



ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

Affiliated to Mahatma Gandhi University, Kottayam, Kerala

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VALUE ADDED COURSES

w.e.f 2021

Course Code	Course Name
STCTE VAC 001:	Adolescent Counselling
STCTE VAC 002:	Human Rights
STCTE VAC 003:	Aerobics
STCTE VAC 004:	Yogic Practices
STCTE VAC 005:	Values and Peace
STCTE VAC 006:	Media and Information Literacy
STCTE VAC 007:	Diabetes Care Education
STCTE VAC 008:	Pro-Active Gender Responsibility
STCTE VAC 009:	Online Assessment Tools
STCTE VAC 010:	Bottle Art




Prof. Dr. BEENAMMA
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA, KERALA

About the College



The St. Thomas College of Teacher Education, Pala was established in 1957 as one of the pioneer institutions in the field of teacher education. The college was accredited with Four Star level in 2000, A+ in 2007 and again re-accredited with an A grade in 2014 (3rd Cycle) by NAAC. Our College is quite uncompromising in providing the students with the best amenities. The College was started to meet a precise need, that is to train teachers for the secondary and higher secondary schools in our country. The institution is owned and run by the Catholic Diocese of Palai, and affiliated to the Mahatma Gandhi University, Kottayam.

VALUE ADDED COURSES

Value Added Courses are short term certificate courses offered by the college to bridge the gap between the academic and professional needs of the students. No university curriculum can adequately cover all areas of importance or relevance. The courses supplement the curriculum to make students better prepared to meet their professional demands as well as develop their own interests and aptitudes. These courses are career and skill enhancing courses that empower the students beyond their domain of study. Our college offers following courses (for B. Ed and M. Ed) which are conducted after class hours or during semester breaks.

STCTE VAC 001: ADOLESCENT COUNSELLING

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Identify the place of Adolescence in the Life Span: the Transitional Years
2. Comprehend nature, types, need and goals of Counselling
3. Identify the process of responsible Adolescent Counselling.
4. Analyse Counselling Skills and Ethical issues in Counselling

COURSE CONTENT

MODULE I: Adolescent Development

- 1.1 Meaning and Definition
- 1.2 Early Adolescence (12-14 years), Middle Adolescence(14-17 years), Late Adolescence(17-19 years)
- 1.3 Characteristic of Adolescence- Natural Attraction, Love, hate, independence, adventure, Trends and Stresses in Adolescent Development

MODULE II: Adolescent Counselling

- 2.1 Meaning and Definition, Nature of Counselling-Counselling and Psychotherapy
- 2.2 Elements and Principles of Counselling
- 2.3 Types of Counselling, Goals of Counselling For better Living

MODULE III: Counselling Process

- 3.1 Preparation of Counselling, Pre- Counselling Interview
- 3.2 Counselling Process in Directive-Non Directive and Eclectic approach
- 3.3 Physical Setting for Counselling

MODULE IV: Counselling Skills

- 4.1 Three Stage model of Counselling Skills
- 4.2 Different skills of Counselling- relational skills, attending skills, Listening skills and Primary level Empathy

MODULE V: Challenges and Possibilities of Adolescent Counselling

- 5.1 Ethical Issues in Counselling- Confidentiality, Transference and Counselling Relationship, Competence, Referral, Client protection, Client autonomy, Non- Malfearance, Beneficence, Justice and Fidelity
- 5.2 The Delinquent Adolescent, Personality Development and Self Fulfillment

References:

- Meese, Judith L. (2004). *Child and Adolescent Development for Educators*. (3rd edition. Mc Graw Hill, USA)
- Nielsen, Linda, (1996). *Adolescence: A Contemporary View*, (3rd edition) Harcourt Brace College Publishers.
- Ullman, C.A., 1952. *Identification of Maladjusted School Children: A Comparison of Three Methods of Screening*. Public Health Monographs, No.7. Washington, D.C.: Government Printing Office.
- Vasantha R. Patri "Counselling Psychology", New Delhi, Indian Institute of Counselling.
- Winkler, J.B., 1999. "Age Trends and Sex Differences in the wishes, identifications, Activities, and Fears of Children", *Child Development*, pp.191-200

STCTE VAC 002: HUMAN RIGHTS

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Realize the importance of human rights and duties and nature of human dignity.
2. Imbibe a positive attitude towards the movement for human rights workers for human rights, and agencies related to human rights conscientisation.
3. Develop social skills like respect for others, respect towards law, values, customs etc.
4. Develop skills to organize extension activities for conscientising general public.

