



ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA: 3.67]
PALAYAMKOTTAI – 627 002, TAMIL NADU, INDIA

VALUE-ADDED COURSE - INTENSIVE ENGLISH TRAINING

Course Learning Objectives (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 – 1 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 – 2 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 – 3 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 – 4 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 – 5 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. Murphy, Raymond (2007). Intermediate English Grammar, New Delhi: Cambridge University Press
3. Sinha, Sanjay Kumar (2008). The King's Grammar, New Delhi: S. Chand & Company Ltd.
4. Martinet. A. V. & Thomson. A. J (2007). A Practical English Grammar, New Delhi: Oxford University Press
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/>


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TONGUE TWISTERS TRAINING PROGRAMME

A tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly, but tongue-twister uttering considerably helps to improve speech in a foreign language and pronunciation of difficult separate speech sounds. So, tongue-twisters are used as perfect, effective and interesting pronunciation exercise to check whether that sound is pronounced correctly or not and to what extent. Repeat reciting tongue-twisters aloud, till you can say it fluently and accuracy with perfection, even when it is said casually.

No.	Phoneme	As in the word	Tongue-twisters for practice
1	/ p /	pin	Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?
			Picky people pick Peter Pan Peanut-Butter, it's the peanut-butter picky people pick.
2	/ b /	bin	Betty Botter bought some butter, but she said the butter's bitter. If I put it in my batter, it will make my batter bitter. So, she bought some better butter, better than the bitter butter and she put it in her batter, and her batter was not bitter. So it was good that Betty Botter bought some better butter.
3	/ t /	tin	Terry Teeter, a teeter-totter teacher, taught her daughter Tara to teeter-totter.


			But Tara Teeter didn't teeter-totter, as Terry Teeter taught her to.
4	/ ch /	<u>C</u> hair Kit Wood	How much wood, would a woodchuck chuck, if a woodchuck could chuck wood? He would chuck, he would, as much as he could, And chuck as much wood as a woodchuck would If a woodchuck could chuck wood.
5	/ d /	dim	When a doctor doctors a doctor, does the doctor doing the doctoring doctor as the doctor being doctored wants to be doctored or does the doctor doing the doctoring doctor as he wants to doctor? Dr. Johnson and Mr. Johnson, after great consideration, came to the conclusion that the Indian nation, beyond the Indian Ocean is back in education because the chief occupation is cultivation
6	/ K /	Kick	Luke's duck likes lakes. Luke's luck licks lakes. Luke's duck licks lakes. Duck takes licks in lakes. Luke's duck takes licks, in the lakes, the duck likes.
7	/ g /	good	How many cookies could a good cook cook, If a good cook could cook cookies? A good cook could cook, as much cookies as a good cook, who could cook good cookies.
8	/ f /	<u>f</u> ive	There was a fisherman named Fisher, who fished for some fish in a fissure. He was fishing the fish, till a fish with a grin,

			<p>pulled the fisherman in.</p> <p>Now they are together fishing the fish, in the fissure for the fisherman.</p>
9	/ th /	<u>Th</u>in	<p>I thought a thought.</p> <p>But the though I thought wasn't the thought I thought I thought.</p> <p>If the thought I thought I thought had been the thought I thought, I wouldn't have though so much.</p>
10	/ s /	<u>S</u>un	<p>Hassock Hassock black-spotted Hassock.</p> <p>Black spot on a black back of a black spotted Hassock.</p>
			Selfish – Shelf fish.
11	/ sh /	<u>Sh</u>ip	<p>She sells sea shells on the sea shore;</p> <p>The shells that she sells are sea shells I'm sure.</p> <p>So if she sells sea shells on the sea shore, I'm sure that the shells are sea shore shells.</p>
12	/ r /	Rural	A truly rural frugal ruler's mural.
13	/ z /	<u>Z</u>oo	<p>Freezy breeze made these three trees freeze.</p> <p>Freezy trees made these trees' cheese freeze.</p> <p>That's what made these three free fleas sneeze.</p>
14	/ o /	jOhn	<p>One-One was a racehorse;</p> <p>Two-Two was one racehorse, too.</p> <p>When One-One won one race, Two-Two won one too.</p>
15	/ j /	y es	<p>Yally Bally had a jolly golliwog.</p> <p>Feeling folly, Yally Bally Bought his jolly golli' a dollie made of holly!</p> <p>The golli', feeling jolly, named the holly dollie, Polly.</p> <p>So Yally Bally's jolly golli's holly dollie Polly's also jolly!</p>

