Course Objectives: ***

- Boost self-awareness, self-esteem, and confidence
- Enhance communication, active listening, and conflict resolution skills
- Develop problem-solving, decision-making, and time management abilities
- Cultivate emotional intelligence, empathy, and interpersonal skills
- Foster resilience, stress management, and mental well-being
- Achieve goal-setting, planning, and success

***Comprehensive Course Outline: ***

1. Self-Discovery and Personal Growth
2. Effective Communication and Interpersonal Skills
3. Emotional Intelligence and Empathy
4. Strategic Problem-Solving and Decision-Making
5. Productive Time Management
6. Conflict Resolution and Negotiation
7. Building Resilience and Managing Stress
8. Goal-Setting and Achievement
9. Nurturing Positive Relationships
10. Mindfulness and Well-being

Teaching and Assessment Methods

- Lectures
- Group discussions
- Assignment
- Seminar
- Examinations



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Achamma Mathew
DR. ACHAMMA. P. MATHEW
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NATIONAL COLLEGE FOR TEACHER EDUCATION
IDEAL SQUARE, MEPRATHUPADY
98482 483 556

Module 1- Introduction to Life Skills and life Skills Education (5 Credits)

- Conceptual Basis of Life Skills: Definition, Need and significance.
- Evolution and Development of the Concept of Life Skill Education
- Classification of Life Skills - Generic, Problem Specific and Area Specific Skills
- Concept and strategies to promote Healthy Life Style Skills
- Life Skills for Adolescents and Youth– Life skill Education for Teachers

Module 2- Life Skills Approach in Education and Training (5 Credits)

- Core Life Skills: Social & Negotiation Skills
- Self-Awareness - Definition, Importance, Dimensions, Components
- Life Skills for Personal Effectiveness
- Values: Punctuality, Honesty, Loyalty, Dependability, Reliability
- Skill of building Self-confidence and Self-Motivation

Module 3 - Methods and Strategies for nurturing Self-Awareness (5 Credits)

- Exploration: SWOT Analysis
- Empathy: Sympathy, Empathy & Altruism
- Thinking Skills: Critical Thinking: Analytical Thinking, Strategies to enhance Critical Thinking
- Creative Thinking: Out-of-the box thinking, Stages of Creative Thinking, Factors hindering creative thinking, Characteristics of Creative thinkers

Module 4-Decision Making(5 Credits)

- Definition, Informed Decision Making, Consequences of Decision Making and Models of Decision Making
- Coping with Emotions: Basic Emotions, Models of emotion
- Coping with Stress: Definition, Types, Sources of Stress, Strategies to Manage Stress

Module 5 - Application of Life Skills in day - to- day life (5 Credits)

- Skill to Overcome Eating Disorders and obesity, Skills to prevent Abuse- physical, sexual and emotional.
- Skill of time management
- Study Skills and Memory Techniques
- Interpersonal Relationship: Definition, Factors Affecting Relationships

Module 6- Life skills work in combination (5 credits)

- Thinking skills, social skills, and coping skills
- Skill of goal Setting: Types, Steps, Personal vision and goal
- Problem Solving: Definition, Steps in Problem Solving
- Effective Communication: Assertiveness, Effective Listening, Negotiation Techniques & Process, Barriers of Communication, Presentation Skills

Reference:

- Arora G L, Self-learning material for teacher educators: volume 1
- Anant Pai, How to Develop Self-Confidence
- Rao, Self- Evaluation in Student Teaching
- Lorin W Anderson, Classroom assessment enhancing the quality of teacher decision making
- Wood And Tolley, Test Your Emotional Intelligence: How to Assess and Boost Your EQ
- Daniel Goleman, Working with emotional intelligence




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**TEACHERS ORDER IN THE VALUE-ADDED COURSE
ACADEMIC YEAR 2023-24**




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National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2023-24:

1. Communicative English: Dr. Smitha Kunjappan
2. Health and Hygiene: Ms. Lini John
3. Learning Disability: Dr. N. Sethumadhavan

These Value-Added Courses are designed to enhance the skills and knowledge of our B.Ed. students, and our Resource Persons will be responsible for planning, coordinating, and delivering the respective courses.