COURSE CONTENT

MODULE I: UNDERSTANDING HUMAN RIGHTS (6 hrs)

- 1.1 Human rights-meaning, definitions.
- 1.2 Need and importance of Human Rights
- 1.3 Principles of Human Rights

UNIT II: HUMAN RIGHTS DECLARATION AND CONSTITUTIONAL PROVISIONS (6 hrs)

- 2.1 UHDR – 1948
- 2.2 Human Rights concept in Indian constitution.
- 2.3 Rights of the child

UNIT III: HUMAN RIGHTS EDUCATION (6 hrs)

- 3.1 Meaning of Human Rights education.
- 3.2 Human Rights Education – Methodology
- 3.3 Correlation of human rights education with daily life activities
- 3.4 Celebration of nationally and internationally important days related to Human rights.

UNIT IV: VIOLATIONS OF HUMAN RIGHTS (6 hrs)

- 4.1 Patterns of Human Rights violations and abuses.
- 4.2 Racial discrimination
- 4.3 Remedial measures for Human Right violations

UNIT V: CONTRIBUTIONS OF LOCAL, NATIONAL AND INTERNATIONAL BODIES (6 hrs)

- 5.1 National level: Specialized agencies, law commission, SC/ST commission, minority, commissions and women's commission.
- 5.2 State level: Consumer courts and corporations, state level Human rights commission
- 5.3 Professional councils: Press and associations

REFERENCES

Cingranelli, D.L., ed., *Human Rights: Measurements and Theory* (London: Macmillan, 1988)

Sanajaoba, N., *Human Rights in the New Millennium* (New Delhi: Manas Publications, 2000)

Mohanti, Jagan Nath, *Human Rights Education* (New Delhi: Deep and Deep, 2000).

UN Centre for Human Rights, *United Nations Reference Guide in the Field of Human Rights* (New York: UN Publication Division, 1993).

Reddy, G.L, Thankachan T.C., Alex George & Shylaja M (2015) *Human Rights Education*, Neelkamal Publishers: Hyderabad.

UN Human Rights: *Questions and Answers* (New York: UN Publication Division, 1987).

STCTE VAC 003: AEROBICS

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

- 1 Create cardiovascular endurance, improved body composition, increased flexibility, increased muscular strength.
- 2 Describe aerobics dance to learn the principles of healthy eating, exercise and lifestyle choices.
- 3 Discuss about healthier life, one that includes regular aerobic exercise.
- 4 Explain the rules, fundamentals, skills and strategies of aerobics.
- 5 Identify how Kinesiology relates to a healthy individual lifestyle.

COURSE CONTENT

PART ONE Theory (15 Hours)

MODULE 1: Physical Fitness

- 1.1 Physical Fitness - Components and Principles
- 1.2 Exercise - Aerobic and Anaerobic Exercises
- 1.3 Benefits of aerobics - Effect of aerobic exercise on circulatory and - components and Principles of physical fitness

MODULE 2: Aerobic Exercises

- 2.1 Exercise Aerobics and Anaerobic Exercises - Benefits of aerobics
- 2.2 Effect of aerobic exercise on circulatory and respiratory systems - Target Heart rate zone

MODULE 3: Aerobics and weight control

- 3.1 Target Heart rate zone
- 3.2 Aerobics and weight control Posture - Flexibility -Warm up and cool down
- 3.3 Nutrition and weight control - Rhythmic aerobics; variations and styles.

PART II Practical (15 Hours)

Section 1 - Warming up

Section 2 - Stretching Exercises - Breathing Exercises - Marching - Right march - Left march

Section 3 - 'v'clap - 'v'Jump clap-'v'Rotation -'v'Big and small - In and out-Curl -Curl variety

Section 4 - 'L'-'A' -'Grape wine - Mambo - 1-2-3 tap - 1-2-3 up - Diamond - Cool down Exercises.