16	/ v /	Very	Vincent vowed vengeance very vehemently.
17	/ w /	<u>W</u> et	I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish
18	/ X /	six	Six sharp smart male sex sharks.
			Six sick hicks nick six slick bricks with picks and sticks.
			A cock's coke-box to shelter six nix sick foxes in the box lies in the socks.

References

1. <https://www.engvid.com/english-resource/50-tongue-twisters-improve-pronunciation/>
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3. Daniel Jones (1992). Pronunciation of English. New Delhi: Cambridge University Press.


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VALUE-ADDED COURSE - हिंदी

उद्देश्य:

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 - 1 : स्वर और व्यंजन [L.6,T.2,P.2]

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

यूनिट - 2 : अक्षर और नाक व्यंजन [L.3 ,T.2,P.3]

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

यूनिट - 3 : पाठ का सारांश [L.3,T.2,P.2]

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

प्रश्न।

यूनिट- 4 : संख्या और व्याकरण [L.2,T.2,P.1]

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

यूनिट - 5 : कहानी और अनुवाद(L.6,T.2 ,P.2)

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।

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VALUE-ADDED COURSE - YOGA EDUCATION AND TRAINING

Course Learning Objectives (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 1: Introduction to Yoga

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

Unit 2: Effects of Asana

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

Unit 3: Producers and Benefits of Asanas

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

Unit 4: Pranayama Practice

Meaning of Pranayama – Purka – Kumbhaka – Rechaka – Nadisuddhi – Suryabedhana – Sittaki and Sitkari.

Unit 5: 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.



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VALUE-ADDED COURSE - WEB DESIGNING

Course Learning Objectives (CLOs):

The Prospective Teacher

1. learns the basics of graphic designs
2. relates the principles of learning with web designs
3. applies theoretical knowledge in to practices
4. develops skills in analyzing the usability of a website
5. develops skills of user interaction using Visual Basic

Unit – 1 Internet Principles and Web Concepts

Network, Loose Organization, Relaxing Place, Business Tool, Mailbox Information Tool, Living Thing, Origin of Internet, IP Address, ISP, URL, Internet Server, Mail Server, News Server, WWW, Client and Server, Web Language and Protocols, Web Browsers, Websites, Search Engine.

Unit – 2 Web Technologies

Push Technology, Information Filters, Clipping Services, Web Authoring/ Web Design, Intranet, Intranet Vs LAN, Client Server Model, Architecture of Web-based Client/Server, Retrieving Data from Internet.

Unit – 3 HTML and VB Script

Basic HTML, Structure, HTML Tag Attributes, META-Tag Attributes, Color, Fonts, Tables, Frames, Lists, Cascading Style Sheets (CSS): Typography, Consistency, Types of Styles, Specifying class within HTML document, Text rollovers.

Unit – 4 Photoshop, CorelDraw and Introduction to Flash

Tools: Names, Functions, Shortcut Keys – Layers, Images, Placing, Resizing Resolution, Optimizing, Text – Color: RGB, Web-Safe Colors, Slicing the Page, Saving & Naming, Add Perspective, Transforms, Effects, Flash: Introduction, History, Characteristic and Advantages of Flash, Drawing Tools, Flash Buttons, The Three different Object types: Simple buttons, Creating a Button, Defining the Clickable area, Adding action to the buttons, Advanced buttons, Flash Tweenings, Animation, Sound, Video.

