PONDICHERY UNIVERSITY


REGULATIONS (2017 – 18 onwards)

The four year integrated programme aims at integrating general studies (three year liberal Science – B.Sc and Arts – B.A) comprising science(B.Sc.B.Ed.) and social sciences or humanities (B.A.B.Ed.), and professional studies(2 year B.Ed) comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme aims at preparing teachers for upper primary and secondary stages of education.

1. Duration and Working Days:

1.1 Duration

The B.Sc.B.Ed and B.A.B.Ed programmes shall be of four academic years or eight semesters including school based experiences and internship in teaching. Student teachers shall, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

1.2 Working Days

a) In a year, there shall be at least two hundred and fifty working days per year excluding the period of examination and admission.

b) A working day will be of a minimum of 5-6 hours adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring- providing group or individual guidance.

c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

2. Intake, Eligibility and Admission Procedures

There shall be a basic unit of fifty (50) students. Initially two units may be permitted with approval of NCTE. The university may prescribe distribution of students for different subjects.

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject Studied in Higher secondary level / Senior secondary level both in academic and vocational stream</th>
<th>Pedagogical subject I [Subject to be major at B.Sc.B.Ed/B.A.B.Ed. degree level]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematics and any other 3 science subjects</td>
<td>Mathematics(B.Sc.B.Ed.)</td>
</tr>
<tr>
<td>2</td>
<td>Indian language, English and any other core subjects</td>
<td>Language Education (English)- (B.A.B.Ed.)</td>
</tr>
</tbody>
</table>

2.1 Eligibility

a. Candidates with at least 50% marks in the senior secondary/ +2 or its equivalent are eligible for admission.

b. The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of Puducherry Government

2.2 Admission procedure:
a. Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the U.T administration.

b. At the time of admission to the programme, the student will need to indicate their selection of the subjects to be pursued for the discipline options and the accompanying pedagogic specializations for which they are applying, and these may be assigned on the basis of order of merit and availability.

3. Eligibility for Admission to Examination

The University examination for the B.Sc.B.Ed and B.A.B.Ed degree programme shall be of eight semesters including school based experiences and internship in teaching. A student teacher shall be admitted to the examination only if (i) he/she has undergone the prescribed course of the study - both theory and practicum including school internship satisfactorily; and (ii) having put in not less than 80% of attendance for all course work and practicum and 90% of attendance for school internship in each year.


For every B.Sc.B.Ed., B.A.B.Ed., Science and Arts Education, 22 core courses from the present curriculum are identified and they must be completed in the 8 semesters.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Course</th>
<th>4.1 B.Sc.B.Ed (Maths)</th>
<th>4.2 B.A.B.Ed Language Education (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
<td>Algebra and Trigonometry - I</td>
<td>Indian Writing in English</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Calculus - I</td>
<td>Prose</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Vector Analysis and Geometry - I</td>
<td>Poetry</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>(3) Physics-I &amp; Physics Practical - I</td>
<td>(3)Social History Of England</td>
</tr>
<tr>
<td>II</td>
<td>5</td>
<td>Algebra and Trigonometry - II</td>
<td>Fiction</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Calculus - II</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Vector Analysis and Geometry - II</td>
<td>Shakespeare - I</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>(3) Physics-II &amp; Physics Practical - II</td>
<td>(3)Literary Forms</td>
</tr>
<tr>
<td>III</td>
<td>9</td>
<td>Advance Calculus</td>
<td>Introduction to English Language</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Abstract Algebra</td>
<td>Shakespeare - II</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Statistics</td>
<td>Comparative Literature</td>
</tr>
</tbody>
</table>
### Semester Wise Course Structure

#### FIRST YEAR - SEMESTER I

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Foundation I-1</td>
<td>Tamil/French/Malayalam/Telugu/Hindi</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Foundation II-1</td>
<td>English</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 1</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 2</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 3</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 4 (Optional)</td>
<td>Supportive: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Advanced</td>
<td>Environmental Education</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Practicum Edn II(EPC)</td>
<td>Yoga, Health and Physical Edn I</td>
<td>2</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>750</strong></td>
</tr>
</tbody>
</table>

#### FIRST YEAR - SEMESTER II

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Foundation I-2</td>
<td>Tamil/French/Malayalam/Telugu/Hindi</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Foundation II-2</td>
<td>English</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 5</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 6</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 7</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 8 (Optional)</td>
<td>Supportive: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>750</strong></td>
</tr>
</tbody>
</table>

*Four-Year Integrated B.Sc.B.Ed and B.A.B.Ed. Programme - Regulations*
### SECOND YEAR - SEMESTER III

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE**</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Foundation I-3</td>
<td>Tamil/French/Malayalam/Telugu/Hindi</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Foundation I-3</td>
<td>English</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 9</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 10</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 11</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 12 (suppose 2)</td>
<td>Supportive: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(PE)</td>
<td>Childhood and Growing up - I</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(C&amp;PS)</td>
<td>Knowledge and Curriculum</td>
<td>2</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Practicum</td>
<td>Edn II(EPC)</td>
<td>Drama and Art in Education</td>
<td>2</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECOND YEAR - SEMESTER IV

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE**</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Foundation I-4</td>
<td>Tamil/French/Malayalam/Telugu/Hindi</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Foundation I-4</td>
<td>English</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 13</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 14</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 15</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 16 (suppose 2)</td>
<td>Supportive: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(PE)</td>
<td>Childhood and Growing up - II</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(PE)</td>
<td>Gender School and Society</td>
<td>2</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Practicum</td>
<td>Edn II(EPC)</td>
<td>Critical Understanding of ICT</td>
<td>2</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### THIRD YEAR - SEMESTER V

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE**</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Core 17</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 18</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edul(PE)</td>
<td>Contemporary India and Education -I</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(PE)</td>
<td>Learning and Teaching-1</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(C&amp;PS)</td>
<td>Pedagogy of School Subject I</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn II(C&amp;PS)</td>
<td>Pedagogy of School Subject II</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Practicum</td>
<td>Edn III(Int)</td>
<td>School Internship</td>
<td>4</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Practicum</td>
<td>Edn III(Int)</td>
<td>Community Living Camp</td>
<td>2</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>Practicum</td>
<td>Advanced(EPC)</td>
<td>Soft Skill</td>
<td>2</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### THIRD YEAR - SEMESTER VI

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE**</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Core 19</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Core 20</td>
<td>Core: B.Sc/B.A</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(PE)</td>
<td>Learning and Teaching - II</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(PE)</td>
<td>Contemporary India and Education -II</td>
<td>4</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>
### FOURTH YEAR - SEMESTER VII

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Core 21</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(PE)</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(C&amp;PS)</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(PE)</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn I(C&amp;PS)</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory</td>
<td>Edn (opt)</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Practicum</td>
<td>Edn II(EPC)</td>
<td>2</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>Practicum</td>
<td>Edn II(EPC)</td>
<td>2</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>700</td>
</tr>
</tbody>
</table>
### FOURTH YEAR - SEMESTER VIII

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Core 22</td>
<td>Core: B.Sc./B.A.</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edn I(C&amp;P)</td>
<td>Pedagogy of School Subject I</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edn I(C&amp;P)</td>
<td>Pedagogy of School Subject II</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edn I(C&amp;P)</td>
<td>Assessment for learning - II</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>EdnII(Pract)</td>
<td>Teaching Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum</td>
<td>Pedagogy of School Subject I</td>
<td>8</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Practicum</td>
<td>Pedagogy of School Subject II</td>
<td>8</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

Any one of the following courses may be chosen by the Student Teacher from the educational optional:

i. Special Education  
ii. Population Education  
iii. Guidance and Counselling  
iv. Environmental Education  
v. Human Resource Development  
vi. Value Education  
vii. Non Formal Education  
viii. Disaster Management  
ix. Women Education  
x. Human Rights Education

### 5. Choice of Pedagogical School Subjects I & II

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject Studied in Higher secondary level / Senior secondary level both in academic and vocational stream</th>
<th>Pedagogical subject I [Subject major at B.Sc.B.Ed / B.A.B.Ed degree level]</th>
<th>Pedagogical subject II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematics and any other 3 science subjects</td>
<td>Mathematics(B.Sc.B.Ed.)</td>
<td>Language II-Tamil or Language II -English or Physical Science</td>
</tr>
<tr>
<td>2</td>
<td>English and any other core subjects</td>
<td>English (B.A.B.Ed.)</td>
<td>Language II -English</td>
</tr>
</tbody>
</table>

### 6. Curriculum, Programme Implementation and Assessment

The programme comprises two broad curricular areas: general studies comprising science (B.Sc.B.Ed.) / social sciences or humanities (B.A.B.Ed.), and professional studies comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher.

The transaction of the courses, apart from lecture cum discussion may comprise of variety of approaches, case studies, reading of original writings, discussion on reflective journals, observations of children, and interaction with the community in different socio-cultural environments.

### 7. a. Task and Assignment related to theory courses in general studies
As explained in the respective course

b. Task and Assignment related to theory courses in professional studies

The curricular areas of ‘Perspectives in Education’ and ‘Curriculum and Pedagogic Studies’ shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school, based on the practical activities listed in the respective syllabus for the theory courses. Continuous and Comprehensive Evaluation will be made based on submission of documentary evidences either by individual student or group work for each of the theory courses.

However, for each of the theory courses of the curricular area of ‘Curriculum and Pedagogic Studies’, the practical activities shall include practicing at least three teaching skills relevant to the pedagogical subject in Micro-teaching context during 5th or 6th semester. Similarly, for the course on “Assessment for Learning”, the practical activities shall include preparation, administration and interpretation of results of tests and different evaluation techniques in the 8th semester.

8. School Internship

i. School internship would be a part of the broad curricular area of ‘engagement with the field’ and shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills.

ii. During internship in the third year, student teacher shall spend 4 weeks, spread over several days throughout 5th semester. This will include one week of school engagement making observation in the school and three weeks of other engagements as explained in the syllabus. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

iii. During the third and fourth year, out of 16 weeks of internship, student teachers will devote one week for observation of classes taken by regular school teachers (at least 5 lessons in each pedagogical subject). The student teachers will devote 15 weeks for classroom teaching which may be in one block or in two blocks, (in one or two different schools) in 6th and 7th semester. However, the classroom teaching during internship shall be done at any two levels/stages of school. The internship must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

iv. The internship should be in government recognized schools under Government or private managements, situated within the radius of 40 km of the College of Education concerned for supervision by the faculty members of the college. The schools under CBSE or State / UT patterns can be the schools for internship.

v. The student teacher during internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each).

vi. The total 60 lessons of classroom teaching in 15 weeks may be divided as 30 at level one (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II) and 30 at level two (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II). A few lessons may be ICT based depending on resources available in the practicing schools.

vii. During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

9. Other practical activities related to community based engagement

A minimum of 5 days shall be spent for Community Living Camp to foster social skills and values among student teachers during the 5th semester.
### FIRST YEAR - SEMESTER I

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Hours</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Foundation I-1</td>
<td>Tamil</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Foundation II-1</td>
<td>English</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory Core 1</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 2</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 3</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 4 (Supreme)</td>
<td>Supportive: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Advanced</td>
<td>Environmental Education</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Practicum Edn II (EPC)</td>
<td>Yoga, Health and Physical Edn</td>
<td>-</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
</tbody>
</table>

### FIRST YEAR - SEMESTER II

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Foundation I-2</td>
<td>Tamil/French/Malayalam/Telugu/Hindi</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Foundation II-2</td>
<td>English</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory Core 5</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 6</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 7</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 8 (Supreme)</td>
<td>Supportive: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edn I (C&amp;PS)</td>
<td>Language across the Curriculum</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Practicum Edn II (EPC)</td>
<td>Reading and Reflecting on Texts</td>
<td>2</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
</tbody>
</table>

### SECOND YEAR - SEMESTER III

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Foundation I-3</td>
<td>Tamil/French/Malayalam/Telugu/Hindi</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Foundation II-3</td>
<td>English</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory Core 9</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 10</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 11</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 12 (Supreme)</td>
<td>Supportive: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edn I (PE)</td>
<td>Childhood and Growing up - I</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edn I (C&amp;PS)</td>
<td>Knowledge and Curriculum</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Practicum Edn II (EPC)</td>
<td>Drama and Art in Education</td>
<td>-</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
</tbody>
</table>

### SECOND YEAR - SEMESTER IV

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Foundation I-4</td>
<td>Tamil/French/Malayalam/Telugu/Hindi</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory</td>
<td>Foundation II-4</td>
<td>English</td>
<td>3</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Theory Core 13</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 14</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 15</td>
<td>Core: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 16 (Supreme)</td>
<td>Supportive: B.Sc/B.A.</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edn I (PE)</td>
<td>Childhood and Growing up - II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Core 17</td>
<td>Core: B.Sc./B.A</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 18</td>
<td>Core: B.Sc./B.A</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (PE)</td>
<td>Contemporary India</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (PE)</td>
<td>Learning and Teaching - I</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Pedagogy of School Subject I</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Pedagogy of School Subject II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Practicum Edu (Int)</td>
<td>School Internship</td>
<td>-</td>
<td>100</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Practicum Edu (Int)</td>
<td>Community Living Camp</td>
<td>-</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>Practicum Edu (C&amp;PS)</td>
<td>Soft Skill</td>
<td>-</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
</tbody>
</table>

**Total Credits: 800**

### THIRD YEAR - SEMESTER VI

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Core 19</td>
<td>Core: B.Sc./B.A</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Core 20</td>
<td>Core: B.Sc./B.A</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (PE)</td>
<td>Learning and Teaching - II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (PE)</td>
<td>Contemporary India and Education - II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (PE)</td>
<td>School Management - I</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Pedagogy of School Subject I</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Pedagogy of School Subject II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total Credits: 800**

### FOURTH YEAR - SEMESTER VII

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Core 21</td>
<td>Core: B.Sc./B.A</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (PE)</td>
<td>Creating an Inclusive School</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Assessment for learning - I</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (PE)</td>
<td>School Management - II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Pedagogy of School Subject I</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Pedagogy of School Subject II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (opt)</td>
<td>Optional</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Practicum Edu (EPC)</td>
<td>Yoga, Health and Physical Edu</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>Practicum Edu (EPC)</td>
<td>Understanding Self</td>
<td>-</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
</tbody>
</table>

**Total Credits: 800**

### FOURTH YEAR - SEMESTER VIII

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Name of the course</th>
<th>Credits</th>
<th>CCE*</th>
<th>UE**</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Core 22</td>
<td>Core: B.Sc./B.A</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Pedagogy of School Subject I</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Pedagogy of School Subject II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (C&amp;PS)</td>
<td>Assessment for learning - II</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Theory Edu (Pract)</td>
<td>Teaching Competency</td>
<td>-</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Practicum</td>
<td>Pedagogy of School Subject I</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>200</td>
</tr>
</tbody>
</table>

---

*Four-Year Integrated B.Sc.B.Ed and B.A.B.Ed. Programme - Regulations*
11. Pattern of question paper for University Examination

Full Courses: 70 marks – 3 hours

   a. 2 questions of 10 marks each = 20 (Answer 2 Questions out of 4 with internal choice)
   b. 6 questions of 5 marks each = 30 (Answer 6 Questions out of 10)
   c. 10 questions of 2 marks each = 20 (Answer 10 Questions out of 10)

Half Courses: 35 marks – 2 hours

   a. 1 question of 10 marks = 10 (Answer 1 Question out of 2)
   b. 3 questions of 5 marks each = 15 (Answer 3 Questions out of 5)
   c. 5 questions of 2 marks each = 10 (Answer 5 Questions out of 5)

12. Distribution of marks for Continuous and Comprehensive Evaluation (CCE) for both general and professional studies.

(i) For theory courses:

   The CCE weightage for continuous internal assessment tests and task & assignment projects should be equal i.e. 5 marks for a periodical test and 5 marks for a project. There should be at least three tests and three projects for a full course and two tests and one project for a half course.

(ii) For Courses on Enhancing Professional Capacities (EPC):

   The following specialised courses are offered to enhance the professional capacities of student teachers.
   
   Course EPC 1: Reading and Reflecting on Texts  
   Course EPC 2: Drama and Art in Education  
   Course EPC 3: Critical Understanding of ICT  
   Course EPC 4: Understanding the Self  
   Course EPC 5: Soft skill

   The evaluation of student teachers for these courses shall be totally internal. The total of 50 marks allotted to each of the courses is assigned as follows.

   ➢ Periodical tests based on the prescribed syllabus (at least two) - 10 Marks
   ➢ Assessment based on at least 4 of the tasks and assignments listed under the course outline - \(10 \times 4 = 40\).