STCTE VAC 004: YOGIC PRACTICES

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Comprehend the fundamental principles of yogic practices and its scientific basis.
2. Realize the effect of asana on selected systems in the body.
3. Acquire the knowledge and training of the individual physical, mental, social and spiritual concepts.
4. Imbibe positive health and prevention of stress related health problems.
5. Develop scientific attitude and team spirit to channelize their energies into creative/constructive endeavors.

COURSE CONTENT

PART ONE: Theory (15 Hours)

Section-1: Meaning & Importance of Yoga, Importance of Precautions of Place, Time and Food. Helpful and disturbing aspects during practice of yoga.

Section-2: Various Kinds of yoga:-Bhakti Yoga, Karma Yoga, Hatha Yoga & Ashtang Yoga.

Section-3: Asana - sitting postures - standing postures - supine postures - Abdominal postures - Hand postures - Kneeling Postures - Surya Namaskara

Section-4: Chakras and their importance, pranayama and importance

Section-5: Yoga and Diet ,Different types of foods, naturopathy and life styles

PAPER-B: PRACTICAL (15 Hours)

- 1 Surya Nasmaskara
- 2 Asana- Vajrasanam-yogamudra-poorna-Yogamudra - Gorekshasanam - Vakrasanam - Merudedasanam - sethubenthanasanam - Dolasanam-Nowkasanam-Vipareethamerudendasanam-Makarsanam- oorthapadahastanam- Dhanurasanam - Vrikshasanam - Bethakonasanam _ Anandasanam Banasanam-Nadarajasanam - Padahasthasanam -Thrukasanam -Thrikonasanam - Vipareeth thrikonasanam- Ardha chandrasanam - sarvangasanam - padmasanam – savasanam.
- 3 Pranayama - Bhramari, Kapalabhati kriya, Anulomaviloma, swasanakriya
- 4 Mudra - Mahamudra , Mahabandha , Viparitkarani , Shambhri , Kaki

References

Gupta S.N.Dass, Yoga Philosophy
Dr.Bhardwajlshwar, Upanishdhik &
AdhyatmikYigyanSwami Kuvalayananda, Hathyog
Preedipika Mukherjee, Wishvananth, Bharat Ke
Mahaan Yogies Panda,N.C, Mind & Super Mind

STCTE VAC 005: VALUES AND PEACE

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Comprehend nature, concepts, aims and objectives of peace and value education.
2. Imbibe skill to integrate peace and value education in the present curriculum
3. Appreciate the role of peace movement and contributions of world organizations
4. Develop attitude in promoting in value education

COURSE CONTENT

MODULE I : Value Education (6 hours)

- 1.1 Values: Meaning, definition, concepts - Need for value Education
- 1.2 Classification sources of values
- 1.3 Value Preferences and Values shift

MODULE II: Peace Education (6 hours)

- 2.1 Peace education – Meaning, Definition, Concepts, Scope;
- 2.2 Aims and objectives– at different level of Education –
- 2.3 Relevance of Peace Education in the present global scenario.

MODULE III : Promoting Culture Of Values and Peace (6 hours)

- 3.1 Culture of Values, Morality and Ethics
- 3.2 Reflective Morality-Moral male and Moral female
- 3.3 Culture of peace – Fostering culture of peace through education

MODULE IV : Peace Movement (6 hours)

- 4.1 Gandhiji's contributions to peace movement and Non – Violence
- 4.2 Role of world organization in promoting peace.
- 4.3 Amnesty International –International Committee of Red cross –NGOs

MODULE V : Conflict Resolution (6 hours)

- 5.1 Bases of conflicts – Positive and negative aspects of conflicts – Types of conflicts
- 5.2 Conflict Resolution – Conflict Management
- 5.3 Activities and Models of Conflict Resolution: Peace Value Model and Value Analysis Model

