

# ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

[Re-accredited (3<sup>rd</sup> Cycle) at 'A' Grade by NAAC with CGPA: 3.67]

Palayamkottai, Tirunelveli District - 627 002, Tamil Nadu, India



## B.Ed. Programme **VALUE-ADDED COURSES**



**2021-2022**

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**Value-added Courses**

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## **VALUE-ADDED COURSES - 2021-22**

The curriculum for teacher education must be all encompassing, paving the ways for accumulating the pedagogical knowledge and socio-psycho-philosophical foundations of education. It further must prepare the prospective teachers to live the fruitfully and make it a life- long learning. Hence our college being the autonomous offers value-added courses to strengthen the life skills of prospective teachers and develop them holistically.

Our college offers the Value-added courses with the following Course Learning Outcomes:

### **Course Learning Outcomes**

#### **The prospective teacher**

1. develops employability skills
2. bridges the skill gap and become ready for teaching profession
3. familiarizes with technical skills
4. understands the expectations of the schools and students
5. recognizes as job providers rather job seekers

Following are the titles of the value-added courses for 2021-22

1. Intensive English Training
2. Creative Crafts
3. Yoga for Human Excellence
4. The Language of Hindi
5. Web 3.0 Tools for Prospective Teachers
6. E-content Development

### **Duration**

The duration of value added course is 30 hours with a combination of theory and practical. However, the combination of theory and practical shall be decided by the course-coordinator with the approval of the Principal.

### **Examination and Evaluation**

Value-added courses are purely internal and the examination is conducted by the course-coordinator in consultation with the Principal; the answer scripts are valued by the course-coordinator.

### **Awarding Certificate**

The students who successfully complete the Value - added Courses shall be issued certificates by St. Xavier's College of Education (Autonomous), Palayamkottai.

### **Guidelines for conducting value added courses**

- Value Added Course is mandatory to qualify for the completion of B.Ed. programme.
- Classes for value added courses are conducted outside the regular class hours.
- Resource persons from other Institutions may be invited for the value added courses.
- 90% of attendance is compulsory to write the Examination.
- There will be Course-coordinator to look after the programme.

## **Course I: Intensive English Training**

**B.Ed.: Sem. I**

**Course Code: VCIET**

### **Course Learning Outcomes (CLOs):**

#### **The Prospective Teacher**

1. learns the basic Grammar of English language
2. increases the knowledge of English and English Grammar
3. develops the skills of Listening, Speaking, Reading and Writing in English
4. learns to speak native English fluently
5. over comes the fear of making errors in usage of English

#### **Unit I: Tenses**

Present Tense: Simple Present, Present Continuous, Present Perfect and Present Perfect Continuous - Past Tense: Simple Past, Past Continuous, Past Perfect and Past Perfect Continuous - Future Tense: Simple Future, Future Continuous, Future Perfect and Future Perfect Continuous - Conjugation

#### **Unit II: Formation of Sentence**

Noun: Meaning, types - Pronoun: Meaning and usages - Types of Sentence: Simple, Imperative, Interrogative and Exclamatory - Question Pattern: 'Wh' questions, 'Verbal' (Yes or No) questions, Positive and Negative questions - Question Tag

#### **Unit III: Basic Grammar Components**

Articles: Meaning, Types: Definite and Indefinite - Prepositions: Meaning, Types: Simple, Compound and Complex - Phrase and Clause: Meaning, Types, differences and usage - Auxiliary verbs: Meaning, Types: Auxiliary: be verbs, do verbs and have verbs - Modals: Pure Modals and Semi Modals - Framing questions using Auxiliary verbs: Positive and Negative

#### **Unit IV: Speech and Voice**

Direct Speech: Meaning and usages - Indirect Speech: Meaning and usages - Active Voice: Meaning and usages - Passive Voice: Meaning and usages - Degrees of Comparison: Meaning, types: Positive degree, Comparative degree and Superlative degree, usages