Signature of the Head of the Institute with seal

Dr. N. SETHU MADHAVAN
PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

Place: Meprathupady

Date: 06/01/2024

Office Seal



Tel : 0484 2522583, 0484 2525603

E-mail : nationalcollege09@gmail.com, Website : www.nationalcollege.edu.in

**TEACHERS ORDER IN THE VALUE-ADDED COURSE
ACADEMIC YEAR 2022-23**



Dr. N. SETHU MADHAVAN
PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2022-23:

1. Communicative English: Dr. Smitha Kunjappan
2. Health and Hygiene: Ms. Anjaly R
3. Learning Disability: Dr. N. Sethumadhavan

These Value-Added Courses are designed to enhance the skills and knowledge of our B.Ed. students and our Resource Persons will be responsible for planning, coordinating, and delivering the respective courses.

Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 04/01/2023

Dr. N. SETHU MADHAVAN
PRINCIPAL

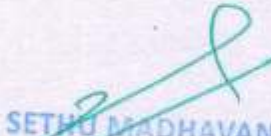
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

Office Seal



**TEACHERS ORDER IN THE VALUE-ADDED COURSE
ACADEMIC YEAR 2021-22**




Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2021-22:

1. Health and Hygiene: Anmary John
2. Learning Disability: Dr. N. Sethumadhavan

These Value-Added Courses are designed to enhance the skills and knowledge of our B.Ed. students and our Resource Persons will be responsible for planning, coordinating, and delivering the respective courses.

Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 06/01/2022

Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAAVOOR - 683 556

Office Seal



**TEACHERS ORDER IN THE VALUE-ADDED COURSE
ACADEMIC YEAR 2020-21**




Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAYOOR - 683 556



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Perumbavoor, Ernakulam-683 556


Tel : 0484-2522583, 2525603
E-mail : nationalcollege09@gmail.com
Web : www.nationalcollege.edu.in

Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2021-22:

1. Health and Hygiene: Neena Thankappan
2. Learning Disability: Dr. N. Sethumadhavan

These Value-Added Courses are designed to enhance the skills and knowledge of our B.Ed. students, and our Resource Persons will be responsible for planning, coordinating, and delivering the respective courses.


Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 05/01/2021

Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAAVOOR - 683 556



Office Seal

**TEACHERS ORDER IN THE VALUE-ADDED COURSE
ACADEMIC YEAR 2019-20**




Dr. N. SETHU MADHAVAN
PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556



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Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2019-20:

1. Life Skills Training: Thanseem A, Assistant Professor, KMEA College of Architecture

These Value-Added Courses are designed to enhance the skills and knowledge of our B.Ed. students, and our Resource Persons will be responsible for planning, coordinating, and delivering the respective courses.

Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 02/01/2020



Dr. Achamma P. Mathew
DR. ACHAMMA. P. MATHEW
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
Iqbal Square, Meprathupady, Vengola
Perumbavoor-683 556

Dr. N. Sethu Madhavan
Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

B.Ed. FOURTH SEMESTER 2021-23 BATCH

	9.30-10.30	10.30-11.30	Break 11.30-11.40		11.40-12.40	12.40-01.15 (Lunch Break)		01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402			403			PRACTI CAL	403	VAC/ LIBRARY
Tue	401	402			403			PRACTI CAL	403	VAC/ LIBRARY
Wed	401	402			403			H/P	H/P	403
Thu	401	402			403			PRACTI CAL	403	VAC/ LIBRARY
Fri	401	402			403			Break	403	VAC/ LIBRARY

EDU401-Gender, School and Society EDU402-Personality Dynamics In Education EDU 403 Professional Development
ofteacher (Optional Subject) H/P- Health and Physical Education VAC- Value Added Courses



DR. N. SETHU MADHAVAN
PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MERRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