(iii) Yoga, Health & Physical Education:

   The evaluation of student teachers for the above course in first and seventh semester shall be totally internal. The total of 50 marks allotted to each of the semester is assigned as follows.

   ➢ Periodical tests based on the prescribed syllabus (at least two) - 10 Marks
   ➢ Assessment based on at least 4 of the tasks and assignment listed under the course outline - \(10 \times 4 = 40\).

(iv) For Teaching Competency (During School Internship):

   The different aspects of practicum and weightage marks for each of the Pedagogical Subjects I and II. The total of 100 marks allotted is as follows

   ➢ Teaching Competency (Planning and Performance) - 50 Marks
   ➢ Preparation of Teaching Resources, (Including ICT based) - 20 Marks
   ➢ Lesson observation record (Peer and Regular teacher) - 10 Marks


X
Evaluation, Diagnosis and Remedial programme (Record) 20 Marks

13. a. Conducting of practical examination for general studies in science (B.Sc.B.Ed)

As stated in the respective course

b. Conducting of practical examination for professional studies (B.Sc.B.Ed and B.A.B.Ed)

i. Based on the periodical assessment of the teaching competency and other practical aspects of the student teachers, the internal assessment marks will be assigned by the faculty of the concerned pedagogical subject. The consolidated CCE marks in the prescribed format will be sent to the university by the Principal of the college concerned before the commencement of the practical examination.

ii. On receipt of the CCE marks from any college of education, the University will make arrangement for conducting the practical examination by appointing the Board of Examiners.

iii. Board of examiners for practical examination consisting of one Convener and three examiners for one unit (50 student teachers) and one Convener and seven examiners for two units (100 student teachers) will be chosen from among the faculty members of the Colleges of Education/University Department of Education from within and outside university jurisdiction who possess a minimum of five years of teaching experience at B.Ed./M.Ed. level. The Convener must be from among the Principals/Associate Professors of the Colleges of Education. The Principal of the respective College of Education will be the ex-officio member of the panel.

iv. The practical examination will be conducted for two to three days after the completion of internship in the 8th semester.

v. The practical examination should be conducted by two examiners acting as a pair and to assess the student teachers on following aspects of both pedagogical subjects:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects for Assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Assessment during practical examination: Teaching Competencies (Planning and Performance)</td>
<td>50</td>
</tr>
<tr>
<td>B.</td>
<td>Assessment of record maintained during internship:</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Preparation of Teaching Resources (Including ICT based)</td>
<td>10</td>
</tr>
<tr>
<td>ii.</td>
<td>Lesson Observation Record (Peer and Regular teacher)</td>
<td>10</td>
</tr>
<tr>
<td>iii.</td>
<td>Lesson plans</td>
<td>10</td>
</tr>
<tr>
<td>iv.</td>
<td>Evaluation and Remediation Record</td>
<td>10</td>
</tr>
<tr>
<td>C.</td>
<td>Viva – Voce</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

vi. The examiners should submit the marks separately to the convener and the board of examiners should consolidate the marks.

vii. The practical examination marks awarded by the individual examiners and the consolidated marks list should be submitted to the Controller of Examinations, Pondicherry University on the final day of the practical examination itself with the signatures of all the members.

viii. The faculty observer of the Pondicherry University shall be present during the practical examination.

ix. The practical examination for all student teachers shall be conducted in a recognised high / higher / senior secondary school and the verification of records in the concerned college.

14. Passing Minimum in general studies and professional studies
i. Every student teacher should register for all the courses in the theory examination and practical examination in the first attempt.

ii. A student teacher shall be declared to have passed in the B.Sc.B.Ed/B.A.B.Ed Degree examination only if he/she has passed both the theory and practical examination.

iii. A student teacher shall be declared to have passed in the theory examination if he/she obtains a minimum of 45% marks both in External Examination (32 out of 70) and CCE (14 out of 30) and a total of 50 marks by combining both external (EE) and internal (CCE) examination in each full course. In the case of half course, a minimum of 45% marks both in External Examination (16 out of 35) and CCE (7 out of 15) and a total of 25 marks by combining both external (EE) and internal (CCE) examination.

iv. A student teacher shall be declared to have passed the practical examination if he/she obtains a minimum of 45% marks in the pedagogical subject and in each of other aspects of practical examination mentioned above and 50% marks by combining all the aspects taken together.

v. A student teacher who fails in one or more courses in the theory examination in general studies and professional studies shall reappear in those course(s). But the one who fails in any one of the aspects of the practical examination shall reappear for all aspects.

vi. The integrated B.Sc.B.Ed/B.A.B.Ed degree programme should be completed by the student teachers in not more than 6 years from the date of admission to the programme.

15. Classification of successful candidates

All successful student teachers shall be classified as follows.

<table>
<thead>
<tr>
<th>Examination (out of 6050 marks)</th>
<th>Class to be awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>3630 and above</td>
<td>FIRST CLASS</td>
</tr>
<tr>
<td>(≥ 60% of Grand Total)</td>
<td></td>
</tr>
<tr>
<td>3025 to 3629</td>
<td>SECOND CLASS</td>
</tr>
<tr>
<td>(≥ 50% to &lt; 60% of Grand Total)</td>
<td></td>
</tr>
</tbody>
</table>
FIRST YEAR - SEMESTER I
Course - 1: FOUNDATION I-1
Course -1(i): FOUNDATION I-1 - TAMIL

Theory Credits 4

முதல்பாதியார் - பணநூற்றாண்டு
கருத்தர் - 1

1. கலைத் விளக்கியம்
2. கலைத் விளக்கியம்
3. பார் விளக்கியம்
4. முற்பாதி பெண் (கலைக், முயற்சி, முனையான)

கலைத் விளக்கியம்

1. பார் - 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

முதல்பாதியார் - பணநூற்றாண்டு

1. பார் - 
2. 
3. 
4. 
5. 

முதல்பாதியார் - பணநூற்றாண்டு

1. முற்பாதி - 
2. 

முற்பாதி பெண் - 

முற்பாதி பெண் - பணநூற்றாண்டு, புதுக்கணியா, முயற்சி, முனையான விளக்கியான. முதல்பாதி பெண் பணநூற்றாண்டு முற்பாதி பெண் - பணநூற்றாண்டு.
Course -1(ii): FOUNDATION I-1 - FRENCH
Theory
Credits 4

Course -1(iii): FOUNDATION I-1 - MALAYALAM
Theory
Credits 4

Course -1(iv): FOUNDATION I-1 - TELUGU
Theory
Credits 4

Course -1(v): FOUNDATION I-1 - HINDI
Theory
Credits 4

Syllabus yet to be prepared for the Course -1(ii) to Course -1(v)
3. Preposition

Unit V
1. Note Making
2. Group Discussions
3. Summarize the passage

Mode of Transaction:
Lecture, Discussion, Project.

Practicum: Task and Assignment
1. Impressions on the season given by Mulk Raj Anand in, “The lost child”, Discuss
2. Appreciate the love of the mother in the affliction of the Margaret by William Wordsworth
3. Collect some information on Non-Violence movement in the lesson, “The second Crucifixion”
4. Discuss in groups the sacrifice made by the boys in, “Two gentle men of Verona”.
5. Collect pictures of Abdul Kalam at various stages in his life.

Mode of Assessment:
Written test, Task and Assignment

Reference:
1. Impressions I . A Multiskill Course in English by GeethaRajeevan and G. Radhakrishna Pillai

Course – 2: FOUNDATION II-1 ENGLISH

Credits 4

Theory

Essence of the course:

This course adopts a Multi skill approach towards teaching English for under graduate students. Keeping in view the principles of Language Learning and Teaching, the course adopts an Interactive approach to teaching the language. It also aims to equip the learners with skills of self learning.

Objectives:

1. To develop Communicative skills of the learners in listening, speaking, reading and writing.
2. To enable the learners to use English in real-life situations.
3. To use grammatical structures in speech and writing
4. To develop fluency in conversation and efficiency in interactional skills.

CONTENT OUTLINE

Unit I
1. The Lost Child-Mulk Raj Anand
2. My Early Days-Abdul Kalam
3. Tenses
4. Relative Clauses

Unit II
1. Affliction of Margaret-William Wordsworth
2. The Model Millionaire-Oscar Wilde
3. Précis Writing
3. If Clause
4. Combining sentences

Unit III
1. The Two gentlemen of Verona-William Shakespeare
2. Punishment in Kindergarten-Kamala Das
3. Poetic License
4. Direct and reported speech

Unit IV
1. The Second crucifixion-Larry Collins and Dominique Lapierre
2. Mirror-Sylvia Plath
• Discuss the features of the short story with reference to the short stories of P.Raja.
• Examine "Larina Sahib" as a play representing two different cultures, their clash, as well as synthesis.
• Examine Kamala Das "Nani" as an attempt to explore the inner psyche of the frustrated feminine self.
• Discuss Rajagopalachari's views on civilization and culture.
• Feminism in Girish Karnad's "Nagamandala" Elucidate.
• Discuss "Reality verses myth in Karnad's Nagamandala".

Mode of Assessment

Written test, Seminar and Assignment
SEMESTER I
CORE 1 - INDIAN WRITING IN ENGLISH

Essence of the course:
The course will disseminate among the students both the historical and contemporary aspects of Indian English literary texts. It will inspire students to appreciate Indian literature in English, to explore its uniqueness and its place among the literatures in English. The course will also motivate students for a critical and comparative study of other literatures in English and to examine the similarities and differences in attitudes, vision and idiom of expression. The focus is on texts that engage with contemporary Indian realities like identity, caste, class, gender, race, borders, religion and communal issues. This course will cover Indian writing in the nineteenth and twentieth centuries, written originally in English. Themes such as nation-building, the politics of language, and the rewriting of history will be examined. The development of the novel, the short story, drama and poetry will be traced.

Objectives:
At the end of the course the student will be able to
- introduce students to the thematic concerns, genres and trends of Indian writing in English.
- generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English.
- expose students to the pluralistic aspects of Indian culture and identity.
- trace the development of Indian writing in English.
- expose students to some of the best samples of Indian English works
- make the students see how Indian English works expresses the ethos and culture of India

CONTENT OUTLINE

Unit 1
Poetry Selections from Modern Indian Poetry in English, edited by K. AyyappaPaniker (Sahitya Akademi, Delhi).
1. Kamala Das, ‘Nani’
2. Gauri Deshpande, ‘The Female of the Species’
3. Nisim Ezekiel, ‘Very Indian Poem in Indian English’
4. Shiv K. Kumar, ‘Indian Women’
5. JayantaMahapatra, ‘Grandfather’
6. A.K. Ramamrjan, ‘Epitaph on a Street Dog’

Unit 2
Prose Selections from Indian Writing: Prose Selections, edited by A. Uthandaraman (Emerald, Chennai).
1. V.S. SrinivasaSastry, ‘The Story of my Admission’
2. Niran C. Chaudhuri, ‘Oh, East is East, and West is West’
3. C. RajagopalaSchari, ‘What is Culture?’

Unit 3

Unit 4

Unit 5
Fiction—Girish Karnad-Nagamandala (Oxford University Press, USA)

Mode of transaction of the course
Lecture method, Group Discussion and Seminar,
Practicum activities: Seminar and Assignment

4 Year Integrated B.A.B.Ed. Language Education (English) - Syllabus
Pondicherry University
CORE 2 - PROSE

Essence of the Course

Prose is a basic genre in literature. As they are easy to read and less time consuming, students find it easy to read. Since prose is written in normal way of expression, students are able to improve their vocabulary and language. They are able to appreciate and enjoy the thoughts of the writers. This course helps them to see life in a different perspective.

Great writers' from different age in English literature are included in this course. So writers' myriad thoughts are known to the students. Renaissance age prose, Neo-classical age prose, Victorian age prose and Modern age prose are included in the course. This course provides them bird's eye view about English prose.

Objectives:

At the end of the course students will be able to

- Acquire knowledge in vocabulary
- Improve reading skills
- Appreciate writer's thoughts conveyed
- Develop positive attitude towards language and life
- Enlarge and transfer their reading skills to other genres of literature

COURSE OUTLINE

Unit – I
Francis Bacon – Of truth
- Of studies

Unit – II
Oliver Goldsmith – The Man in Black
Charles Lamb – Dream-Children: A Reverie
James Leigh Hunt – On Getting up on Cold Morning

Unit – III
Robert Louis Stevenson – Walking Tours
Gilbert Keith Chesterton – On Running After One’s Hat
Christopher Darlington Morley – On Doors

Unit – IV
H. G. Wells – College Education
- The Probable Future of Mankind
- The Stolen Bacillus

Unit – V
H. G. Wells – The Martians have landed
- Candour
- What is Democracy?

Mode of the transaction of the course:
Lecture Method, Group Discussion and Seminar.

Assignments and Tasks
1. How Francis Bacon compares truth?
2. What are the views of Francis Bacon about studies?
3. What kind of benevolence nature is conveyed by the man in black?
4. How the pathos is conveyed in Charles Lamb essays?
5. Write about H.G. Wells as an utopian writer.

Textbooks
1. W. Curthbert Robb – A Representative Anthology
2. A Selections from H.G. Wells Macmillan’s Annotated Classics

Books for references
1. Francis Bacon, his career and his thoughts by Fulton H. Anderson.
CORE 3- POETRY

Essence of the course
This paper will introduce the students to a careful study of successful poems and to the poetic techniques of poets of various ages. It provides a series of exercises that will help students approach writing as artisans—with attention to detail, attention to craft, and attention to the process as well as the product. Poetry enables students to write, read, and understand any text. Poetry can give students a healthy outlet for surging emotions.

Objectives
At the end of the course the students will be able to:
- recognize poetry from a variety of cultures, languages and historic periods
- understand and appreciate poetry as a literary art form
- analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, free verse, etc.
- develop their critical thinking skills
- develop their creativity
- enhance their writing skills

CONTENT OUTLINE

Unit I and II
Paradise Lost Book IX- John Milton

Unit III
Sonnet 130 – Shakespeare
A Song for St. Cecilia’s Day - John Dryden
A Poison Tree - William Blake

Unit IV
Tintern Abbey - William Wordsworth
Kubla Khan – Samuel Taylor Coleridge
Ode to the West Wind - Percy Bysshe Shelley

Unit V
Ode to a Nightingale- John Keats
My Last Duchess - Robert Browning
Lines on a Young lady’s Photograph album- Larkins

Mode of transaction
Lecture Method, Discussion Method and Seminar
Practicum Activities: Seminar and Assignments.
1. Is it necessary to know about Shelley’s life and times in order to fully understand the poetry?
2. The notion of time in Shakespeare’s sonnets and in metaphysical poetry (similarities and differences)
3. Autobiographical details in Paradise Lost.
4. Attempt to classify the Duke psychologically, explaining why he finds the portrait of his late wife preferable to the living original.
5. How well does Milton “justify the ways of God”?
6. Does Shakespeare make a fair point? Do some love poems take these comparisons too far? Or this exactly the place for fancy phrases
7. Comment on the theme of creative expression as presented in Ode to a Nightingale.

Mode of Assessment
Written test, Seminar and Assignment

References
Selections from The Winged Word (Ed. David Greene, Macmillan)
CORE 4 (Supportive I) - Social History of England

Essence of the course

This paper aims at introducing the students to the Social History of England. On successful completion of the paper the students would be able to know the English Society and History of England.

Objectives

At the end of the course the students will be able:

- To help learners understand the social and literary history of England from the Middle Ages to the 20th century.
- To familiarize the students with the historical movements and the cultural politics of England.
- To provide the student the social-cultural background on which a literary text is grounded.

CONTENT OUTLINE

Unit I
Introduction - A brief outline of British History
The Renaissance
The Reformation
The Dissolution of the Monasteries
The Religion of England

Unit II
The Tudor navy and the armada
The Elizabethan Theatre
The East India Company
Colonial Expansion
The Civil War and its Social Consequences
Puritanism

Unit III
Restoration England
The Origin and Growth of Political Parties in England
Age of Queen Anne
Coffee-House Life in London
Union of England and Scotland
The Agrarian Revolution

Unit IV
The Industrial Revolution
The Methodist Movement
Other Humanitarian Movement
The War of American Independence
England and Ireland
Effects of the French Revolution

Unit V
The Reform Bills
The Victorian Age
Development of Education in Victorian England
Means of transport and Communication
The World wars and Social Sciences
Trade Unionism in England

Mode of transaction
Lecture Method, Discussion Method and Seminar

Practicum Activities: Seminar and Assignments
1. Great fire and Great Plague of London
2. The Black Death
3. Elizabethan playhouse.
4. Oliver Cromwell
5. The royal society
6. Grammar schools in England
7. The Boston tea party
8. Fabian society
9. How did England expand its colonies all over the world?
10. What is the role of United Nations Organizations in promoting world peace in the 20th century
11. Bring out the salient features of the England drama in the restoration period.
12. The reformation in England
13. Invincible Armada
14. The English Society under King Charles II
15. The social effects of the Crimean war

Mode of Assessment
Written test, Seminar and Assignment

Reference
Course – 7: ADVANCED - ENVIRONMENTAL EDUCATION

Theory

Credits 4

Essence of the course:

This course enables the teachers to develop knowledge about the environment and make them to understand and cope with nature which very essential for human beings. Keep in this in mind, it helps the student teacher to use the various resources for sustainability. It also intends them to develop interest towards the ecosystem and conservation of biodiversity. It would help them to find the solution for reducing various kinds of pollution and make them to involve towards environment and various issues.