#### **Unit V: Developing English Language**

Language Lab: Listening to English Grammar and using in daily speech - Reproducing the speeches of great people: memorizing and delivering the speech - Loud reading practice: Pronunciation, Intonation and Identification of Sound Units - Composition writing: Guided composition, Free composition and Picture composition - Spotting the error in daily usage of English - Dialogue delivery: Conversation practice, Good manners practice and Dialogue practice

## References

1. Martin & Wren. (2015). *High School English Grammar and Composition*. New Delhi: S. Chand Publication.
2. Martinet. A.V. & Thomson. A.J. (2007). *A Practical English Grammar*. New Delhi: Oxford University Press.
3. Murphy, Raymond. (2007). *Intermediate English Grammar*. New Delhi: Cambridge University Press.
4. Sinha, Sanjay Kumar. (2008). *The King's Grammar*. New Delhi: S. Chand & Company Ltd.
5. <https://www.talkenglish.com/grammar.aspx>
6. <https://www.gamestolearnenglish.com/prepositions-game/>
7. <https://www.education.com/games/common-nouns/>
8. <https://busyteacher.org/17267-degrees-of-comparison-the-game.html>
9. <https://busyteacher.org/14341-comparative-superlative-activities-how-to-teach.html>
10. <https://www.teflcourse.net/blog/7-activities-for-teaching-passive-voice-in-the-eslclassroom/>

## Course II: Creative Crafts

**B.Ed.: Sem. I**

**Course Code: VCCC**

### **Course Learning Outcomes (CLOs):**

#### **The prospective Teacher**

1. exercises the use and mastery of the elements of arts
2. produces creative works that demonstrate innovation in concepts, formal language and/or materials
3. demonstrates the problem-solving skills by providing a step-by-step approach to specific issue
4. develops the technical skills and conceptual skills necessary to create a cohesive body of artwork
5. uses a variety of brainstorming techniques to generate novel ideas

#### **Unit I: Natural art**

Freehand Drawing, Pencil Shading, Nature Work, Figurative Work, Creative Designs - Coconut shell craft - Pebbles art

#### **Unit II: Handwriting**

Aim of Teaching Handwriting - Basic Script - The Cursive Style - Capitals - Numerals Consistency of Movement and Shape - Italic writing - practice of Italic writing

#### **Unit III: Flower making**

Basic Flower Arranging Techniques - Flowers as Gifts - Flowers for the Home - Practice of preparing bouquet - Organdy - Socks cloth - Crepe paper

#### **Unit IV: Fabric Painting**

Nature Work - Creative Designs - Figurative Work - Fabric Colours - Pearl Colours - 3D & Spray Colours - Glass painting - Jewelry making

#### **Unit V: Creative Art**

Coffee painting - Woolen hanging - Landscape on disc - Dream catcher - Geometrical pattern coasters

### **References**

1. Brownowki, J. (1964). *The Arts - Man's Creative Imagination*. New York: Double days Company.
2. Harpar & Row. (1960). *Indians of the Plains Illustrated with Paintings, Prints, Drawings and Photographs of the Period*. New York: American Heritage.
3. Krishnappa, K.N. (2000). *Easy to Learn Draw Human Figures*. Bangalore: Vasan Book Depot.
4. UDO - EMA, A.J. (1961). *The Arts and Crafts Teacher*. London: Longmans.
5. <http://www.vobium.com/view/courses/1-11201-653/certificate-course-in-fabric-painting-hobby-courses-for-all-certificate-by-himanshu-art-institute>

## Course III: Yoga for Human Excellence

B.Ed.: Sem. I

Course Code: VCYHE

### Course Learning Outcomes (CLOs):

#### The prospective teacher

1. understands the importance of good health
2. practices the steps in maintaining mental hygiene
3. develops emotional stability
4. recognizes the importance of yoga in developing moral values
5. learns to do the yoga and asanas

#### Unit I: Introduction to Yoga

Yoga: Definition, Meaning, Types and Stages - Introduction of Kriya, Bandha and Mudra - Difference between Asana and Exercise

#### Unit II: Effects of Asana

Physical and physiological effects of the following: Padmasana, Paschimottasana, Vakarasana, Vrakshasana, Trikonasana, Shalabhasana, Bhujangasana, Makrasana