References

- NCTE (2000) *Human Rights and Indian Values*, New Delhi.
- Ruhela, S. P. (1968). *Human Values and Education*. New Delhi: Sterling Publishers.
- Thankachan T.C., (2009). *Philosophical and Sociological Bases of Education*. Kottayam: V. Publishers.
- Bhatt, S.R. (1986) *Knowledge, Value and Education: an Axionetic Analysis*, Delhi: Gain Publishing House.
- Thankachan, T. C. (2009). *An Introduction to Value Education*, Pala: UGC Major Research Project, STCTE.
- UNESCO (2001). *Learning the Way of Peace. A Teachers' Guide to Education for Peace*. New Delhi: UNESCO.
- UNESCO (2005). *Peace Education Framework for Teacher Education*. New Delhi: UNESCO

STCTE VAC 006. MEDIA AND INFORMATION LITERACY

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Identify the characteristics and various approaches of Media and Information Literacy
2. Develop the skills for accessing and evaluating the needed information effectively and efficiently.
3. Identify the economic, legal, and social issues surrounding the use of information ethically and legally

COURSE CONTENT

Module 1 –Information Literacy (6 hours)

- 1.1 Information Literacy– Importance
- 1.2 Components of Information Literacy
- 1.3 Information Literacy Standards for Teacher Education

Module 2 – Understanding Information Sources (6 hours)

- 2.1 Information Sources - Types
- 2.2 Scholarly Communication
- 2.3 Open Educational Resources (OERs)

Module 3 – Knowledge Organisation and Information Retrieval (6 hours)

- 3.1 Library Organisation
- 3.2 Digital Libraries and Institutional Repositories
- 3.3 Databases- N-List, Scopus, Web of Science etc.

Module 4 – Finding, Accessing and Evaluating Information (6 hours)

- 4.1 Information Access Tools
- 4.2 INFLIBNET and its Services
- 4.3 Evaluation of Information – Authority, Currency, Purpose and Content

Module 5 – Ethical Use of Information (6 hours)

- 5.1 Style Manuals and Reference Management Tools
- 5.2 Right to Information and Intellectual Property Rights
- 5.3 Plagiarism and Citing of Information Sources

References

- ALA (2016). ACRL Framework for Information Literacy for Higher Education: Retrieved from <http://www.ala.org/acrl/standards/ilframework>.
- Bobish, G. & Jacobson, T. (2014). *The Information Literacy User's Guide*: Geneseo: Open SUNY Textbooks.
- Grassian, E. & Kaplowitz, J. (2009). *Information Literacy Instruction: Theory and Practice*. New York: Neal- Shuman.
- Lau, J. (2006). *Guidelines on Information literacy for Lifelong learning*. IFLA: Neterlands
- UNESCO (2013). *Global Media and Information Literacy Framework: Country Readiness and Competencies*. Paris: UNESCO
- UNESCO (2011). *Digital Literacy in Education. IITE Policy Brief*. UNESCO Institute for Information Technologies in Education.

STCTE VAC 007: DIABETIC CARE EDUCATION

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Describe the significance health and health care education and check the life style diseases.
2. Identify the need and significance of diabetes care education in schools and colleges.
3. Realize the importance of exercises in diabetes control and help people to perform exercises suited to their physique.

COURSE CONTENT

MODULE 1: Health and Life Style Diseases (6 hrs)

- 1.1 Health, Health care and Health hazards
- 1.2 Life style changes and Life Style Diseases: causes and precautions
- 1.3 Diabetes – Kerala context – diabetes literacy - Need and significance of diabetes care education in schools and colleges.

MODULE 2: Types of Diabetes (6 hrs)

- 2.1 Type 1 Diabetes – Symptoms, causes, treatment and education
- 2.2 Type 2 Diabetes – Symptoms, causes, treatment and education
- 2.3 Diabetes treatment – Insulin and other treatments

MODULE 3: Problems of Diabetes (6 hrs)

- 3.1 Eye Diseases – Foot Problems – Kidney Diseases, Stroke and Heart attack
- 3.2 Diabetes and Psycho-Physical challenges
- 3.3 Psychological problems of a diabetic

MODULE 4: Coping with Diabetes and Diabetic Dieting (6 hrs)

- 4.1 Diabetic Diet – Vitamins and minerals – safe and adequate intake of protein
- 4.2 Preparation of the food source calendar of vitamins and minerals and time table
- 4.3 Healthy food habits for weight management

MODULE 5: Exercise, Diabetic Care and Evaluation (6 hrs)

- 5.1 Flexible Exercises – Aerobic Exercises - Strength Exercises
- 5.2 What to do before exercises – duration of exercise – Problems of hard exercises.
- 5.3 Diabetes care education - role of teacher educators and teachers- Constituting Health Care Teams in educational institutions - Evaluation of Health Care facilities in educational institutions.