OBJECTIVES:

At the end of the course, the student teacher will be able to

- know about the environment
- understand the surrounding
- know about biotic interaction.
- develop concern towards protecting the various resources
- plan and organise in ecological activities
- sensitize the cause and effects of various pollution
- develops positive attitudes to minimize solid wastes
- practice environmental friendly life style

Unit 1: Renewable and non-renewable resources

The multidisciplinary nature of environmental studies – Definition, Scope and Importance – Need for public awareness.

Renewable and non-renewable resources:

- Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dam-benefits and problems.
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticides problems, water logging, salinity, case studies.
- Energy resources: Growing energy needs, renewable and non-renewable energy resources, use of alternate energy sources, case studies.
- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable life styles.

Unit 2: Ecosystems

Concept of an ecosystem – Structure and function of an ecosystem Producers, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the following ecosystem:
a. Forest ecosystem
b. Grassland ecosystem
c. Desert ecosystem
d. Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Unit 3: Biodiversity and its conservation

Introduction — Definition: genetic, species and ecosystem diversities — Biogeographical classification of India — Value of biodiversity: Conceptive use, productive use, social, ethical, aesthetic and option values — Biodiversity at global, national and local levels — India as a mega-diversity nation — Hot-spots of biodiversity — Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts — Endangered and endemic species of India — Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.

Unit 4: Environmental pollution

Environmental pollution — Definition — Causes, effects and control measures of:

a. Air pollution
b. Water pollution
c. Soil pollution
d. Marine pollution
e. Noise pollution
f. Thermal pollution
g. Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes — Role of an individual in prevention of pollution — Pollution case studies — disaster management: floods, earthquake, cys'lon and land slides.

Unit 5: Social issues and the Environment


Practicum: Task and Assignment

1. Visit to a local area to document environment assets — river/ forest/ grassland/ hill/ mountain
2. Visit to a local polluted site — Urban/ Rural/ Industrial/ Agricultural- analyze and report
3. Study of simple ecosystems — pond, river, hill slopes, etc.
4. Preparation of a scrap book based on environmental issues from collection of articles and daily newspaper.
5. Prepare a list of Eco friendly, bio-degradable products and write its advantages.
6. Write a report on depletion of ozone layer, Acid rain, and acts related to conservation of environment.
7. Write a report on environmental issues and role of any agencies in protecting that issues.

8. Arrange a programme for environmental awareness and write a reflective report.

Mode of Assessment
Written test, Task and Assignment

References:

Web resources:
1. www.ehow.com/list_6506519_list-environmental-protocols.html
2. www.unpactemaker.org/international-environmental-law.html
5. www.controllingpollution.com/need-for-environmental-education/
6. www.nrdc.org/globalwarming/
7. www.worldviewofglobalwarming.org/
Course – 8: EDN II (EPC) - YOGA, HEALTH AND PHYSICAL EDUCATION -I

Practicum

Essence of the course:
Sound Body with a sound mind has always been the concern of India. With the changing conditions there are many health hazards. All of us need to learn how to observe sound health. This course offers the opportunity to learn the yoga and produce the health. It also deals with good food habit, nutrition, physical exercise and sports.

Objectives:
At the end of the course, the student teacher will be able to
- acquire the knowledge of Yoga, exercise, health & fitness
- understand the nature and structure of human bodies, injuries during emergencies and to provide first aid.
- apply discipline, rules and regulations to organize sports and games in schools.
- develop skills in organizing the physical education, health and yoga programmes in schools.
- develop interest in yoga, physical and health education,
- develop positive attitude towards the participation in yoga and health activities.

CONTENT OUTLINE

Unit 1: Yoga and Health

Unit 2: Health education

Unit 3: First Aid - Principles and Uses
Unit 4: Food and safety

Unit 5: Physical exercise and sports
concept and objectives of physical education, physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities – games & sports – athletes – general physical fitness exercises – games – (lead-up Games, relays and major games) rhythmic activity, gymnastics and their impact on health.

Mode of Transaction
Lecture, workshop, discussion, field visit, play ground work, demonstration, practice.

Practicum: Task and Assignment
1. Prepare month wise self-reports based on the development of your physical fitness – height, weight-Strength, speed, endurance, flexibility and body composition (Walking, Running, Throwing and Jumping etc.)
2. Prepare a record for yoga learning and performing basic yogic activities along with your reflection and your yoga practice photographs.
3. Write a report based on visit and interview with the personal in yoga and health centres.
4. Prepare an album for yoga, health and physical education (minimum 10 pictures in each aspect).
5. Demonstration of Yogic exercises.
6. Make a portfolio of various Games for school children and their advantages.
7. Preparation of inventories on myths on exercises and different type of food
8. Make an inventory of energy rich food and nutritious food (locally available) indicating its health value
9. Make an inventory of artificial food and provide critical observations from health point of view
10. Prepare inventory of Medicinal plants and their medicinal values.
11. Select yoga practices for persons of average health for practical yoga sessions: *Supine position, Prone position, Sitting position, Standing position, Kriyas, Mudras, Pranayamas*

Mode of Assessment:
Yoga practice, filed visit report, written test and presentation

References:
3. Raja Yoga – Methods and practices – Dalmita
9. Physical Education Lessons: Dr. J. P. Thomas
18. www.FalunDafa.org
FIRST YEAR - SEMESTER II
Course - 9: FOUNDATION I-2
Course - 9(I): FOUNDATION I-2 - TAMIL

Theory Credits 4

அறிவியல் - முழுமையான பொறியல் ஓர் - II
(அறிவியல் பண்பாடு, கற்று உள்ளிட்டு உண்டு பராட்டு)

1. கலைத்துறா (30 மு.மை.க்காலனூறு)
2. பொருளாயின் (10 மு.மை.க்காலனூறு)
3. பாலாயின் (9 மு.மை.க்காலனூறு)
4. அருங்காட்சியறத்து (5 மு.மை.க்காலனூறு)
5. சௌகர்த்து (5 மு.மை.க்காலனூறு)

கற்று வருவாய்கள் 1, 4, 95, 96

சூறத்துறா
6. சான்றுகோள்
7. குறுக்குச்சாலை
8. கலைத்துறா
9. பொருளாயின்
10. பாலாயின்
11. ஆவிய கற்று
12. தலைகோள்
13. சுருக்கு கற்று
14. மாதுக்கோள் கற்று
15. குறுக்குச்சாலை
16. பார்வைகள் ஆக்காக சுருக்கு?

17. பார்வைகளின் தொடர்பு அறிவியல் - அறிவியல் பண்பாடு, கற்று உள்ளிட்டு உண்டு பராட்டு

Pondicherry University
4 Year Integrated B.Sc.Ed and B.A.Ed Programme - Education Syllabus
Course - 9(ii): FOUNDATION I-2 - FRENCH
Theory Credits 4

Course - 9(iii): FOUNDATION I-2 - MALAYALAM
Theory Credits 4

Course - 9(iv): FOUNDATION I-2 - TELUGU
Theory Credits 4

Course - 9(v): FOUNDATION I-2 - HINDI
Theory Credits 4

Syllabus yet to be prepared for the Course -9(ii) to Course -9(v)
Course – 10: FOUNDATION II-2 - ENGLISH

Theory

Essence of the course:

This course adopts a Multi skill approach towards teaching English for under graduate students. Keeping in view the principles of Language Learning and Teaching, the course adopts an Interactive approach to teaching the language. It also aims to equip the learners with skills of self learning.

Objectives:
1. To develop the sub skill of reading namely the skill of prediction
2. To develop the skill of Silent reading
3. To use grammatical structures in speech and writing.
4. To develop creative writing.

CONTENT OUTLINE

Unit I
1. After twenty years- O.Henry
2. A ring to me is bondage- Mina Assadi
3. Direct and Indirect speech
4. Phrasal Verbs
5. Note Making

Unit II
1. A Girl-Jamaica Kincaid
2. The Cow of the Barricades-Raja Rao
3. Idioms and Phrases
4. Determiners

Unit III
1. The Beauty Industry- Aldous Huxley
2. Digging-Seamus Heaney
3. Letter writing [formal and Informal]
4. Onomatopoeic words

Unit IV
1. The Town by the Sea–Amitav Ghosh
2. A Different History-Sujata bhatt

Credits 4
3. Use of for, since and during
4. Subject-verb agreement
5. Collocations

Unit V
1. Engine Trouble-R.K.Narayanan
2. Is Love an Art?- Erich Fromm
3. Collective nouns
4. Clauses
5. Use of few, a few, little and a little

Mode of Transaction:
Lecture, Discussion, Pair and group work in the class.

Practicum: Task and Assignment:
1. Discuss the surprise elements in, “After twenty years”
2. Critically analyse women’s role in, “A ring to me is a bondage”
3. Comment on the role of Gowri in, The cow of the Barricades”
4. Express the views on beauty industry
5. Appreciate manual work in “Digging”
6. Collects evidence on Tsunami.

Mode of Assessment:
Written test, Task and Assignment

Reference
1. Impressions II. A Multiskill Course in English by GeethaRajeevan and G. Radhakrishna Pillai
2. Essential English Grammar – A self study reference and practice book for elementary students
   of English with Answers by Raymond Murphy second edition: Cambridge University press (unit 58-114)
SEMESTER II
CORE 5 - FICTION

Essence of Course
Fiction is very important genre in literature. Without allotting a separate paper for fiction the English literature course is not fulfilled. Moreover reading novels helps the students to improve their reading skills, appreciate the story value, understand the psychological aspects of characters and enjoy writer's creativity.

This course includes five books from different ages. All these books are considered to be classical books in English literature. Henry Fielding is the pioneer in writing novels. Charles Dickens is the greatest novelist in the Victorian Age. Jane Austen is said to be the best example for female novelist. By reading Thomas Hardy's novels students will be able to understand life in a better way. William Golding's modern age novels establish what is there in people's mind.

Objectives
At the end of the course students will be able to
- Understand that reading novels are very essential in life.
- Read and enjoy other classical novels as interest is generated to them by this course.
- Compare one novel with the other.
- Develop the ability to critically analyze the novels.
- Know the value of classical books.
- Enjoy reading novels.

CONTENT OUTLINE

Unit - I
Tom Jones - Hendry Fielding

Unit - II
Pride and Prejudice - Jane Austen

Unit - III
A Tale of Two Cities - Charles Dickens

Unit - IV
The Mayor of Casterbridge - Thomas Hardy

Unit - V
The Lord of the Flies - William Golding

Mode and Transaction of the course Lecture method, Discussion method, Debates

Assignments and Tasks
1. What are the other adventures novels Hendry Fielding and compare with Tom Jones?
2. Name some social novels of Charles Dickens and write how they reflect the social realities of life?
3. What kind of feminism is expressed in Pride and Prejudice?
4. With reference to the other novels argue that Thomas Hardy is a pessimistic novel.
5. What are symbols in The Lord of the Flies?

Mode of assessment: Written test, discussion, seminar and group discussion.

Textbooks
3. Pride and Prejudice - Jane Austen - Collins Classics
4. The Mayor of Casterbridge - Thomas Hardy - Penguin Classics

Books for references:
1. Charles Dickens - A life defined by writing by Michel Slater.
2. Critical Insights - Jane Austen by Jack Lynch
CORE 6 - DRAMA

Essence of the course:
This course Drama, involves pupils in exploring texts and meanings of English Drama from the Elizabethans to the 20th century. By reading and responding to texts in depth, through discussing, developing and analyzing alternative interpretations, pupils consider how ideas, values and relationships are conveyed. Pupils are encouraged to read for deeper meaning and to develop critical understanding through creating, developing and sustaining roles, and the practical exploration of how gesture, sound, language, direction and structure affect the audience’s responses. Scripts become not books, but plans for performances where the contribution of a director or an actor can have a profound effect on meaning. Drama teaching which includes as its subject matter not only scripts, but also a variety of literary, non-literary and media texts, can help pupils to understand narrative structures, styles and writers’ techniques as well as content, issues and ideas.

Objectives:
- To introduce learners to the emergence of English Drama from the Elizabethans to the 20th century
- To make learners understand the features of tragedy, comedy of humours, drama of ideas and absurd play.
- To make learners understand the characterization, dramatic and poetic techniques in plays.
- To enhance learners’ appreciation and enjoyment of select plays of British dramatists.

Course content:

Unit – I
Origin and development of drama

Unit – II & Unit – III
Christopher Marlowe: Dr. Faustus

Unit – IV
Oscar Wilde: The Importance of Being Earnest

Unit – V
Harold Pinter: The Birth day Party

Mode of transaction of the course: Lecture method, discussion method and seminar.

Practicum activities: task and assignment
Seminar:
1. Christopher Marlowe as a Moralist.
2. The five tragedies of Christopher Marlowe.
4. Absurd Drama and its characteristics.
5. Absurd drama as a post modern drama.
Assignment:
1. Harold Pinter as an absurdist.
2. Importance of Being Earnest- justify the title.

Mode of assessment:
Written test, task and assignment.
CORE 7 - SHAKESPEARE - I

Essence of the course

This course will look closely at four Shakespeare plays, from the major genres of tragedy, comedy and romance. The course is suitable for students with little or no prior knowledge of Shakespeare and also for those wishing to become more familiar with the playwright's work and display a working knowledge of dramatic and poetic structures present in Shakespeare's work, as well as a familiarity with many of the varied interpretations, analyses, and dramatizations of these works since the 16th century. Film and TV adaptations of the plays may be used to enhance discussion and reflection.

Objectives

At the end of the course the students will be able to:

- Identify and describe the different characteristics of Shakespeare's plays
- Identify the distinct literary genres of the tragedies, comedies, and romances present in Shakespeare's work
- Undertake textual analysis of Shakespeare's plays
- Explain key terms, concepts and dramatic genres in Shakespeare's plays
- Read and interpret criticism and apply it within an academic argument
- Evaluate Shakespeare's contribution to the English language, and to the development of modern thought

CONTENT OUTLINE

Unit I
General Shakespeare
1. Shakespeare's Age
2. Theatre and Audience
3. Women Characters
4. Fools and Supernatural Elements
Unit II
Hamlet
Unit III
Macbeth
Unit IV
Midsummer Night's Dream
Unit V
King Lear

Mode of Transaction
Lecture Method, Discussion Method and Film show

Practicum activities: Seminar and Assignment
1. Discuss Hamlet's inability to act when he is presented with perfect scenarios
2. Macbeth was a tragic play in which the main character, Macbeth, went from a hero with morals to an evil killer. Justify
3. Discuss the similarities/differences Hermia and Lysander...and determine which is the better of the two.
4. What role do women play in King Lear?

Mode of Assessment
Written test, Seminar and Assignment
CORE 8 (Supportive-2) - Literary Forms

Essence of course

This course introduces students to the major genres of Literature. This will deepen their insights into the nature of literature and its relevance to humankind. Besides examining the differences and similarities among these literary genres, they will be able to identify, describe and discuss the features of literary matter. Both the external and internal structures of the literary works will be explored.

Objectives

The pupil at the end of the course will be able:

- To identify and explain the various dynamics of literature genres
- To develop critical thinking ability and be able to compare texts.
- To explain the functions of the literary genres
- To define dramatic techniques and forms of theatre and drama.
- To understand the different schools of Poetry.

CONTENT OUTLINE

Unit – I Poetry
  Subjective - Lyric, Elegy, Ode and Sonnet
  Objective - Ballad, Epic, Idyll and Dramatic Monologue

Unit – II Prose
  The Essay, Short Story, Biography and Auto Biography

Unit – III Drama
  Tragedy, Comedy, One-Act Play, Tragic-Comedy, The Masque, Farce, and Shakespearean drama.

Unit – IV Fiction
  Historical Novel, Picaresque Novel, Detective Novel, Science Fiction and The Stream of
  Consciousness Novel.