#### Unit III: Producers and Benefits of Asanas

Sarvangasana, Halasana, Savasana, Sirasana, Mayurasana, Dhanurasana and Surya Namaskar

#### Unit IV: Pranayama Practice

Meaning of Pranayama - Purka - Kumbhaka - Rechaka - Nadisuddhi - Suryabedhana - Sittaki and Sitkari

#### Unit V: Asanas for Diseases

Effects of Asanas on various human systems - Asanas for Diabetes, Blood Pressure, Back pain - Obesity - Yogic Therapy

#### References

1. Chandrasekaran, K. (1999). *Sound health through Yoga*. Saidapet: Prem Kalyan Publications.
2. Iyenger, B.K.S. (1982). *Light of Yoga*. Great Britain: Geroga Allen & Unwin.
3. Moorthy, D.M. & Alagesan, S. (2004). *Yoga Therapy*. Coimbatore: TPH.
4. Sharma, P.D. (1984). *Yogasana and Pranayama for health*. Ahmadabad: Navneet Publications.

## Course IV: The Language of Hindi

B.Ed.: Sem. II

Course Code: VCLH

पाठ्यक्रम सीखने के परिणाम (सीएलओ):

भावी शिक्षक

1. हिंदी शिक्षक के तरीकों के बारे में ज्ञान प्राप्त करता है।
2. अक्षर और नाक व्यंजन के ज्ञान को प्राप्त करता है।
3. हिंदी भाषा की मूल अवधारणा सीखता है।
4. अर्थ, संख्या और व्याकरण को समझता है।
5. कहानी और अनुवाद सीखता है।

यूनिट I: स्वर और व्यंजन

स्वर और व्यंजन का परिचय, बारह खड़ी, संयुक्ताक्षर, शब्द बनाना।

यूनिट II: अक्षर और नाक व्यंजन

अक्षर और नाक व्यंजन का परिचय, अनुनासिक व्यंजन, अनुस्वार, विसर्ग, अभिवादन और परिचय, मेरा परिवार, मेरा बचपन, वाक्य बनाना।

यूनिट III: पाठ का सारांश

मतलब, उलटे अर्थ, वाक्य जोड़ना, खाली जगह भरिए, शब्द चुनकर लिखना, पाठ का प्रश्न।

यूनिट IV: संख्या और व्याकरण

लिंग, वचन, संख्या (1-50), वारों का नाम, व्याकरण।

यूनिट V: कहानी और अनुवाद

कहानी, अनुवाद अभ्यास, अंग्रेजी से हिंदी, हिंदी से अंग्रेजी।

संदर्भ:

1. सरल हिंदी परिचय, दक्षिण भारत हिंदी प्रचार सभा (तमिलनाडु) तेन्नूर, तिरुचिरापल्ली
2. हिंदी प्रचार वाहिनी-1, ( प्रश्नोत्तर भंडार सहित) प्राथमिक परीक्षा के लिए, दक्षिण भारत हिंदी प्रचार सभा, मद्रास, त्यागरायन नगर, चेन्नई ।
3. अगस्तियार प्राथमिक कंप्लीट गेट, अगस्तिया पब्लिकेशन, तिरुछी ।
4. अगस्तियार हिंदी ग्रामर, अगस्तियार पब्लिकेशन पब्लिकेशन, तिरुछी ।



5. शबरी वाणी विकास, शबरीशिक्षा संस्थान, सेलमा

## Course V: Web 3.0 Tools for Prospective Teachers

**B.Ed.: Sem. II**

**Course Code: VCWT**

### **Course Learning Outcomes (CLOs):**

#### **The prospective teacher**

1. understands the aims and objectives of web3.0 tools
2. masters the techniques of word processing and presentation software
3. familiarizes with the different teaching technologies used in the classroom
4. acquires the knowledge of E-content development
5. obtains knowledge in Wordpress