B.ED. FOURTH SEMESTER 2020-22 BATCH

	9.30-10.30	10.30-11.30	Break 11.30-11.40		11.40-12.40	12.40-01.15 (Lunch Break)		01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402			403			PRACTICA L	403	VAC/ LIBRARY
Tue	401	402			403			PRACTICA L	403	VAC/ LIBRARY
Wed	401	402			403			H/P	H/P	403
Thu	401	402			403			PRACTICA L	403	VAC/ LIBRARY
Fri	401	402			403			Break	403	VAC/ LIBRARY

EDU401-Gender, School and Society EDU402-Personality Dynamics in Education EDU403- Professional Development of
 Teacher (Optional Subject) H/P- Health and Physical Education VAC- Value Added Courses



(Handwritten Signature)

Dr. N. SETHU MADHAVAN
 PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEERPRATHUPADY
 VENGOLA, PERUMBAVOOR - 683 556

B.ED. FOURTH SEMESTER 2019-21 BATCH

	9.30-10.30	10.30-11.30	11.40-12.40	01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402	403	PRACTICAL	403	VAC/ LIBRARY
Tue	401	402	403	PRACTICAL	403	VAC/ LIBRARY
Wed	401	402	403	H/P	H/P	403
Thu	401	402	403	PRACTICAL	403	VAC/ LIBRARY
Fri	401	402	403	Break	403	VAC/ LIBRARY
Break 11.30-11.40						
12.40-01.15 (Lunch Break)						

EDU401- Gender, School and Society **EDU402**- Personality Dynamics in Education **EDU403**- Professional Development
of Teacher (Optional Subject) **H/P**- Health and Physical Education **VAC**- Value Added Courses



D. M. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEERAPATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

B.ED. FOURTH SEMESTER 2018-20 BATCH

	9.30-10.30	10.30-11.30	Break 11.30-11.40		11.40-12.40	12.40-01.15 (Lunch Break)		01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402	403	403	PRACTICAL	403	VAC/ LIBRARY			
Tue	401	402	403	403	PRACTICAL	403	VAC/ LIBRARY			
Wed	401	402	403	403	H/P	H/P	403			
Thu	401	402	403	403	PRACTICAL	403	VAC/ LIBRARY			
Fri	401	402	403	403	Break	403	VAC/ LIBRARY			

EDU401- Gender, School and Society **EDU402**- Personality Dynamics in Education **EDU403**- Professional Development of
 Teacher (Optional Subject) **H/P**- Health and Physical Education **VAC**- Value Added Courses



(Handwritten Signature)

Dr. N. SETHU MADHAVAN
 PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 GLOBAL SQUARE, MEPRATHUPADY
 VENGOLA, PERUMBAYOOR - 683 556

B.ED. FOURTH SEMESTER 2019-20 BATCH

	9.30-10.30	10.30-11.30	Break 11.30-11.40		11.40-12.40	12.40-01.15 (Lunch Break)		01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402	403	403	403	PRACTICAL	403	VAC/ LIBRARY		
Tue	401	402	403	403	403	PRACTICAL	403	VAC/ LIBRARY		
Wed	401	402	403	403	H/P	403	403			
Thu	401	402	403	403	PRACTICAL	403	VAC/ LIBRARY			
Fri	401	402	403	403	Break	403	VAC/ LIBRARY			

EDU401- Gender, School and Society EDU402- Personality Dynamics in Education EDU403- Professional Development
of Teacher (Optional Subject) H/P- Health and Physical Education VAC- Value Added Courses



(Signature)
NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEPPANADIYAPURAM, MADURAI

Dr. N. SETHU MADHAVAN
 PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL-SQUARE, MEPPANADIYAPURAM, MADURAI - 625 556

(Handwritten notes)
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEPPANADIYAPURAM, MADURAI - 625 556

PARTICULARS OF STRENGTH

Name of School NATIONAL COLLEGE FOR TEACHER EDUCATION 20 19 20-

Name of Teacher in charge

STD

DIV

VALUE ADDED COURSE

MAL MEDIUM

ENG MEDIUM

School Code

No. of Pupils on rolls	Boys	Girls	TOTAL	SC			ST			OBC			MUSLIM					
				B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Re opening Day																		
6th working day June																		
1 st July																		
1 st Aug																		
1 st Sept																		
1 st Oct																		
1 st Nov																		
1 st Dec																		
1 st Jan																		
1 st Feb																		
1 st Mar																		
Closing Day																		