Unit – V Movements
  Pre-Raphaelite poetry, Metaphysical School of poetry and The Romantic Revival.

Mode of transaction
  Lecture method, Discussion method, Peer group, Seminar, Project work

Practicum activities: Seminar and Assignment
  - Illustrate and discuss the different kinds of poetry.
  - Literary productions can be classified into five categories depending on their themes explain.
  - Examine the characteristics of biography and autobiography.
  - Discuss the development of Modern drama.
  - “Life cannot satisfy our desires for the life but drama can”. Discuss the influence of drama.
  - The Romantic Revival is a broad term used to indicate the change that came over literary sensibility
    and expression-explain.
  - Collect some pictures of Metaphysical Poets.

Mode of Assessment
  Written test, Seminar and Assignments

Reference
Course - 15: EDN I(C&PS) - LANGUAGE ACROSS THE CURRICULUM

Theory

Credits 2

Essence of the course:
This course is for the development of linguistic and communicative competencies of student teachers in a multicultural and multilingual environment. It is designed by keeping in mind that the language is an integral part of subject learning and competence which will have an impact on classroom interaction. It emphasizes on how language skills like listening, speaking, reading and writing play an important role in various subjects across the curriculum.

Objectives:
At the end of the course the student teachers will be able to
- acquire knowledge about language and literacy and principles of language teaching.
- understand the importance of language and literacy background of the learners with reference to spelling and vocabulary development.
- apply the acquired knowledge in methods and approaches of teaching language.
- develop skills in reading and writing which pave the way to attain optimal learning of the subject areas.
- develop interest towards language learning from language diversity and multilingualism point of view.
- develop a positive attitude towards language to realise that learning and teaching cannot take place in a language free environment.

CONTENT OUTLINE

Unit 1: Nature and Functions of Language

Unit 2: Language Diversity in Classrooms
First Language and Second Language Acquisition - using of First and Second Language in the classroom - multilingualism in the class - meaning and concept- dialects - understanding language diversity of students - home language and school language

Unit 3: Methods of teaching language in school subject areas
Methods: definition, types, traditional and modern methods - bilingual method - classroom discourse to oral language - questioning - methods for reading comprehension in specific subject areas - methods for writing in specific subject area - spelling methods, in learning to spell words correctly, philosophy of teaching of spelling, computer use and spelling vocabulary: definition, developing vocabularies, vocabulary acquisition and application.
Unit 4: Fluency in the Language

Communication – meaning and concept – process of communication – types of
communication – nonverbal communication – functions and types.

Unit 5: Language assessment in school subjects

Assessment: definition, types, principles and classroom practice – tools: quizzes, projects,
test – current reviews and practices – testing auditory comprehension – test the four skills –
use of language lab and electronic devices for testing.

Mode of transaction:

Dialogue, seminars, discussions, group-work, language games, exercises and assignments

Practicum: Task and Assignment

1. Get a two-page writing from the school students in English and Mother tongue learning and
analyse them from language point of view
2. Observe any five classes of subject teaching and analyse from the point of language teaching
3. Write a critical report on the opinion of subject teacher on the weightage for language aspects
in valuation of subject test papers.
4. School visit to find out communication problem / Apprehension in students
5. Designing games and exercises for developing Listening, Speaking, Reading and Writing
   Skills
6. Assignments on Developing speaking skills – oral presentations, debate, elocution,
discussion, brain-storming
7. Assignments on developing listening skills – listening to speech, directions

Mode of assessment: Written test and Task and assignment

References:

   Publications Pvt. Ltd.
2. Ediger, Marlow and Bhaskara Rao D. (2003), Language Arts Curriculum. Discovery
   Publishing House.
   Buckingham: Open University Press
7. Darian, S. (2003), Understanding the Language of Science. Austin: University of Texas
   Press.
   for Language(s) of (School) Education”, Preliminary Study: Council of Europe, Language
   Policy Division, and Strasbourg. [www.coe.int/lang]
   Language Policy across the Curriculum. Clevedon: Multilingual Matters, 72-140.
Course – 16: EDN II(EPC) - READING AND REFLECTING ON TEXTS

Theory

Credits 2

Essence of the course:
The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the meaning, process, importance and characteristics of reading.
- Understand and apply different levels, types, techniques and methods of reading.
- Acquaint with the skills of reading different types of texts.
- Develop different types of reading skills through various activities and met cognition
- Learn the skills of reading comprehension and to enhance vocabulary
- Acquaint with the problems of reading across curriculum

CONTENT OUTLINE

Unit 1: Introduction to Reading
Reading – Meaning and Process – Importance of Reading across Curriculum – Characteristics of Reading.

Unit 2: Reading Skills
Levels of Reading: literal, interpretative, critical and creative – Types of Reading – intensive and extensive reading, Oral &Silent Reading – Reading Techniques – Skimming and Scanning – Methodology of Reading

Unit 3: Reading the Text
Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes – Importance of Different Texts in Curriculum

Unit 4: Developing Reading Skills
Developing Critical Reading Skills – Developing Reflective Skills – Activities for Developing Reading Skills – Developing Metacognition for Reading

Unit 5: Reading Comprehension
Developing Reading Comprehension – Developing Vocabulary for Reading – Problems of Reading

Mode of Transaction
Lecture, Discussion, Exercises, Games

Practicum: task and assignment
1. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text
2. Divide the group and provide one text and suggest students to make different interpretations
3. Design vocabulary games to enhance your vocabulary
4. Read the text and provide a five words summary to each paragraph
5. Reading and comprehension exercises
6. Skim through the text and give suitable title to the text
7. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.
8. Individual reading and writing reflective report (5 books)
9. Presentation of reflective report for class review and modification of the report
10. Group reading and writing reflective group report (5 documents)
11. Constructive and creative presentation of ideas and pictures like poster on any one of the idea

Mode of Assessment:
Written test, Tasks and assignments

References:
14. Recognizing Different Types of Text
   http://www.bbc.co.uk/skillswise/factsheet/en03text-11-f-different-types-of-text
15. Models of Reading Process
   http://people.ucalgary.ca/~mpeglar/models.html
   http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/
   http://www.tarleton.edu/Faculty/gentry/reading%20models.html
16. Reflective Skills
   http://www.skillsyounneed.com/ips/reflecting.html
SECOND YEAR - SEMESTER III

Course - 17: FOUNDATION I - 3

Course - 17(i): FOUNDATION I-3 - TAMIL

Theory Credits 4

1. திைதிர்கல்லுரை - விளையுரைக்குறிப்பிட்டு வேலைப்பட்டம் (புதிய 10 மிட்டம்)
2. கல்லாலைகரையுரைக்குறிப்பிட்டு - விளையுரைக்குறிப்பிட்டு வேலைப்பட்டம் (புதிய 10 மிட்டம்)
3. வழக்குப்பெறும் விளையுரை - கல்லாலைக்குறிப்பிட்டு வேலைப்பட்டம் (புதிய 10 மிட்டம்)
4. வளர்த்துரை - விளையுரைக்குறிப்பிட்டு (புதிய 10 மிட்டம்)
5. விளையுரை - விளையுரைக்குறிப்பிட்டு (புதிய 10 மிட்டம்)
6. விளையுரைக்குறிப்பிட்டு - விளையுரை (10 மிட்டம்)
7. விளையுரைக்குறிப்பிட்டு - விளையுரை (10 மிட்டம்)
8. விளையுரை - விளையுரை (10 மிட்டம்)
9. விளையுரை - விளையுரை (10 மிட்டம்)
10. விளையுரை - 71 புதிய 90 மிட்டம் (20 மிட்டம்)

இலங்கை ஆராய்ச்சி

பதிய இலங்கை ஆராய்ச்சி

சிருப்பியல்க் கல்வி ஆராய்ச்சி
Course -17(ii): FOUNDATION I-3 - FRENCH
Theory
Credits 4
Course -17(iii): FOUNDATION I-3 - MALAYALAM
Theory
Credits 4
Course -17(iv): FOUNDATION I-3 - TELUGU
Theory
Credits 4
Course -17(v): FOUNDATION I-3 - HINDI
Theory
Credits 4

Syllabus yet to be prepared for the Course -17(ii) to Course -17(v)
Course – 18: FOUNDATION II-3 ENGLISH

Theory

Credits 4

Essence of the course:
This course adopts a Multi skill approach towards teaching English for undergraduate students. Keeping in view the principles of Language Learning and Teaching, the course adopts an Interactive approach to teaching the language. It also aims to equip the learners with skills of self learning.

Objectives:
1. To develop fluency in conversation and efficiency in interactional skills.
2. To enhance language in use.
3. To enable the learners to use English in real-life situations.
4. To develop creative writing and speaking.

CONTENT OUTLINE

Unit I
1. A Day’s Wait - Ernest Hemingway
2. Dress in communication- C.L.N.Prakash
3. Simple Past, Present perfect
4. Discourse markers

Unit II
1. Rethinking your Thinking- C.L.N.Prakash
2. The Justice of Peace - Hilaire Belloc
3. Phrases
4. Will/be going to

Unit III
1. Fusion Music -Pt. Ravi Shankar
2. The Happy Prince - Oscar Wilde
3. Letter Writing - (Business letter)
4. Adverbs
5. Adjectives and nouns

Unit IV
1. A speech by N.R. Narayana Murthy
2. The Cockroach - Kevin Halligen
3. Sentence form and sentence function
4. Personal letter

Unit V
1. Graphic Novels - C.L.N.Prakash
2. The Boy Comes Home - A.A. Milne
3. Phrasal verbs
4. Passive voice
5. Essay writing
Mode of Transaction:
Lecture, Discussion, Learner centered and interactive method

Practicum : Task and Assignment
1. Discuss the importance of Dress in Communication
2. Critically analyse the different ways of thinking according to C.L.N Prakash
3. Comment on the three facets of George's personality
4. Why did Kevin Halligen compare himself with the cockroach
5. How are Graphic Novels different from Conventional Comic books?

Mode of Assessment:
Written test, Task and Assignment

Reference:
1. Impressions III .A Multiskill Course in English by GeethaRajeevan and G. Radhakrishna Pillai
SEMESTER III
CORE 9 - INTRODUCTION TO ENGLISH LANGUAGE

Essence of the Course

This course provides deep and penetrating analysis of the Phonetics and Phonology of British English Language. The elementary linguistic concepts with the description of the sounds help the Indian students to know the nuances of the English language. It enlightens the differences between spelling and Pronunciation and enables students to become better speakers of the English Language.

Objectives :- At the end of the course the student teachers will be able to
- acquire knowledge of terms and concepts of the English Language
- develop interest on the manner of utterance through Organs of Speech
- understand the phonemes and morphemes of the English Language
- observes the way words are formed in the English Language
- apply the phonemes and morphemes in transcribing the words and sentences.

CONTENT OUTLINE

Unit 1: Language
Characteristics of Language
Speech and Writing
Varieties of Language

Unit 2: Phonetics
Air Stream Mechanism
Organs of Speech
Classification and Description of Consonants
Classification and Description of Vowels

Unit 3: Phonology
The Phoneme and the Allophone
Distribution of the English Consonants
The Syllable
Stress, Pitch and Intonation
Assimilation and Elision

Unit 4:
Morpheme and Allomorphs
Classification of Affixes
Classification of Morphemes
The Syllable
Word Formation

Unit 5:
TRANSCRIPTION
Practice in Phonetic Transcription in words and single sentences

Mode of transaction

Lecture Method, Discussion Method, Team Teaching, Brain storming and Seminar.
Practicum activities: Seminar and Assignments.
- How is English Language influenced by Region and Attitude?
- How is English Language influence by Education and Subject matter?
- How is English Language influence by Interference?
- Prepare five sentences with Rising Tone.
- Prepare five sentences with Falling Tone.
- State the differences between American and British English.
- The importance of English in India.
- Prepare a chart for the twenty four consonant sounds in English language.
- Prepare a chart for the twenty vowel sounds in English language.
- Find words for each consonant sound in the Initial, Medial and Final position.
- Find words for each vowel sound in the Initial, Medial and Final position.
- Find five words for each process of word formation.

Mode of Assessment

Written Test, Seminar and Assignment.

References


Chennai: Macmillan Publishers India Ltd.

CORE 10 - SHAKESPEARE – II

Essence of the course
This course will look closely at five Shakespeare plays, from the major genres of tragedy, comedy and romance. The course is suitable for students with little or no prior knowledge of Shakespeare and also for those wishing to become more familiar with the playwright's work and display a working knowledge of dramatic and poetic structures present in Shakespeare’s work, as well as a familiarity with many of the varied interpretations, analyses, and dramatizations of these works since the 16th century. Film and TV adaptations of the plays may be used to enhance discussion and reflection.

Objectives
The study will enable the students to:
- Identify and describe the different characteristics of Shakespeare’s plays
- Identify the distinct literary genres of the tragedies, comedies, and romances present in Shakespeare’s work
- Undertake textual analysis of Shakespeare’s plays
- Explain key terms, concepts and dramatic genres in Shakespeare’s plays
- Read and interpret criticism and apply it within an academic argument
- Evaluate Shakespeare’s contribution to the English language, and to the development of modern thought

CONTENT OUTLINE

Unit I
Othello

Unit II
Twelfth Night

Unit III
Tempest

Unit IV & Unit V
Merchant of Venice

Mode of Transaction
Lecture Method, Discussion Method and Film show

Practicum activities: Seminar and Assignment
1. The handkerchief is an important symbol in the play. Analyze the handkerchief in terms of its importance to Othello, Desdemona, and Iago.
2. Discuss the role of mistaken identity in Twelfth Night. Who is mistaken for whom, and what do these mix-ups signify?
3. Does Prospero truly undergo a “transformation” by the end of The Tempest? What is the evidence to prove or disprove this.
4. Why has the character of Shylock been interpreted in so many differing ways by so many different critics? Why is this dramatic character more puzzling, or more stimulating, than any other character in any of Shakespeare’s other romantic comedies?

Mode of Assessment
Written test, Mono-act and Assignment
CORE 11 - COMPARATIVE LITERATURE

Essence of the course:
Comparative Literature helps students to trace the transformations and travels of literary genres and texts across time and space. They explore the connections of literature with history, philosophy, politics, and literary theory.

At the core of the concentration in Comparative Literature are courses introducing Western, East Asian, Middle Eastern and South Asian literary traditions in comparative perspective. These courses introduce students to the global diversity of literary forms and genres while acquainting them with the methods of comparative literary study. A concentration in Comparative Literature is an excellent foundation for further work at the graduate level. It also prepares students to work in any field where critical thinking, strong writing skills and foreign-language competence and a sophisticated understanding of cultural difference and diversity.

Objectives:
1. To acquaint students of literature with a knowledge of using comparison as a tool of criticism.
2. To help students have a broad outlook on literature as Comparative Literature involves ‘Mutual Illumination’
3. To enable students to explore research areas in the core subjects of thematology, genealogy, literary history, literary influence, and reception, besides related fields of performance studies, theatre studies, film studies etc.
4. To go beyond mere comparative study of texts to include issues of nation, caste, race, gender, region, culture etc. in the analysis of texts as well as issues related to the history of print and publishing also form topics studied under the rubric of Comparative Literature.

COURSE CONTENT

Unit – I
Definition and Scope of comparative literature.

Unit – II
National Literature, Comparative Literature – General Literature – World Literature

Unit – III
The French and American Schools of Comparative Literature

Unit – IV
Genre Studies

Unit – V
Literature and Other Arts

Mode of transaction of the course:
Lecture method, discussion method and seminar.

Practicum activities: task and assignment
Seminar:
Compare any 2 writers' works and identify the similarities and dissimilarities of their writings.
Assignment:
1. How writers differ from each other?

Mode of assessment: Written test, task and assignment.

Reference:
1. Comparative Literature Ed by Prof. S. Yusuf
2. Ulrich Weissstein - Comparative Literature and Other Arts.
3. Welleck & Warren - Theory of Literature (Part II)
4. S. S. Prawar - Comparative Literature.
CORE 12 Supportive –III History of English Literature -1

Essence of the course:

This course is concerned to indicate the nature and value of the particular contribution which each writer personally has made to that literature. Therefore, the attention is mainly fixed upon the personalities of the man by whom this literature has been made including their lives, experiences and characters.

The principal object of this course is to trace the progress of English Literature through all its transformations from age to age.

It can prove as an effective course to the students to pursue the history of English literature by the chronological account of the books which have been written in the English language and of the men who wrote them from the age of Chaucer to the age of Johnson.