References

- Balan, K. (2000). Health for all by 2000 A.D. – New Delhi: Ashish Publishing House.
- David S. Schade (2001). Tips for Staying Healthy (2nd ed.), Alexandria: American Diabetic Association.
- Haag, Jessic H. (1986) School Health Programme, Calcutta: Oxford and IBH Co.
- Karen Lombardi Ingle. (2000). Diabetes A to Z, Alexandria: American Diabetic Association.
- Kirtani, Reema; A. Z. (2002) Handbook of Diet and Exercise. New Delhi: Khel Sahitya Kendra.
- William H. Polonsky (2001). Diabetes Burnout: What to Do When You Can't, Take it Anymore, Alexandria: American Diabetic Association.

STCTE VAC 008: PRO-ACTIVE GENDER RESPONSIBILITY

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Discuss the pro-active gender notions in the present scenario.
2. Identify the need and significance of gender responsibility.
3. Explain the role of educational institutions in promoting positive gender concerns.

COURSE CONTENT

MODULE 1: Introduction (6 hrs)

- 1.4 Gender and Pro-active Gender Responsibility - Equality and Social Justice
- 1.5 Attitude towards male, female and transgender
- 1.6 Role of educational institutions for pro-active gender responsibility.

MODULE 2: Moral Dimensions of Gender Responsibility (6 hrs)

- 2.1 Gender and Discrimination
- 2.2 Gender, Development and Ethics - Gender Responsibility and Morality
- 2.3 Reflective Morality – Moral male and Moral female

MODULE 3: Gender and Society (6 hrs)

- 3.1 Positive change in Gender perspectives
- 3.2 Gender responsibility and Media influence
- 3.3 Sociological dimensions of Gender and related concepts

MODULE 4: Dealing with Gender Issues (6 hrs)

- 4.1 Family and Pro-active Gender responsibility
- 4.2 Family values: Respect, Cooperation and Love
- 4.3 Healthy behaviour and conflict management

MODULE 5: Practical Dimensions (6 hrs)

- 5.1 Moral Code of Conduct for Pro-active Gender Responsibility
- 5.2 Modelling and respecting the choice of others
- 5.3 Gender Care Teams in educational institutions – Grievance Redressal Mechanism.

References

- Dash B.N. (2002). *Teacher and education in the emerging Indian society* (2vol). Hyderabad: Neelkamal Pub.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within* report of the international commission on education for 21st century, UNESCO.
- Dewey John (1900). *The School and Society*. Chicago: The university of Chicago Press.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied, Bombay.
- NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
- NCTE (2000) *Human Rights and Indian Values*, New Delhi.
- NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
- Thankachan T.C., (2009) *Philosophical and Sociological Bases of Education*, V. Publishers
- Thomas P.J, Mary Joseph and Thankachan T.C (2015). *Gender School and Society*, Jeevan Books, Kerala

STCTE VAC 009: ONLINE ASSESSMENT TOOLS

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Comprehend the concepts of assessment and evaluation
2. Discuss the concept of e assessment
3. Identify the different online tools of assessment
4. Prepare materials with the digital tools of assessment

COURSE CONTENT

MODULE ONE: INTRODUCTION TO ASSESSMENT (4 Hours)

- 1.1 Assessment and Evaluation: Meaning and Definition
- 1.2 Role of Assessment in Learning
- 1.3 Types of Assessment

MODULE TWO: E-ASSESSMENT (5 Hours)

- 2.1 Types of E-Assessment
 - i. Computer Based Assessment
 - ii. Game Based Assessment
 - iii. Mobile Based Assessment
 - iv. E-Marking
- 2.2 Blooms Taxonomy (Digital)

MODULE THREE: E-PORTFOLIO (5 Hour)

- 3.1 E-Portfolio
- 3.2 Types of E portfolio: Developmental, Reflective, Showcase and Hybrid E-portfolios