Unit – 5 Web-designing

Designing Educational Websites, STEPS for Designing Educational Websites, VB Script: VB Script Editors, VB Script Syntax, VB Script Variables, Control Statements, Arrays, Date, Using VB Script with Forms, Evaluating the Educational Websites.

Reference

1. Tanenbaum, 4th Edition, Computer Networks
2. Micheal Bowers, Pro CSS and HTML design patterns
3. Ellen Finkelstein, Flash CS3 for DUMMIES
4. Anthony Scime, Web mining
5. Multimedia Content Analysis and Mining (2007), Keiwei English Edition
6. Hercules Antonio Do Prado, Emerging technologies of text mining (2009)
7. Carla Rose, Kate. B (2009), Sams Teach Yourself, Adobe Photoshop CS3 in 24 hours
8. Gary David Bouton (2009), CorelDraw Graphics Suite X4



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VALUE-ADDED COURSE - WEB 3.0 TOOLS FOR PROSPECTIVE TEACHERS

Course Learning Objectives (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 1: Word-processing and Presentation (L-5, P-5)

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

Unit 2: Spreadsheet, Database and OneNote (L-3, P-4)

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 3: Image processing (L-3, P-5)

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

Unit 4: Web development (L-3, P-4)

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

Unit 5: Online test and Evaluation (L-3, P-5)

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

References

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



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VALUE-ADDED COURSE - MODERN THEATRE SKILLS

Course Learning Objectives (CLOs):

The Prospective Teacher

1. understands the concept of theatre.
2. builds intellectual and aesthetic understanding of the craft and technique of theatre arts.
3. explores the diversity of theatre and its intersection with community, culture and society.
4. reviews, analyzes and gives constructive criticism on performance.
5. discusses the relationship between physical gestures, body language and communication

Unit – 1 : Introduction

Definition: What is theatre – Drama and theatre – Acting – Performance

Practical: Body Warm-up and Known our body health. Introduce our self for theater method

Unit – 2 : Origin of theatre

The Theory of Ritual Origin theatre – The Origin of Drama - Modern Theatre - Modern Tamil Drama - History of Drama.

Practical: Warm up – Theatre Exercise – Theatre games

Unit – 3 : Method of Acting

Theory of Acting – Art of Acting – Measurement of Acting – Method Acting

Practical: Use of Space – Use of Property – Action and Reaction- Concentration and Observation of theatre Workshop

Unit – 4: Thought and action

Theatre Games – Mind and body – Body thinking, Use and balance – The Principles of Co-ordination – Tension on the actor. (With Practical)

Unit – 5

Script Writing and Play Production

Prescribed Readings

- Ramanujam, Se. 1994: Nadagap Padaippakkngal Adithalangal, Tanjur, University of Tamil.
Ramanujam, Se. Naadakak 2003: Se. Ramanujam Naadakak Katturaigal, Chennai; Kaavya.
Mounaguru, S. 2003: Arangiyal, Colombo; Poobalasingham Book Depot.
- Sivathamby, K. 2005: Pandaiya Tamil Samugathil Nadagam, Chennai; Kumaran Book House.
Maunaguru, S. 1988: Chadankilirunthu Naadakam Varai, Jaffna; Nagalingam Noolalayam.
Bharatamuni. -: The Natya Sastra, New Delhi; Sri Satguru Publications.
- Nasser. 2005: Oli Nasser Adavu Acting Workshop, Singapore. Stanislavsky, Constantin. 1975: An Actor Prepares, New York; Theatre Arts Books. Sanmugam, T.K. 1959: Naadakak Kalai, Chennai; Avai Pathipagam.
- Clive Barker, 1977: Theatre Games, London; Methud Ltd. Boal, Augusto. 1992: Games for Actors And Non-Actors, London and New York; Routledge. Ice Breaking, Julie McCarthy, 2004: Enacting Participatory Development, Brazil; Earthscan.


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VALUE-ADDED COURSE - CREATIVE CRAFTS

Course Learning Objectives (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 1 – Natural art

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

Unit 2 – Handwriting

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

Unit 3 – Flower making

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

Unit 4 – Fabric Painting


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

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


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