Objectives:
At the end of the course
- Students will be acquainted with British Literature of the period Chaucer to Johnson
- Students will become familiar with the major writers of the period Chaucer to Johnson
- Students will become conversant with the major works of the period Chaucer to Johnson
- Students will learn to criticize and enjoy the works of the period Chaucer to Johnson.

COURSE CONTENT:

UNIT-1 Age of Chaucer & Age of Shakespeare

UNIT-2 Age of Milton
Milton-The Metaphysical poets- Andrew Marvel-The Cavalier Poets

UNIT-3 The Age of Dryden

UNIT-4 The Age of Pope
Jonathan Swift-Addison-Steel-Daniel Dafoe-Pope

UNIT-5 The Age of Transition

Mode of transition of the course: Lecture method and Discussion method.

PRACTICUM ACTIVITIES: Task and Assignment
1. Write a paper for 5 pages on any one of works of the writers of British literature from the Age of Chaucer to the Age of Johnson, with a pictorial image of the writer.
2. Prepare a flipbook with the forms and titles of the works of a writer from History of English Literature. (Chaucer to Johnson)

Mode of Assessment: Written test, task and assignment.
Reference:
Edward Albert – History of English Literature
Oxford university press.
Course - 23: EDN I(PE) CHILDHOOD AND GROWING UP - I

Theory

Credits 4

Essence of the course:

This course makes student-teacher to understand the systematic study of childhood, adolescence and their development, make them to learn children at different ages through theoretical and interaction with learners in school. The main focus of this course is to prepare student-teachers to accept different constructivist nature of different children which is influenced by their family, school, neighbourhood and community background in particular and political, social, and cultural dimension in general. It gives them knowledge about various theories of child development.

Objectives:
At the end of the course the student teachers will be able to

- acquire the knowledge of Childhood, Adolescence and their development
- to understand the Multiple childhood and developmental feature of childhood and adolescence under different socio-economic and cultural factors
- apply the theory of development to understand learners
- develop skill in measuring behaviour of childhood and adolescence
- understand about the various socio-cultural impact on learners

CONTENT OUTLINE

Unit 1: Childhood, Adolescence and their development
Meaning of Childhood, Adolescence and Their Development – distinguish between growth and development – characteristics of growth and development – principles of development – developmental feature (physical, mental, emotional, social, and moral)

Unit 2: Psycho-Social Perspective of Childhood & Adolescence
Childhood in different stages (Multiple Childhood) – Mental health of childhood & adolescence - period of high protection & struggle of childhood and adolescence (social, cultural and economic background) – present scenario of childhood and adolescence in India.

Unit 3: Status of Childhood & Adolescence
Nature of childhood and adolescence in different cultures – peak in development (Motor, Speech, Play, Creativity, Interest, Leadership, Group Behavior) – gender bias – sex role stereotypes, status of girl child (especially in under privilege) – exploitation of child in urban slum.

Unit 4: Theories of development
Social developmental – Uric Bronfenbrenner’s Ecological system theory, Vygotsky’s Social Development and Erikson Psycho social development theories – Mental development – Piaget’s cognitive development, Bruner’s concept formation, Gardner’s multiple intelligence theory - Emotional development - John Bowlby’s attachment theory

Unit 5: Heterogeneous nature of adolescence
Transitional stage – critical age – characters of adolescence – dissimilarity of adolescence – population levels, group levels, cultural difference, and individual difference – developmental task is determinants of socio-economic & cultural factors.
Modes of Transaction:
Lecture, Assignment, Seminar, Group discussion, Workshop, Film Show, Audio – Video

Practicum: Task and Assignment
1. To prepare study report on the development of (Physical, Social, Emotional, Mental) of urban and rural adolescence in a specific standard (from VIII to XII)
2. Give your view about the present scenario of childhood and Adolescence
3. Prepare an interview schedule based on the Social development indicators of adolescence and study the social development of the class students
4. Write auto-biography about once your childhood and adolescence period discuss with his/her peer.

Modes of Assessment:
Written test, seminar, presentation, Field Visit

References:
Course – 24: EDN I(C&PS) KNOWLEDGE AND CURRICULUM

Theory

Essence of the course:

In the 21st century knowledge society, knowledge explosion is compelling the educational administrators to enrich the curriculum to develop the human resources according to the requirements of the world community. Therefore, this course is focusing on the knowledge and curriculum aspects. The purpose of knowledge and curriculum is to be understood from the epistemological and sociological perspectives of education. The course can enable the student teachers to gain confidence in curriculum design and evaluation by focusing the future directions.

Objectives:

At the end of the course the student teachers will be able to

- acquire knowledge of terms and concepts of curriculum and epistemology used in the field of education
- understand the types and process of curriculum, importance of social and epistemological basis of education
- apply the appropriate strategies for curriculum transaction and curriculum development
- develop the skills to use the concepts, practices and roles play in curriculum evaluation with the aims of education
- develop the skills on critically analysis of various samples of textbooks, children’s literature, and teachers’ handbooks
- develop interest on go through discovery of various philosophers
- develop the attitude towards concepts of nationalism, universalism and secularism and their interrelationship with education

CONTENT OUTLINE

Unit 1: Knowledge and Curriculum

Knowledge, wisdom – meaning – distinction between knowledge and wisdom – knowledge with skill, Information - Meaning of and need for curriculum - Domains of curriculum – Epistemological basis of Curriculum – forms of knowledge—logical grammar of disciplines – Curriculum organization - subject matter and curriculum organization – types of curricula: subject centred, co-related, fused, core and student centered – their relative values and weaknesses – Differentiating curriculum framework, curriculum and syllabus; their significance in school education – role of the textbook

Unit 2: Principles of Curriculum

Aims, goals and objectives of curriculum – curriculum design and its components – curriculum development: technical-scientific approach and Nontechnical- Non scientific approach – curriculum implementation and its models - Differentiating curriculum framework, curriculum and syllabus; their significance in school education

Unit 3: Curriculum Transaction

Strategies for curriculum transaction –Selection and organisation of learning situations – models of teaching: individual and team teaching, distance learning modes – Activity Based
Unit 4: Curriculum evaluation

Stages of programme evaluation - The curriculum cycle - nature and purpose of evaluation - approaches of evaluation - validity and significance of course content - evaluation models Taylor's, Stane's and CIPP model - practices and roles play in evaluation - peer evaluation - goal free evaluation - critical analysis of textbooks, children's literature and teachers' handbooks.

Unit 5: Issues in Curriculum Development

Critical issues: teacher centred to learner centred, subject centred to practical knowledge - Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity - centralized vs decentralized curriculum - diversity among teachers in their competence - problem of curriculum load as many concerns are to be included in curriculum - participants in curriculum Development - role of state in the curriculum development - makers of curriculum - role of curriculum in national development - Curriculum makes an intellectual society - curriculum for 21st century - UNESCO's concept of four pillars of education.

Mode of transaction:
Group discussion, lecture, discussion, symposium, Peer group, Debates, Workshop, Seminar, Project work.

Practicum: Task and Assignment
1. Select a primary school, observe and report about the implementation of ABL method.
2. Search in the internet about ALM method, and prepare an interview tool and interview 10 teachers who are using ALM method.
3. Write a comparative report based on the curriculum development in India and any other countries by referring internet.
4. Design a syllabi for a course at B.Ed., level / school level.
5. Write a report based on the curriculum of CBSE and Samacheer.

Mode of assessment:
Written test, Task and assignment

References:
Course – 25: EDN II(EPC) DRAMA AND ART IN EDUCATION

Practicum

Credits 2

Essence of the course:
This course is designed to enhance the creativity of student teachers and sharpen their aesthetic sensibilities. It aims to make student teacher aware of the role of art, music and drama in education. It will enable the student teacher to use the various forms of drama, art and music in the teaching learning to improve learning.

Objectives:

At the end of the course, the student teacher will be able to

- Understand the use of ‘Drama’ as a Pedagogy.
- Use ‘Role play’ technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various ‘Dance forms’ and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

CONTENT OUTLINE

Unit 1: Drama and its Fundamentals
Drama as a tool of learning – Different Forms of Drama – Role play and Simulation – Use of Drama for Educational and social change (Street play, Dramatization of a lesson) – Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit 2: Music (Gayan and Vadan)

Unit 3: The Art of Dance
Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances – Integration of Dance in educational practices (Action songs, Nritya Natika)

Unit 4: Drawing and Painting
Unit 5: Creative Art
Creative writing - Story writing, Poetry writing - Model making - Clay modeling, Origami, Puppet making - Decorative Art - Rangoli, Ekebana, Wall painting (Mural) - Designing - Computer graphics, CD Cover, Book cover, Collage work - The use of different art forms in Education

Mode of Transaction:
Lecture, lecture cum Discussion, Workshop schedule, Slide/Film show, Project work, Demonstration, Visit, Group work and its Presentation

Practicum: Task and Assignment
1. Develop a script of any lesson in any subject of your choice to perform a Play/Drama.
2. Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
3. Prepare a script of Bhavabased on some Socio-political issues.
4. Prepare a pictorial monograph on “Various folk dance of Gujurat”.
5. Prepare a pictorial monograph on “Various Dance forms in India”.
6. Prepare a calendar chart on “Various Musical Instruments in India”.
7. Develop an Audio CD based on newly composed Poems of Gujrati/Hindi language.
8. Prepare some useful, productive and decorative models out of the waste materials.
9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
10. Organize a competition on some Decorative/Performing Art forms in the school during your School Internship programme and prepare a report on it.
11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
12. Develop a creative design based on your choice for CD Cover or Book cover.
13. Develop a design or picture based on collage work.
14. The work based on visits to places of art, exhibitions and cultural festivals and Perception, reflection, and dramatic/artistic expression (presentation) of any five art, drama and music items relating to any five areas included in the EPC 2 course content.
15. Individual visits and writing perception and reflective report (2 items)
16. Group visits (two) and writing perception and reflective report based on class review
17. Individual Expression (presentation) of any two art, drama and music items
18. Group expression (presentation) of any two items

Mode of Assessment
Written test and Tasks and assignments

References:
1. Theory of Drama by A.Nicoll
2. Natya Kala by Dhirubhai Thakar
3. Natylekhan by Dharonjay Thakar
4. Natyakshidesman by Hasmukh Baradi
5. Gujarati theatre no Itihas by Baradi Hasmukh
6. Acting is Believing by Charis McGaw
7. Art of Speech by Keith Rich
8. NatyaSahitynaswaroopo by Nanda kumarpathek
9. Bhavai by Sudahaben Desai
10. Bhavai by KrishnakantKadriya
11. NatyaManjarisaurabh by G.K.Bhatt
12. Bharat surBharatiyaNatya Kala by Surendranath Dixit
15. Japan niRangbhumi by C.C.Mehta.
18. Abhinav Raga Manjari by Pt. Bhatkhande
20. Abhinav Geet Manjari by Ratanjankar
SECOND YEAR - SEMESTER IV
Course - 26: FOUNDATION I-4
Course - 26(i): FOUNDATION I-4 TAMIL

Theory

Credit 4

1. எண்பு எண்மிக்குவதற்கான

1.1 நோகிருவக் கோடு

மூன்று வருடங்கள்

மூன்று வருடங்கள்: 35, 155, 191, 215, 263

1.2 அவகாசாக்குறை

பதிக்கார் விளக்கம்

மூன்று வருடங்கள்: 2, 17, 18, 160, 379

1.3 கசாக்குறை

பதிக்கார் விளக்கம் - 3. வருடங்கள் பந்து மூன்று வருடங்கள் (31 - 40)

1.4 பகுதியாக்குறை

இருந்து வருடங்கள் - 2. வருடங்கள் பந்து மூன்று வருடங்கள்

மூன்று வருடங்கள் - 72 வருடங்கள்

1.5 விளக்கார்

பதிக்கார் விளக்கக் கோடு - 9. வருடங்கள் பந்து

சுருக்கம் - தமிழ் எண்மிக்குறை, 1 - 26 வருடங்கள்

1.6 விளக்கார்

மூன்று வருடங்கள் - 1, 8, 10

1.7 விளக்கார் விளக்கப்படுத்துபவர்

அம்மெள் விளக்கக் கோடு, என்கி. 84 - 111

1.8 பல வருடங்கள்

மூன்று வருடங்கள்: 74, 95, 106, 107, 168, 189, 192, 204, 212, 312

1.9 பொழுதுவிளக்கம்

1.10 சுருை எண்மிக்குறை விளக்கம்

பொழுதுவிளக்கம் பொழுது

1. முக்கோணம், தைடு, ஆர்வ விளக்கம் அல் எண்மிக்குறை விளக்கம்

2. பொழுதுவிளக்கம் பந்து விளக்கக் கோடு - மூன்று வருடங்கள்

3. அகலம், வைத்திய விளக்கக் கோடு, பொழுதுவிளக்கம் பந்து விளக்கக்

விளக்கார் - விளக்கார் எண்மிக்குறை

4. பொழுதுவிளக்கம் - எண்மிக்குறையாக, அலை விளக்கப்படுத்துபவர், விளக்கப்படுத்துபவர் பந்து விளக்கார்

அளிப் பதிக்கார் விளக்கார்

எண்மிக்குறை - எண் - எண் - எண் - எண் - எண் - எண் - எண் எண்மிக்குறை

எண்மிக்குறை விளக்கார் விளக்கம்

எண் - எண் - எண் - எண் - எண் - எண் எண்மிக்குறை விளக்கார் விளக்கம் - எண் - எண் - எண் - எண் - எண் - எண் - எண் - எண் எண்மிக்குறை
Course -26(ii): FOUNDATION I-4 FRENCH  
Theory  

Course -26(iii): FOUNDATION I-4 MALAYALAM  
Theory  

Course -26(iv): FOUNDATION I-4 TELUGU  
Theory  

Course -26(v): FOUNDATION I-4 HINDI  
Theory  

Credits 4

Syllabus yet to be prepared for the Course -26(ii) to Course -26(v)
Course – 27: FOUNDATION II-4  

ENGLISH

Theory

Essence of the course:

This course adopts a Multi skill approach towards teaching English for undergraduate students. Keeping in view the principles of Language Learning and Teaching, the course adopts an interactive approach to teaching the language. It also aims to equip the learners with skills of self learning.

Objectives:

1. To develop fluency in conversation and efficiency in interactional skills.
2. To enhance language in use.
3. To enable the learners to use English in real-life situations.
4. To develop creative writing and speaking.

CONTENT OUTLINE

Unit I
1. The Unicorn in the Garden- James Thurber
2. Beijing Olympics Opening Ceremony- C.L.N.Praakash
3. Words easily confused
4. Verbs
5. Past Perfect tense
6. Welcome address

Unit II
1. The Many and the None- C.L.N.Praakash
2. Meeting at night-Robert Browning
3. Letter of Complaint
4. Prefixes and suffixes
5. Complex Noun Phrase

Unit III
1. Conflict with Others- C.L.N.Praakash
2. The Blue Bouquet- Octavio Paz
3. Exponents
4. Letter of negotiation
5. Use of Articles

Unit IV
1. Real Time- Amit Chaudhuri
2. The Chimney Sweeper’s Complaint- Mary Alcock
3. Word building and inversion
4. Letter to the government.
5. Essay writing

Unit V
1. About an Inconvenient Truth - C.L.N. Prakash
2. Refund Fritz Karinthy
3. Leaflet
4. Collocations
5. Discourse markers
6. Essay writing

Mode of Transaction:
Lecture, Discussion, Pair and group work in the class.

Practicum: Task and Assignment
1. Discuss the moral of the story, "The Uni corn in the garden"
2. What is the evidence of Biodiversity that we see around us?
3. Comment on the Imagery used in the poem, 'Meeting at Night'.
4. Metaphors used by the author in, "The blue Bouquet"
5. "An inconvenient truth" - What is the truth and for whom is it inconvenient?

Mode of Assessment:
Written test, Task and Assignment

Reference

1. Impressions I. A Multiskill Course in English by Geetha Rajeevan and G. Radhakrishna Pillai
2. Intermediate English grammar - Reference and practice book for south Asian students with
Answers by Raymond Murphy second edition: Cambridge University press 1997 (unit 68-136)
SEMESTER IV
CORE 13 - AMERICAN LITERATURE

Essence of the Course:
Studying American literature encompasses understanding society. The expression of the changes in
life style, tensions about freedoms and rights, and the struggles of different cultural groups in the writings of
many different people not only reflected upon the ideals of hope and freedom that America’s establishment
stood for but these writings recorded what really happened from the different sides of the conflict and was
inspiration for others to follow. When we do this, we have the opportunity for discovering pride in our
community and culture, for gaining respect for another’s, and for learning humility as we interact across
cultures.