MODULE FOUR: ONLINE TOOLS (6 Hours)

- 4.1 Online tools for E-Assessment: Google Forms, Google Docs, Google Slide, Google Sheets
- 4.2 Kahoot, Hot potatoes, Quizzes, Slido.com, Poll everywhere, Mentimeter, Online Quiz creator, Book Widgets, Rubrics-Rubistar

MODULE FIVE: Practical (10 Hours)

- 5.1 Create different types of tests using different online assessment tools like; Google Forms, Google Docs, Google Slide, Google Sheets, Kahoot, Hot potatoes, Quizzes, Slido.com, Poll everywhere, Mentimeter, Online Quiz creator, Book Widgets, Rubrics-Rubistar, etc

References

- <https://kodosurvey.com/blog/blooms-taxonomy-levels-learning-complete-post>
<https://www.getsmarter.com/blog/research-hub/unpacking-blooms-taxonomy-part-3/F>
<https://www.cambridgeassessment.org.uk/our-research/areas-of-expertise/e-assessment/>
https://en.wikipedia.org/wiki/Electronic_assessment
<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=52694&printable=1>
<https://www.renaissance.com/2018/07/11/blog-criterion-referenced-tests-norm-referenced-tests/>
<https://www.edglossary.org>
<https://drive.google.com/file/d/0B71eETwWNocbcnhza3VxOUk0Q2s/view?usp=drivesdk>
<https://hotpot.uvic.ca/index.php>
<https://kahoot.com/blog/2018/06/14/how-to-create-quizzes-in-kahoot-app/> <http://rubistar.4teachers.org/index.php>
<https://www.sli.do/>
<https://www.polleverywhere.com/>
<https://www.mentimeter.com/>
<https://www.bookwidgets.com/>



LIGHT TO ENLIGHTEN

COURSE COORDINATORS

STCTE VAC 001: Adolescent Counselling: Dr. Alex George

STCTE VAC 002: Human Rights: Dr. T. C Thankachan

STCTE VAC 003: Aerobics: Shri. Sunil Thomas

STCTE VAC 004: Yogic Practices: Shri. Sunil Thomas

STCTE VAC 005: Values and Peace: Dr. T. C Thankachan

- ✓ Choice of any four course
- ✓ Exam based evaluation
- ✓ Certificates for successful candidates
- ✓ No Fees

STCTE VAC 006: Media and Information Literacy: Ms. Gilu G Ettaniyil

STCTE VAC 007: Diabetes Care Education: Dr. T. C Thankachan

STCTE VAC 008: Pro-Active Gender Responsibility: Dr. T. C Thankachan

STCTE VAC 009: Online Assessment Tools: Dr. Sunu Austin

STCTE VAC 010: Bottle Art: Dr. T. M Mollykutty

STCTE VAC 010: BOTTLE ART

CONTACT HOURS: 30

Course Learning Outcomes (CLOs)

1. Comprehend the basic concepts, tools and techniques used in Bottle Art.
2. Discuss the concept of sketching and drawing from natural and manmade objects and structures in various medium like pencil, pen, ink, plant, crayon, chalk, colour, etc on bottles.
3. Acquaint the learners with colour sense and its use in practical.

COURSE CONTENT

PART ONE: Theory (15 Hours)

MODULE 1: Concept of Bottle Art

- 1.1 Social, Economic and Aesthetic values
- 1.2 Importance of Bottle Art
- 1.3 Scope of Bottle Art

MODULE 2: Methods and Techniques of Bottle Art

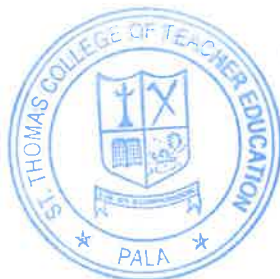
- 2.1 Thread work
- 2.2 Bottle painting
- 2.3 Bottle picture art


MODULE 3: Materials and Media

- 3.1 Art in Bottles
- 3.2 Craft in Bottles
- 3.3 Showpiece making

PART II: Practical (15 Hours)

1. Workshop on colour mixing, Thread work, Painting, Picture art, Bottle craft, etc and preparation of resources using waste materials




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