#### **Unit I: Word-processing and Presentation**

Microsoft-word: Basic structure, Mail-merge, Creating table, Layout - PowerPoint: Slide layout, Insert options, Templates, Making video

#### **Unit II: Spreadsheet, Database and OneNote**

Spread sheet: Basics, Using graphs, Preparing mark sheets and reports, Using simple statistical calculations

Access: Creating a database, Record maintenance - OneNote: Preparing work notebook, Create a sharable content library - Outlook basics

#### **Unit III: Image processing**

Photoshop: Layers, Filters, Editing techniques - CorelDraw: Combine techniques, Import and Export

#### **Unit IV: Web development**

Creating blogs - Creating a website using Wordpress - Google-sites

#### **Unit V: Online test and Evaluation**

Google forms: Conducting classroom test, preparing report with graphs, Using Flubaroo inside the Google spreadsheet - Conducting quiz using Khahoot

### **References**

1. Andrew Faulkner & Conrad Chavez. (2018). *Adobe Photoshop CC classroom in a book*. United States of America: Adobe press.
2. Andrew Faulkner & Conrad Chavez. (2018). *Adobe Photoshop CC classroom in a book*. United states of America: Adobe press.
3. Joan Preppernau. (2019). *Microsoft office 2019*. Washington: Microsoft press.
4. Kathe Santilo. (2018). *Google forms in the classroom*. Kindle Edition: Amazon Asia-Pacific Holdings Private Limited.
5. Peter Schiessl. (2017). *Corel DRAW 2017 & Home and Student Suite X8*. Independently published.
6. [https://pdst.ie/sites/default/files/Google%20Drive\\_1.pdf](https://pdst.ie/sites/default/files/Google%20Drive_1.pdf)

## Course VI: E-content Development

**B.Ed.: Sem. II**

**Course Code: VCECD**

### **Course Learning Outcomes (CLOs):**

#### **The prospective teacher**

1. understands the aims and objectives of e-content development
2. develops multimedia contents using PPT
3. familiarizes with different graphic and animation tools
4. acquires the knowledge of various video capturing tools and video creation software
5. recognizes the effective way of e-content presentation

#### **Unit I: Introduction to E-content and its Basics**

E-content: Meaning, Need and Importance - Power Point Presentation: Basics, Simple presentation, Animated Presentation, Multimedia Presentation

#### **Unit II: Graphic and Animation Tools**

Meaning, Use of Graphic and Animation Tools in E-content Preparation - Identification of Proper Tools - How to Use the Tool in E-content Preparation - Infographics Tools: Meaning, Need and Use - Podcasting Tools: Need and Importance

#### **Unit III: Open E-resources**

Meaning, Purpose and Uses - Image Download Tools: Purpose, Uses and Free Tools - Audio Download Tools: Purpose, Uses and Free Tools

#### **Unit IV: Online Video Creation**

Video Creation: Online Video Capturing Tools: Identification and Uses - Video Creation Software: Free Online Video Creation, Identification and Strategies to Use

#### **Unit V: Survey Tools and Presentation of E-content**

Survey Tools: Need, Importance and Free Survey Tools - Quiz Tools: Need, Importance and Free Online Quiz Tools - Tips for Effective Presentation - Tips for Effective E-content

#### **References**

1. Ann Handley. (2014). *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*. New Delhi: Wiley Publications.
2. Bittu Kumar. (2017). *Mastering MS Office*. Delhi: V & S Publishers.
3. Guidelines for e-Content Development. <http://www.ugc.ac.in>

4. Guidelines for Development of E-content for School & Teacher Education. (DIKSHA, ePathshala & NROER) Version 2.0. Department of School Education & Literacy, Ministry of Human Resource Development, GoI.
5. Imusti. (2014). *E-content: Technologies and Perspectives for the European Market*. New York: Springer Publications.
6. Imusti. (2014). *Content Management for E-learning*. New York: Springer publications.
7. Pannerselvam. (2012). *E-resources for Teaching and Learning*. New Delhi: Discovery Publications.
8. Vikas Dongre. (2021). *Video Creation and Online Teaching*. Chennai: Notion Press.

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