Objectives of the course:
- To familiarize students with the prose, poetry, drama and fiction of American literature.
- To enable students to look into poetry with aesthetic sense.
- To enable the students to understand the elements of drama such as action, plot and settings.
- To make students understand new themes as befitting new experiences and new situations in life.
- To analyze critically all the components of best writing.
- To promote the joy of reading.

CONTENT OUTLINE:

Unit -1 Prose
Edgar Allan Poe, ‘Philosophy of Composition’
Henry David Thoreau, ‘Where I Lived and What I Lived for’.

Unit -2 Poetry
Edgar Allan Poe, ‘Raven’
Emily Dickinson, ‘I Felt a Funeral in my Brain’
Robert Frost, ‘Mending Wall’, ‘Stopping by Woods’
Sylvia Plath, ‘Daddy’

Unit -3 Drama
Arthur Miller, The Crucible.

Unit -4 Fiction
Toni Morrison, Beloved.

Mode of Transaction: Lecture Method, Group Discussion, Critical Analysis
Practicum Activities:
Seminar
1. Critically analyze the transcendental elements of “Where I Lived and What I Lived for”.
2. Present Poe’s Philosophy of composing poetry.
3. Justify Plath’s “Daddy”
Assignment
1. Discuss the ill-treatment of African-American in “Beloved”.
3. Write a paper about Frost’s Stopping by Woodson a Snowy Evening.
Mode of Assessment: Written test, Seminar, Assignment

Reference:
American Literature: An Anthology (Vols. I and II) ed Egbert S.
Oliver (Eurasia Publishing House Pvt. Ltd., Delhi).
CORE 14 - COMMONWEALTH LITERATURE

Essence of the Course:
Commonwealth Literature, Post-Colonial Literature in English, New Literature in English, World Writing in English are some of the terms being used to describe the writings of members of the former British Empire. This course provides inputs from Canadian writer Stephen Leacock, Africa's major dramatist, Wole Soyinka, well-known Australian woman poet, Judith Wright, Australian poet, Bruce Beaver, Chinua Achebe from Africa, Kamala Wijeratne from Sri Lanka British-Indian novelist, Salman Rushdie and Patrick White of Australia.

Objectives:
On the successful completion of the course, the prospective teachers would be able to:
- Form an overview of literature in Commonwealth Nations
- Capture the mood and manner of expression in writings by non-native users of English
- Understand the cultural milieu prevailing in the country
- Appreciate the different schools of thought

COURSE OUTLINE:

UNIT 1
Introduction on Commonwealth Literature

UNIT 2
Prose
From Laugh with Leacock (Transworld, London):
1. My Financial Career
2. Borrowing a Match
3. How to Introduce Two People to One Another
4. The Laundry Problem
5. Back to the Bush
6. How to Borrow Money

UNIT 3
Poetry
From Anthology of Commonwealth Poetry, ed. C.D. Narasimhaiah (Macmillan):
1. Judith Wright, ‘Woman to Man’
2. Bruce Wever, ‘Letters to Live Poets I’
3. Chinua Achebe, ‘Refugee Mother and Child’
4. Kamala Wijeratne, ‘To a Student’
5. Derek Walcott, ‘Ruins of a Great House’
6. Gabriel Okara ‘Once Upon a Time’

UNIT 4
Drama
Wole Soyinka, Lion and the Jewel
Girish Karnad, Tughlaq

UNIT 5
Fiction
1. Salman Rushdie, Shame
2. Patrick White, Tree of Man
MODE OF TRANSACTION:
Lecture, seminar, discussion, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion

PRACTICUM ACTIVITIES: Task and Assignment:
1. What are the major themes developed in Wole Soyinka’s play The Lion and the Jewel?
2. Who or what is being satirized in Wole Soyinka’s The Lion and the Jewel and why?
3. What is the impact of setting on characters’ growth in The Lion and the Jewel?
4. What are the themes developed in The Lion and the Jewel?
5. Enumerate on the humour and satire in Stephen Leacock’s essays.
6. In My Financial Career Stephen Leacock uses a first-person narrator. What are the advantages?
7. The Tree of Man presents a parable of life’s greatest mystery—Explain.
8. Write a brief analysis of Woman to Man By Judith Wright.
9. Write an essay on the Literary Techniques in Shame.
10. Discuss the literary precedents in Shame.
11. Comment on the confessional elements in Bruce Beaver’s poem.
12. To a Student by Kamala Wijeratne is a portrayal of the ethnic conflict between the Sinhalese and Tamils and a war cry to bring back peace—Testify the statement.
13. The plays Wole Soyinka’s, Lion and the Jewel, Girish Karnad’s, Tughlaq may be enacted in the Class.

MODE OF ASSESSMENT
Written test and assignment

REFERENCES:
12. Tree of Man Reviewed by Patrick Coady in Quadrant 1/1 (Summer 1956/57): 87-88.
CORE 15 - ENGLISH FOR COMPETITIVE EXAMINATION

Essence of the Course:
English is a global language and a global tool for education, mobility, employability and opportunity. English is an important qualifying subject in all competitive examinations that are held in India, in both public and private sectors. Expanding and reforming language education systems can be the key to delivering long term benefits to the students. The course must provide competitive edge over the potential competitors and make the students face the challenges of Foreign Language Education. The course provides necessary inputs in all aspects of language education.

OBJECTIVES
On the successful completion of the course, the prospective teachers would be able to:
- appreciate the nuances of English Language
- understand the basics of English Language as a discipline
- examine the sentence patterns and spot the errors
- develop writing skills in the target language
- enhance vocabulary in English
- develop good spelling ability
- improve his/her proficiency in English

COURSE OUTLINE:

UNIT 1 PHONETICS:
1. Introduction to Phonetics
2. Sounds. a) Vowels b) Diphthongs c) Consonants d) Stress and Intonation
3. Phonetics — Additional points

UNIT 2 VOCABULARY:

UNIT 3 GRAMMAR:
1. Parts of Speech

UNIT 4 COMPREHENSION AND CREATIVE WRITING:

UNIT 5 TEACHING OF ENGLISH:
1. Introduction 2. Teaching English as a skill-based subject 3. Evaluation & Assessment

MODE OF TRANSACTION:
Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain
Storming sessions, peer group discussion

PRACTICUM ACTIVITIES: Task and Assignment:
Conducting spelling bee contests
Grammatical Categories are discussed by both inductive and deductive methods
Conducting several rounds of mock tests
Using online portals for conducting tests
Testing reading comprehension through authentic materials
Enhance vocabulary through reading newspapers

MODE OF ASSESSMENT:
Written test and assignment

References:
8. Longman Essential Activator
9. Longman Language Activator
CORE 16 (Supportive – IV) History of English Literature - 2

Essence of the course:

This course is concerned to indicate the nature and value of the particular contribution which each writer personally has made to that literature. Therefore, the attention is mainly fixed upon the personalities of the man by whom this literature has been made including their lives, experiences and characters. The principal object of this course is to trace the progress of English Literature through all its transformations from age to age.

It can prove as an effective course to the students to pursue the history of English literature by the chronological account of the books which have been written in the English language and of the men who wrote them from the Age of Wordsworth to The Inter War Years.

Objectives:

At the end of the course:

- Students will be acquainted with British Literature of the period of Wordsworth to Inter War Years.
- Students will become familiar with the major writers of the period of Wordsworth to Inter War Years.
- Students will become conversant with the major works of the period of Wordsworth to Inter War Years.
- Students will learn to criticize and enjoy the works of the period of Wordsworth to Inter War Years.

COURSE CONTENT:

UNIT-1 Age of Wordsworth

UNIT-2 The Victorian Age

UNIT-3 The Birth of Modern Literature

UNIT-4 The Birth of Modern Literature

UNIT-5 The Inter War Years

Mode of transacation of the course: Lecture method and discussion method.

PRACTICUM ACTIVITIES: Task and Assignment
1. Write a paper for 5 pages on any one of works of the writers of British literature from the Age of Wordsworth to The Inter War Years, with a pictorial image of the writer.
2. Prepare a flipbook with the forms and titles of the works of a writer from History of English Literature (Age of Wordsworth to The Inter War Years).

Mode of Assessment: Written test, task and assignment.

Reference:
Edward Albert – History of English Literature
Oxford university press.
Course – 32: EDN I (PE)  CHILDHOOD AND GROWING UP – II

Theory

Credits 4

Essence of the course:

This course makes student-teacher to understand the systematic study of childhood, adolescence and their development, make them to learn children at different ages through theoretical and interaction with learners in school. This course makes student-teachers to understand the developmental nature of the adolescents and it helps them to realize the child exploitation in different aspects, marginalization & stereotyping nature in our culture. In addition to that, it focuses on child labour and how do media focus their realities.

Objectives:
At the end of the course the student teachers will be able to

- develop interest to know more about the process of Marginalisation of social difference
- develop a desirable positive attitude towards society stereotype, child law and media of childhood & adolescence
- appreciate the transitional and critical age of childhood and adolescence
- apply the various socio-assessment tools in their real life
- analyse about self

CONTENT OUTLINE

Unit 1: Socio-cultural impact on learner


Unit 2: Representing the realities


Unit 3: Marginalization of social difference

Underprivileged sector of society – (Girl child, children in dalit household and differently abled) – present status of underprivileged in India – delinquency child – measures to eradicate marginalization – community involvement, implementation of laws, internalizing values

Unit 4: Personality and Social Cognition


Unit 5: Transfer of Learning & Developing Socio-Assessment ability

Modes of Transaction:
Lecture, Assignment, Seminar, Group discussion, Workshop, Film Show, Audio – Video

Practicum: Task and Assignment
1. Prepare a Socio-metric matrix in a classroom
2. Conduct a study on teacher’s knowledge about the cultural space of the learner in a classroom
3. Write a critical study report on portrayal about adolescence in media - particularly Language based
4. Make a survey and write a report based on child Labour status in your Locality
5. Select 30 Girl Child in your village/city and study their social status
6. Interview at least 10 teachers, parents and students about marginalization of social difference and report their suggestions
7. A study on the relational status about self and his/her socio-economic background
8. Conduct a study among the class students’ family members relationship with the help of Genogram & Eco map

Modes of Assessment:
Written test, seminar, presentation, Field Visit

References:
Course -33: EDN I(PE)  GENDER SCHOOL AND SOCIETY

Theory

Essence of the course:
The course is humble effort made to sensitize gender equality in society and school. The course will enable the student to identify the gender crisis, create awareness on gender equality, refine women’s students being prey to untold atrocities of home and society and equip students with available laws.

Objectives:
At the end of the course the student teachers will be able to

- acquire knowledge on Terms and concepts Gender, school and society.
- understand the challenges faced by the Gendered roles in society through a variety of institutions.
- apply the knowledge to critically analyse the gendered roles, relationships and ideas in textbooks and curricular to nurture or challenging gender disparity of gender inequalities prevailing in the society.
- develop the life skills courses in schools and to deal with some issues of gender identity roles.
- develop interest in studying gendered roles, relationships and ideas in textbooks and curricular.
- develop a positive attitude towards roles and institutions in society.

CONTENT OUTLINE

Unit 1: Gender identity construction
Gender: meaning, definition — in various perspectives: biological, functionalist, integrationist, conflict — current status — inequality in India — gender studies — education of the girl child — agencies for women education and development — Research project and studies — evaluation of text books and media from the gender perspectives — global perspective on gender

Unit 2: Gender in society and groups
Gender in society — definition, elements of society — agencies of education in society (formal, informal and non-formal) — social system — social structure — social groups — social stratification — social institution (family, caste, religion, culture, media, law and state) and their influence on gender roles.

Unit 3: Gender, sexuality, sexual harassment and abuse
Gender roles and male/ female interaction — men and women in the public world — sex segregation in occupations — linkages and differences between reproductive rights and sexual rights — development of sexuality including primary influences in the lives of children (gender, body image, role models) — sites of conflict: social and emotional understanding — importance of addressing sexual harassment in family, neighbourhood, other formal and informal institutions — agencies perpetuating violence: family, school, work place and media (print and electronic) — Institutions redressing sexual harassment and abuse.

Unit 4: Gender and Law
Unit 2: Creation of digital resources
creation of teaching resources using Microsoft word, spreadsheet and presentation software: creating and opening documents, saving and sharing documents, text basis, formatting text/cell, unicode fonts, inserting tables, charts, picture etc., page layout, printing and presenting (slide show) documents—MS Publishing Interactive learning with whiteboards

Unit 3: ICT Integration with Pedagogy Practices and Educational Resources
Introduction to Internet: E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; — Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. — General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); — Social networking

Unit 4: Techno-Pedagogic Skills

Unit 5: ICT and General Administration in Educational Institutions
Use of ICTs to simplify record keeping, information management in education administration — ICT infrastructure — automated and ICT managed school processes — school management information system (school MIS) — learning management systems — human resource systems — timetabling and resource allocation — student record systems — library systems — finance systems

Mode of Transaction
Project method, CAL, smart board, visual excursion, Discussion, LCD Projection, Demonstration, Lecture, Web Surfing

Practicum: Task and Assignment
Software:
1. Create and present micro or macro lesson for the pedagogical subject using power point presentation and submit in the form of CD and Handouts.
2. Creating and using Blogs and Google Groups, for teaching and learning purpose.
3. Develop digital - learning video resources (using like Camtasia software) and upload to YouTube or any streaming site for educational purpose.
4. Create and present voice narration for any one topic related to your pedagogical subject.
5. List and use any two social media for publishing your article related to education.
6. Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. The report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, figures (data), graphics, explanation and logic of the topic.
7. Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spreadsheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs.
8. Integrating technology tools for material production and use in teaching learning
9. Ownership of digital resources created and used in education and developing collaborative networks for sharing and learning
10. Use of ICTs for record keeping, information management in education administration, communication and information sharing/ storing

Hardware:
1. Write a report about how to install software like word processors, spreadsheet and Slide Presentation (with pictures of installation process)
2. Make a inventory to Installation of Operating systems, Windows, installation of essential Software and Utilities; (with pictures of installation process)
3. Connect a computer with various devices including printers, scanners, external storage devices, LCD projector etc. and draw the structure and function of peripheral used.
4. Use of pre-made digital resources such as CDs, Videos available, or download from website and integrate it into meaningful lessons.
5. Practice to present the lesson using interactive whiteboard or LCD projector.

Mode of Assessment
Written test, Task and assignment

References:
3. Information Technology: The Breaking Wave, Tata Macgraw hill
Course – 34: EDN II(EPC)  CRITICAL UNDERSTANDING OF ICT

Practicum  Credits 2

Essence of the course:

The ultimate aim of teaching ICT in the discipline of Education is to disseminate the ICT skills across the disciplines and inspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. This course aims to give an understanding of ICT and its potentials in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation, Software and other utilities for supporting teaching-learning. This course focuses on equipping the student teachers with

1. A social perspective on the implications of ICT for larger society.
2. skills of basic computer literacy and ICT-aided learning; and
3. skills of applications of ICT in administrative and academic support systems;

Objectives:

At the end of the course, the student teacher will be able to

- acquire knowledge about information and communication technology with its educational aims and principles
- understand effective uses of ICT in teaching-learning, administrative and academic support systems
- apply ICT knowledge in build the ‘digital public’ and explore software for ICT Integration and Evaluation Procedures
- develop skill in creating ‘learning and teaching resources’ based on ICT
- create interest in ICT Integration with Pedagogy practices
- understand the social, economic, security and ethical issues associated with the use of ICT
- acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- elucidate the application of ICT for Teaching-Learning
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

CONTENT OUTLINE

Unit 1: Digital Technology and Socio-economic Context

Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; -- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; -- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh; Virtual laboratory and Haptic technology.
Gender perspectives in policy and planning – incentive for girls -- improving the quality of government schools – gender inputs in school curricular and text books -- women teachers in school-- introduction to law related to women (Rape, Dowry, Re-marriage, Divorce, Property, Inheritance- women reservation bill- history and current status. The Indian Constitution and provisions according to women-human rights and women rights.

Unit 5: Gender and quality education
Gender disparity and gender parity – quality education for girls – curricular and co-curricular activities to achieve gender parity – life skill course to deal with gender issues – critical analysis on co-education – strategies to develop parity, gender equality and empowerment – support services for girl’s education – sustainability approach to equality and empowerment – construction of ideas on gender in school framework during post independence period – gender and the hidden curriculum – Teacher as an agent of change– women empowerments through social reform movements

Mode of Transaction:
Lecture, Discussion, Team Teaching, Case Study, Film Show

Practicum: Task and Assignment
1. Conduct a gender ratio survey in a village and write a report.
2. Analyse and report the differential treatment between the gender in family and neighbourhood.
3. Write a critical report on challenges faced by different women groups in present society based on valid published reports.
4. Organizing drama and debate to develop awareness for sexual abuse.
5. Women day celebration and projects related to women personalities.