	B	G	T		B	G	T		B	G	T
NOON MEAL				Premetric Fresh							
APL				Renewal							
BPL				Orphanage Students							
IED											
OEC											
FORWARD CASTE											

NO. OF STUDENTS STUDYING FIRST LANGUAGE

MALAYALAM			ARABIC			URDU			SANSKRIT		
B	G	T	B	G	T	B	G	T	B	G	T



National College for Teacher Education

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VALUE ADDED COURSE 2019-20



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VALUE ADDED COURSE 2020-21




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PUPILS ATTENDANCE REGISTER OF

SCHOOL

Admission No.	Sl No	NAME	Date	Days																
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1		ABDUL JALEEL K.B.																		
2		AISHA BUSTHANA P.A.																		
3		ANUSREE P.S.																		
4		FATHIMA RAHOOF																		
5		KRISHNAPRIYA K.R.																		
6		MANACY DILKUSH																		
7		MONCY RAJAN																		
8		NASLIN NAZEER																		
9		NEGRATA KRISHNANKUTTY																		
10		RASITHA SAGAR																		
11		SABEENA K.S.																		
12		SAJMI K.MAJEED																		
13		SHAHABANATH A.N																		
14		SRUTHY SREEDHARAN C.																		
15		AMRITHA T.S.																		
16		ANISH K.PAUL																		
17		JINSHA M.S.																		
18		LITTY CHACKO																		
19		MEGHA ALIAS																		
20		RENUKA K.R.																		
21		TITTO VARGHESE																		
22		ANITHA NAIR																		
23		BINIL C.MATHEW																		
24		HIBA SHAMLI A.																		
25		JINU T.SAJI																		
26		KRISHNAPRIYA SIVAN																		
27		ROHITH N.M.																		
28		SANITHA K.N																		
29		SHERBIN ANSAR																		
30		SOORYA MOL K.S.																		
31		SRUTHY VARGHESE KIZHUPPILU																		
32		AJANA KARIM																		
33		FATHIMA SHERIN THONDILKAL																		
34		FAZIYA K.B																		
35		GEELIYA GEORGE																		
36		SHABANA NAZRIN T.M																		
37		AJMA V.H																		
38		ATHIRA RAJ																		
39		ATHIRA RAJAN																		
40		CITHO THOMAS																		
41		GAYATHRI CM																		
42		MUHAMMED FAISAL P.P																		
43		SHARON THOMAS																		
44		AKHILA KURIACHAN																		
45		RAMSANA BEEGUM M																		
46		SHAFEEKA BEEBI T.P																		
47		SUNITHA M.N																		
48		THASNI K.A																		

Total working Days			Daily Attendance	FN	AN
Previous Month	Present Month	Total			
28	13	41			
No. on roll at the beginning in the month			48		
Initials of Teacher			AN		

FOR THE MONTH OF MARCH

2020-21

Sl No	Date	Name	Days																	Present	Absent	Special Fee	Total	Div
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17					
1																			12	37				
2																			12	39				
3																			13	40				
4																			11	36				
5																			12	37				
6																			13	40				
7																			11	37				
8																			13	40				
9																			12	39				
10																			12	38				
11																			13	41				
12																			12	38				
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24																			12	38				
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45																			13	40				
46																			11	38				
47																			12	39				
48																			12	38				
49																								
50																								
51																								
52																								
53																								
54																								
55																								

43	43	47	48
43	43	47	48
43	43	47	48



No Admited
 No. of Pupils Present
 No. of Pupils Absent
 Signature of Headmaster/Principal



National College for Teacher Education

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VALUE ADDED COURSE 2021-22




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VALUE ADDED COURSE 2022-23




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VALUE ADDED COURSE 2023-24



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