Mode of Assessment:
Written test and Task and assignment

References:
32. Http://shodhganga.inflibnet.ac.in/bitstream/10603/36053/11/11_chapter%205.pdf
SEMESTER V
CORE 17 - LITERARY CRITICISM

Essence of the Course:
The course presents an overview of major trends in literary criticism and to familiarize students with the background to English criticism. An attempt has been made to lay the foundations for a proper understanding of the intricacies of this branch of Literature. It traces the key topics in these domains beginning from the classical times to the modern and to appreciate critically the components of best writings.

Objectives:
At the end of the course the students will be able:
- to familiarize students with the background of English Criticism.
- to know the critical principles of major critics like Plato, Aristotle, Longinus, Quintillian, Dante.
- to make them realize the shifts and changes in critical concepts.
- to familiarize the students with the essays of great critical essayists like Philip Sydney, Dr. Johnson, Wordsworth, Coleridge, Matthew Arnold, T.S. Eliot, I.A. Richards and F.R. Leavis.
- to appreciate critically all the components of best writings.
- to develop the skill of criticism in English.

CONTENT OUTLINE

Unit I: Introduction to European Classical Criticism

Unit II:
Philip Sydney - An Apology for Poetry
Dr. Johnson - Preface to Lives of Poets

Unit III:
Wordsworth - Preface to Lyrical Ballads
Coleridge - Biographia Literaria (chapter XIV)

Unit IV:
Matthew Arnold - The Study of Poetry
T.S. Eliot - Tradition and the Individual Talent

Unit V:
I.A. Richards - Practical Criticism
F.R. Leavis - Aesthetic Criticism

Mode of transaction: Lecture method, Discussion method and Seminar.

Practicum activities: Seminar and Assignments
1. "Aristotle has enunciated certain artistic principles which will remain permanently valid". Discuss
2. Analyse the character of Falstaff in line with Horace's idea of a new or invented character.
3. Read a passage in Paradise Lost and bring out the ideas of Longinus theory of Sublimity.
4. Attempt a contrast of Wordsworth and Longinus.
5. Elucidate "Tradition and Individual talent" as a refutation of Wordsworth's definition of poetry as "emotion recollected in tranquility".
6. Analyse how Coleridge says that meter is an integral part of a poem.
7. Discuss the views of I.A. Richards on the nature and the value of poetry.

Mode of Assessment: Written test, Seminar and Assignment

References:
Prasad, B. (2014). An Introduction to English Criticism
Nagarajan, M.S. (2006). English Literary Criticism and Theory
CORE 18 - NATIONAL LITERATURE IN TRANSLATION

Essence of the course:
The course offers rich opportunities to the students to equip themselves with historical, literary and cultural dimensions of English studies and to train the students to analyze the trends in literary expression of the period and sensitize students to the momentous changes in the Sangam period. Further the course provides historical perspectives of the colonial era.

Objectives:
On the successful completion of the course, the prospective teachers would be able to:

1. relish the beauty of Sangam literature.
2. understand the nuances of Sangam literature in its varied strands the interior akam and the exterior puram forming their two overarching themes.
3. appreciate the internal logic and magic of the Sangam Poetry acclaim the efforts of the translator and their efforts in breathing life into world long past
4. study Rabindranath Tagore to know the essence of Indian artistic traditions
5. note the quality and beauty of Tagore’s mastery of English language that made him a renowned writer
6. understand the growth of Tagore into a cultural hero and international figure.
7. appreciate Tagore’s versatility in writing
8. realize Tagore’s spiritual beliefs as presented in Gitanjali
9. understands the slice of History portraying the French Govt. of Pondicherry Prapanjan’s, Beyond the Sky

UNIT 1
From Love Stands Alone: Selections from Tamil Sangam Poetry, Trans. by M.L. Thangappa (Penguin):

AGAM POETRY:
1. Butterfly with Beautiful Wings
4. Like butter on a rock
7. Hanging by the Bark
10. The Inky Darkness of the Night
13. Chieftain of the mountain land

2. Rainwater and Red Soil
5. Love’s Foolishness
8. The Big Village Slept
11. Like a Cruel Sword
14. Flourescent as Moonlight

PURAM POETRY:
1. Is it Right
2. Conquests and Sacrifices
3. The Whole World Fears for your Safety, One Man Fighting Another
4. If an Elephant is Fed
5. Give What you Can.
6. A Monument of Stone

UNIT 2
Rabindranath Tagore, Gitanjali (Macmillan).

UNIT 3
Kalidas, Sakuntala (from Three Sanskrit Plays, Penguin).

UNIT 4
Freemond’s Short Stories

UNIT 5
Prapanjan, Beyond the Sky (Sahitya Akademi).

MODE OF TRANSACTION:
Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain
Storming sessions, peer group discussion

PRACTICUM ACTIVITIES: Task and Assignment

1. “The poems in Love Stands Alone are breathtaking in their directness, subtle in nuances and astonishingly contemporary in tone”—Discuss.
2. Discuss the arguments put forward in the Puram poetry with respect to prescribed poems. Consider Gitanjali as a metaphysical poem.
3. Examine the theme of love and duty in the narrative of Sakuntala.
4. Most of Premchand’s stories reveal the brilliance of his characters and the realistic portrayal of the life of people and culture of India in pre-independence years—Discuss.
5. How does Prapanjan bring out the various facets of human nature under the French regime in his epic work Beyond the sky.

MODE OF ASSESSMENT: Written test and assignment

REFERENCES:

5. Vivekananda, Swami. Caste, Culture and Socialism (Published by Ananyand) Kolkata: Ashtosh Lithographic Co. 1963
THIRD YEAR - SEMESTER V
Course – 37: EDNI(PE) CONTEMPORARY INDIA AND EDUCATION - I

Theory

Essence of the course:
This course provides deep and penetrating analysis of socio-economic concerns in contemporary India and the role of education in suitably meeting the challenges. All the emerging concerns are discussed in their sociological, philosophical, values, cultural, economical, constitutional, and global perspectives.

The knowledge on education, philosophy of education; educational thinkers and their contributions in education, National integration and socialization, international understanding, Indian constitution, the education policies, inclusive education and the role of education in secularism, socialism, democracy etc. will enable the student teachers to emerge as a successful teacher.

It can prove as an effective course to student teachers to understand the challenges of education in the contemporary Indian society and it will surely show the students, the right path in the field of teaching.

Objectives:

At the end of the course the student teachers will be able to

- acquire knowledge of terms and concepts used in Indian society, communities and groups with focus on government policy frame work socialisation and sociological aims of Education
- understand Inequality and the importance of equality, stratification, causes of diversity, marginalised society
- apply the constitutional values related to Education and social diversity
- develop the skills to respect collective living, resolution of tension peacefully and justly
- develop interest on language policies, multilingual education to understand contemporary India and education
- develop the attitude towards plebianisation, liberalisation, privatisation and stratification in Education from global point of view.

CONTENT OUTLINE

Unit 1: Concept and aims of education
Meaning of Education – Formal, non-formal and informal education – Various Agencies of Education – Aims of Education in Contemporay Indian society – Determinants of Aims of Education

Unit 2: Education and Philosophy

Unit 3: Education and Sociology
Meaning and Scope of educational sociology – Social Realities of Indian Society and their educational implications: Diversity in Indian Society; Inequality and Marginalization – Schisms in terms of Caste, Religion, Language, Region and their demands on Education.

Unit 4: Education, Social Change, Social Stratification and Social Transformation

The concepts of social change – Factors of social change – Role of education in the process of social change – Limitations of Education in the process of Social Change – Socialization process – agencies – role of school and family; school as a miniature society; – Social Stratification – Conceptualizing Social Stratification – Forms and Bases of Social Stratification – Impact of social stratification on education and vice versa

Unit 5: Education and Indian constitution


Mode of transaction of the course:
Lecture method, Peer group, Discussion method, Team teaching, Debates, Brain storming, Workshop, Seminar, Project work, e-learning (edmodo.com)

Practicum activities: Task and Assignment
Planning and implementation of Activities
a. field visit to vocational institutes to make reports,
b. awareness development about population explosion in rural / slum areas,
c. Preparing a presentation on rich cultural heritage of India

Mode of Assessment
Written test and Task and assignment

References:
Course - 38: EDN I(PE) LEARNING AND TEACHING-1

Theory

Essence of the course:
Modern world is marching towards technology and scientific innovations. Keeping these changes in mind, this course tries to enable the student teachers to be aware of learning and teaching deeply. This also intends to develop a positive attitude towards the process of teaching and learning which would help the trainees to adopt various strategies of learning and teaching with reference to various levels of learning. It also enables the trainees to adopt various modern tools and techniques for facilitating learning and teaching.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the concept of learning and its importance for human excellence
- Apply the learning theories in their teaching
- Understand the processes that facilitate construction of knowledge
- Create facilitative learning environments in schools
- Understand the concept and different levels of teaching
- Adopt different teaching strategies
- Understand the models of teaching
- Adopt ICT tools for facilitating teaching and learning
- Adopt innovative practices of teaching and learning
- Understand teaching as a profession.

CONTENT OUTLINE

Unit 1: Development of learner and learning
Learning - Domains of learning for holistic development - Phases of learning - influence of peer group, group cohesion and group dynamics on learning - Development of learner as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological) - Nature and nurture, continuity and discontinuity issues, growth and maturation - Implications for teachers to develop holistic understanding of the learner in context.

Unit 2: Theoretical perspectives on learning
Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky). - Concepts and principles, applicability and Relevance, Role of learner in various learning situations, Role of teacher in teaching-learning situations:

Unit 3: learning in 'constructivist' perspective
Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' - Social-constructivist perspective and applications of Vygotsky's ideas in teaching - processes of construction of knowledge: Experiential learning and reflection, Social mediation, Cognitive negotiability, Situated learning and cognitive apprenticeship, Meta-cognition - Creating facilitative learning environments, teachers' attitudes, expectations - enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning.
Unit 4: Methods of learning

Types - individual and group methods - innovative methods, new trends in learning use of computer and networking - Influence of methods on active engagement and inquiry in learning - activity based learning - social learning - constructivism in learning - problem solving, discovery learning, mastery learning, individual and peer group learning - factors affecting learning

Unit 5: Individual differences among learners

Differential learning needs of the learners with regard to abilities: intelligences, interest, aptitude, creativity, personality, values - learning styles - language (home language and language of instruction) - sociocultural differences (cultural capital), learning difficulties, and their implications for classroom practices and teaching

Mode of transaction: Lecture, discussion, Project work, field trip, assignment, seminar, workshop

Practicum: Task and Assignment

1. Identify the learning styles of the learners and report.
2. Report based on the visit to any two types of schools regarding the records of teaching and learning
3. A case study on the success story of any one school in teaching and learning
4. Write a narrative on teaching learning process in a classroom based on observing a teacher

Mode of Assessment:

Written test and Task and assignment

References:


Theory

Essence of the course:

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a thinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centered learning rather than teacher-centered teaching. Teacher’s attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching–learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course is visualized as a range of language based activities, which will aid in strengthening the ability to ‘read’, ‘think’, ‘discuss and communicate’ as well as to ‘write’ in the language of instruction.

Objectives:
At the end of the course the student teachers will be able to

- understand the aims & objectives of teaching English
- enable the student teachers to acquire knowledge of the sound systems of English and to familiarize them with the appropriate terminology to describe the sounds in English.
- acquire an understanding of the nature and structure of English language and components skills
- enable the student teachers to understand the connections of English speech and to acquire good pronunciation and fluency of speech.
- develop skills for effective teaching—micro teaching.
- understand the importance of Using-English in global context
- get familiarized with the various aspects of the B.Ed. programme with special reference to the nature of the language skills to be developed and evaluation
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- acquaint with the planning of instruction.
- develop in the student teachers the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks
- Get familiarized with the IT sources / packages that are helpful in teaching English

CONTENT OUTLINE

Unit 1: Nature and Scope of English Language Teaching
English for Global purpose- First Language- Second Language - Foreign Language.
Utilitarian aim. Objectives of teaching English in India- Problems related to teaching and
learning of English in schools- Remedial suggestions to overcome these difficulties.

Unit 2: Spoken English
The different speech organs and their role – the individuals sounds – vowels and consonants – their
place and manner of articulation – The concepts of the phoneme and allophone – phonetic
transcription – stress – word stress and sentence stress – intonation in English – four basic patterns
of intonations in English – Rhythm.

Unit 3: Lexis
Word formation – affixation – conversion – compounding – other minor devices – pattern of
spelling – phrasal verbs and prepositional phrases – spelling rules.

Unit 4: Advanced Grammar: I
The noun phrase – MHQ (Modifier, Headword, Qualifier); the verb phrase; Adverbial. Tense

Unit 5: Acquisition of teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in
English language in terms of teaching skills – relevant teaching skills in teaching of English –
micro teaching as a technique for acquiring teaching skills – integration of teaching skill –
strategies – link practice

Mode of transaction:
Introductory lecture, Use of multimedia resources, Library resources, Accessing Online input on
the topic, Language Lab, Observation of video clips, Print versions of texts focusing on
communication, Dictionary and online referencing, Virtual learning, Usage of Language games,
Power point presentation (PPP) for teaching a grammar topic, Micro-teaching through video lessons,
Lesson Plan presentation, Mind mapping, Comparative & critical study on various methods and
approaches of teaching prose poetry and grammar, Interactive Sessions, Comparative study of
various forms of compositions, Demonstration, Small group discussions, Framing, evaluating and
interpreting a question paper.

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record. (Compulsory)
2. Seminar on significance of English language in India
3. Project on formation of new words
4. Assignments on learning phrasal verbs
5. Planning of 10 vocabulary building exercises and techniques to teach the students in the
classroom
6. Construction of New lexical items and structural items

Mode of assessment:
Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable
examples, Monitoring performance of communicative tasks, Self-assessment and peer
assessment, Evaluation based on documentation, Performance evaluation, Feedback
References:
Course – 40(ii): Pedagogy of English II – Part 1

Theory

Credits 4

Essence of the course:

Equipping the student with English knowledge for communication and Literature for appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:

At the end of the course, the student teacher will be able to

- develop English Language teaching competency.
- understand and appreciate the importance of English.
- have a critical study of learning English as a second language in the multilingual Indian Society.
- understand the role of English in India and to improve English Language attainment.
- produce the different methods, techniques and strategies of ELT.
- Prepare and use appropriate teaching aids to make teaching more effective.
- develop the various micro skills to teach English language.
- acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE

Unit 1: Foundation and importance of English language teaching

Unit 2: Aims and objectives of teaching English as a second language
Aims of teaching English at the primary, Secondary and higher secondary level. English as a Link Language – Functions of language, Linguistic Principles of English Language Teaching; a Library Language, Window on the west, English as an asset language- Objectives of teaching English as a second language – a) skill based (LSRW); b) ICT Language-Difference between learning a mother tongue and a foreign language.

Unit 3: Teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in English in terms of teaching skills – relevant teaching skills in teaching of English as second language – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – skill of stimulus variation, probing questions, using black board, reinforcement and explaining – using micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 4: Methods of teaching English
Direct method, Bilingual method, Dr. West method, Audio-video method – CAI (Computer assisted Instruction), CALT (Computer: assisted language teaching), CLT (Communicative language teaching)- Play-way method.

Unit 5: Acquisition of language elements
Parts of speech, Tense forms, sentence – classification; types of sentences – simple, compound and complex; pattern of sentences, forms of sentences: active and passive and question tags.

Mode of Transaction:
Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching through video lessons, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities

Practicum: Task and assignment
1. Practice minimum 3 Micro teaching skills and maintain the record. (Compulsory)
2. Seminar on foundation and significance of English language teaching
3. Oral Communication tasks
4. Language Lab activities
5. Preparation of micro lesson plan using computer assisted instruction
6. Sessions in small or medium groups
7. Language games on grammatical structure

Mode of Assessment:
Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability to distinguish between similar concepts – Use of Checklist to monitor, rate performance in each skill – Monitoring performance of communicative tasks

References:
15. Françoise Grellet. (1986) Developing reading skills, CUB.
Course – 41: EDN III(INT)  SCHOOL INTERNSHIP

Practicum  

School Internship (4 Weeks)

During internship in the third year, student teacher shall spend 4 weeks, spread over several days throughout the 5th or 6th Semester. This will include one week of school engagement and three weeks of other engagements as explained in the syllabus.

This will include one week of school engagement by the student teacher making observation in the school and 3 weeks for visit to innovative centers of pedagogy and learning, educational resource centres and community resources. Within the institution, the observation will focus on understanding the institution in totality, with reference to features such as its philosophy and aims, organization, teachers’ role, student needs with respect to their development, curriculum, its transaction and assessment. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

Course – 42: EDN III(INT)  COMMUNITY LIVING CAMP

Practicum  

Each college of education shall organize a camp of a minimum of 5 days and provide training on community life, First-aid/ Scouts & Guides /Social service / health and hygiene/etc. the camp may preferably be held outside the college in a rural setting.

The 5 days programme should include the participation of student teachers in community life, awareness creation on clean India, Environment, disaster management and other topics of social and current interest, tree plantation, cultural programme and other activities in the village along with local people.

A self-study report regarding the camp from planning stage to camp evaluation stage along with necessary photograph should be submitted for continuous and comprehensive evaluation.
Course -43: ADVANCED(EPC) - SOFT SKILL

Practicum

Objectives
- To develop communication competence in prospective teachers.
- To enable them to convey thoughts and ideas with clarity and focus.
- To develop report writing skills.
- To equip them to face interview & Group Discussion.
- To inculcate critical thinking process.
- To prepare them on problem solving skills.
- To provide symbolic, verbal, and graphical interpretations of statements in a problem description.
- To understand team dynamics & effectiveness.
- To learn leadership qualities and practice them.

Unit 1: Problem Solving skill and Decision Making Skill

Problem Solving: Identifies and states the problem - Views problems as a stepping stone to success - Finds ways to solve different kinds of conflicts

Decision Making: Decisive and convincing - able to analyse the alternatives critically - Takes decisions logically - Shows readiness to face challenges

Unit 2: Critical Thinking & Creative Thinking

Critical Thinking: Assesses the statements and arguments - Examines the problems closely - Listens carefully and gives feedback - Tries to find out alternatives and solutions - Questions relevantly

Creative Thinking: Ability to find creative and constructive solutions to problems and issues - independent in thinking - fluency in expression - rich imagination and is able to think out of the box.

Unit 3: Interpersonal Relationships

able to interact effectively with peers and teachers - cheerful and friendly - Exhibits fine etiquettes and other social skills - share and discuss the feelings with others - Responsive to others’ interests and concerns - Teambuilding, respecting and sharing responsibility, Group Discussion, Presentation Skills, Technology-based Communication.

Unit 4: Effective Communication Skill

the difference between assertive, aggressive and submissive manners of communication - able to make use of speech, action and expression while communicating - Listening Skills: Exhibits good listening skills - Non-verbal Communication and Body Language, uses gestures, facial expressions and voice intonation to emphasize points - Clarity and Concision

Writing Skills, Technical Writing, Letter Writing, Job Application, Report Writing, Interview Skills,

Unit 5: Self-Awareness and Empathy
**Self-Awareness:** aware of physical/social and emotional self - Self-respecting - Aware of strengths and weaknesses - Adopts optimistic approach - the confidence to face challenges

**Empathy:** Demonstrates ability to respect others - Managing Emotions - express feelings in a healthy manner - Remains cool and calm under adverse conditions - Dealing with Stress

**REFERENCE:**

- Shalini Verma (2014); “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company
- John C. Maxwell (2014); “The 5 Levels of Leadership”; Centre Street, A division of Hachette Book Group Inc.
- CBSC(2010), “Manual for Teachers on School Based Assessment Classes VI to VIII”, New Delhi
SEMESTER VI
CORE 19 - WOMEN'S WRITINGS IN ENGLISH

Essence of the course:
This paper on writing by women introduces students to a body of literature that has emerged with growing feminist awareness of women's lives and their representation. It invites students to examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance. It expects students to look at the way a woman writer participates in the questions of selfhood, at women's relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices and interrogating women's work and roles in society. Particular attention should be given to women's use of language, their preference for certain genres that are assumed to be liberating, and the ways in which they have transformed and made some genres their own. Students will address women's issues and interests, the condition of women in the place and time of the writer and uses and subversions effected in the different genres of literature.

Objectives:
1. To familiarize the students with the present trend of feminist and post feminist literature.
2. To enable the students to understand and appreciate women's writing.
3. To help students comprehend the female literary tradition.
4. To explore woman's role, status, self-image, and history in literature written by women.

COURSE CONTENT:

Unit : I
Rise and development of women's writings.

Unit : II POETRY
Kamala Das -Nani
Sylvia Plath - Mirror - Lady Lazarus

Unit-III PROSE
Virginia Woolf - A Room Of One's Own

Unit-IV DRAMA
Lorraine Hansberry - A Raisin in the Sun

Unit-V FICTION
Alice Walker -The Colour Purple - Bharathi Mukherjee - A Wife's Story

Mode of transaction of the course: Lecture method, discussion method and seminar.
Practicum activities: task and assignment
Seminar:
1. Kamala Das a feminist poet.
2. The features of a feministic drama.
4. Representation of women in literature.
5. Gender bias in writings.
Assignment:
1. Life and works of Sylvia Plath.
2. Prose writing of women.
3. Short stories of Indian women writers.
4. Women's movement
5. Three phases of feminism.
Mode of assessment: Written test, task and assignment.
CORE 20 - JOURNALISM

Essence of the Course:
There would be no democracy without journalism. Journalism provides the facts needed to make educated decisions. Most people don't have the access, time, or training to find the answers to questions that keep the world going, but journalists do. Properly trained journalists are the protectors of truth in a time that many people are too apathetic to care. It is up to the next generation of journalists to make them care.

Objectives of the course:
- To make the students aware of detecting or exposing crime or a serious misdemeanour.
- To bring awareness of protecting public health and safety.
- To enable preventing the public from being misled by some statement or action of an individual or organisation.
- To consider the ethical and pragmatic concern for journalists, since the public is the ultimate source of income for media.
- To form the students to strive to keep the public's trust
- To encourage the students to provide accurate and valuable information

CONTENT OUTLINE:

Unit -1
- Introduction
- Inside a Newspaper
- What is News?

Unit -2
- The Electronic Era
- Suppliers of News
- The Reporter

Unit -3
- News Editor
- Sub Editor
- Anatomy of Editing

Unit -4
- Mofussil News
- Language and Style
- Headlines

Unit -5
- Design and make-up
- Picture Editing and Captions
- A Glossary of Newspaper Jargon

Mode of Transaction:
- Lecture Method
- Group Discussion
- Critical Analysis

Practicum Activities:
- Seminar
  1. Bring out the growth of News paper in the electronic era.
  2. Design the anatomy of Editing.
  3. Present your views upon the language and style of a News paper
- Assignment
  2. The duties of the Suppliers of News is great. Why and How
  3. The Role of the News editor is the most important in the shaping of a Newspaper.

Mode of Assessment: Written test, Seminar, Assignment

Reference:
1) Arrivals and Departures: A Journalist’s Memoirs: Richard H. Rovere
2) Editing in Electronic Era: Martin L. Gibson
4) On the Press :Tom Wicker
5) One Hundred Years of The Hindu : Rangaswami Parthasarathy.
THIRD YEAR - SEMESTER VI
Course-46: EDN I(PE) - LEARNING AND TEACHING – II

Theory

Essence of the course:
Modern world is marching towards technology and scientific innovations. Keeping these changes in mind, this course tries to enable the student teachers to be aware of learning and teaching deeply. This also intends to develop a positive attitude towards the process of teaching and learning which would help the trainees to adopt various strategies of learning and teaching with reference to various levels of learning. It also enables the trainees to adopt various modern tools and techniques for facilitating learning and teaching.

Objectives:
At the end of the course, the student teacher will be able to
• Understand the concept of learning and its importance for human excellence
• Apply the learning theories in their teaching
• Understand the processes that facilitate construction of knowledge
• Create facilitative learning environments in schools
• Understand the concept and different levels of teaching
• Adopt different teaching strategies
• Understand the models of teaching
• Adopt ICT tools for facilitating teaching and learning
• Adopt innovative practices of teaching and learning
• Understand teaching as a profession.

CONTENT OUTLINE

Unit 1: Innovative practices in learning
Techniques for higher learning-conference, seminar, symposium, workshop and panel discussion, field trips, social camps, educational tours, ICTs and changing venues of teaching and learning, strategies for active learning, multicultural understanding in teaching and learning, learning with new technologies, online tools of learning, pedagogy of online learning and virtual learning.

Unit 2: Concept of Teaching
Meaning, definitions, criteria for teaching – teaching an art or a science? – relationship between teaching and learning – analysis of the concept of teaching - teaching as a deliberately planned process: analysis in terms of teaching skills – general model of instruction – Pre-active, Interactive and Post active phases and teachers role in them.

Unit 3: Approaches to Teaching
Various Approaches to Teaching, such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic

Unit 4: Models of Teaching
Models of Teaching—Meaning and elements and families of models of teaching—Information processing models(Concept Attainment and Advance organizer models), Social interaction
models (Jurisprudential model) – Personal development model (Non-directive teaching) – Behavior modification model (Contingency Management)

Unit 5: Teaching as a profession and values of teachers
Professional – meaning, characteristics – professional ethics and values – code of ethics – critical analysis of teaching as profession, job and occupation, professionalism, skills and competencies required for a teacher, Teacher as a purveyor and facilitator of knowledge and essential qualities of a teacher.

Mode of transaction: Lecture, discussion, Project work, field trip, assignment, seminar, workshop

Practicum: Task and Assignment
1. Writing criticism on any one of the innovative practices in learning (Symposium, Seminar, Workshop or Panel Discussion)
2. Analyze and record the suitability of different tools of ICT for learning.
3. Teacher trainee participation in observation and reporting of the learning aspects of marginalised students in school learning.

Mode of Assessment:
Written test and Task and assignment

References:


Course -42: EDN I(C&PS) - CONTEMPORARY INDIA AND EDUCATION -II

Theory

Essence of the course:

This course provides deep and penetrating analysis of socio-economic concerns in contemporary India and the role of education in suitably meeting the challenges. All the emerging concerns are discussed in their sociological, philosophical, values, cultural, economical, constitutional, and global perspectives.

The knowledge on education, philosophy of education; educational thinkers and their contributions in education, National integration and socialization, international understanding, Indian constitution, the education policies, inclusive education and the role of education in secularism, socialism, democracy etc. will enable the student teachers to emerge as a successful teacher.

It can prove as an effective course to student teachers to understand the challenges of education in the contemporary Indian society and it will surely show the students, the right path in the field of teaching.

Objectives:

At the end of the course the student teachers will be able to

- acquire knowledge of terms and concepts used in Indian society, communities and groups with focus on government policy frame work socialisation and sociological aims of Education
- understand Inequality and the importance of equality, stratification, causes of diversity, marginalised society
- apply the constitutional values related to Education and social diversity
- develop the skills to respect collective living, resolution of tension peacefully and justly
- develop interest on language policies, multilingual education to understand contemporary India and education
- develop the attitude towards plebisanisation, liberalisation, privatisation and stratification in Education from global point of view.

CONTENT OUTLINE

Unit 1: Education for Marginalised

Unit 2: Language policies in education.
Language policies – during post-independence period – three language formula – mother tongue as medium of instruction – English versus regional language as medium of instruction.

Unit 3: Issues in education
Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities – Universalization of education with respect to access, enrollment, retention and achievement – Ensuring right to education – under employment, unemployment

Unit 4: Programmes and policies

Unit 5: Initiatives for educational development in India
Publication of dispatches– implementation of policies – education in five year plans– role of education in community mobilisation– integration of school and community work– role and responsibilities of teacher – Education policy under debates over time – problems in implementation, financial allocation, field condition and pressure groups – comparison of issues between pre and post-independence period.

Mode of transaction of the course:
Lecture method, Peer group, Discussion method, Team teaching, Debates, Brain storming, Workshop, Seminar, Project work, elearning (edmoda.com)

Practicum activities: Task and Assignment
1. Study the impact of Right to Education Act on schools
2. Critical Analysis of Different Committees and Commissions on Education
3. Study of Educational Process in Private Schools
4. Planning and Implementation of Activities (any one)
   a. Eco-Chib,
   b. instructional material to inculcate values,
   c. creating awareness among SC/ST students about various schemes and scholarships available to them,
   d. survey of schools to see the implementation of various incentives of government to equalize educational opportunities

Mode of Assessment
Written test and Task and assignment

References:
Course - 48: EDN (IPE) SCHOOL MANAGEMENT - I

Theory

Essence of the course:
The focus of the course is on the essentials of school management and the challenges therein. This course is designed to throw light on the concepts of management related to School. The purpose is to foster proper understanding of these essential concepts and to create necessary managerial skills and capabilities among student teachers so as to enable them efficiently manage schools.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the basic concepts of school management.
- Understand different components of school management.
- Realize the multifaceted role of teacher/head teacher.
- Sensitize the student teachers about the concept of child rights in the process of School Management.
- Explain the factors contributing to the success of supervision and to acquaint with the modern trends in Supervision and Inspection.
- Discuss the present examination system and suggest some innovations.

CONTENT OUTLINE

Unit 1: Introduction to School Management
   Meaning, Definitions, Aims and Scope of School Management - Objectives, Principles and Types of Educational Management, Theories of management relevant to School - Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, and Higher Secondary

Unit 2: School as an Organisation

Unit 3: Teacher and School Management
   Concept of Effective Teaching - Code of Conduct: Professional ethics - Qualification of effective teacher - Evaluation of Effectiveness - Professional Growth - Significance of (INSET: In-service Education for Teacher) - Status of the Teacher - Accountability of Teacher - Recommendations of various commissions.

Unit 4: Head Teacher as School Manager

Unit 5: Management of Resources in School
   Issues related to management of Physical Resources of a School, Human Resource Management -concept of Human Relations in a School, Group Dynamics, Motivating
People, Communication, Management of Teaching-Learning Process, Essentials of Classroom Management, Financial Management, and Budgeting, Office Management

Mode of Transaction:
Lecture, Discussion, Project work, Field visits, Assignment, Seminar, Workshop, etc

Practicum: Task and Assignment
1. Critical analysis of recommendations of various committees and commissions on School Plant/School-Community relationship
2. Case study of best practices in School management
3. Comparison of school management practices among Govt. Aided and unaided schools
4. Search in the internet and report the problems faced by the teachers and head of the school in the school management.

Mode of Assessment:
Written test, task and assignment.

References:
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
9. Educational Administration, Supervision and School Management
11. Guidance of Sarva Siksha Abhiyan, M.H.R.D., Govt. of India
12. Modern Approach to School Organisation and Administration - Dr. M.S. Sachdeva
13. School Education and Management - Vijaya Kumari Kaushik, Sharma S.R.
14. School Organisation and Administration - Dr. K.S. Sidhu
15. Secondary School Administration - S.K. Kochhar
16. Teacher Education: Principles, Theories and practices
17. Teachers Role, Status, Service Conditions and Education in India (Doaba House)
Course – 49(ii):  Pedagogy of English I – Part 2

Theory

Essence of the course:

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centered learning rather than teacher-centered teaching. Teacher’s attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course is visualized as a range of language based activities, which will aid in strengthening the ability to ‘read’, ‘think’, ‘discuss and communicate’ as well as to ‘write’ in the language of instruction.

Objectives:

At the end of the course the student teachers will be able to

- understand the aims & objectives of teaching English
- enable the student teachers to acquire knowledge of the sound systems of English and to familiarize them with the appropriate terminology to describe the sounds in English.
- acquire an understanding of the nature and structure of English language and components skills
- enable the student teachers to understand the connections of English speech and to acquire good pronunciation and fluency of speech.
- develop skills for effective teaching—micro teaching.
- understand the importance of using English in global context
- get familiarized with the various aspects of the B.Ed programme with special reference to the nature of the language skills to be developed and evaluation
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- acquaint with the planning of instruction.
- develop in the student teachers the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks
- Get familiarized with the IT sources / packages that are helpful in teaching English

CONTENT OUTLINE

Unit 1: Lesson Planning
Bloom’s Taxonomy of Educational Objectives – General and Specific Instructional Objectives Lesson planning Characteristics, Need and advantages, Lesson Plan format –
Teaching Prose – Poetry - Teaching of different language form Prose, Poetry- Aims, Objectives, and Steps of teaching prose, poetry and supplementary reading– different model/approaches in writing lesson plans.

Unit 2: Compositions

Unit 3: Teaching Learning materials (TLM)
Language games – Language lab -Newspaper for teaching English - Blackboard Sketches - Use of TV, E-tool: Computers and Internet for teaching English - Use of information communication technology (ICT) for teaching English- use of www, E-learning, Teleconferencing.

Unit 4: Pedagogic Analysis
Pedagogic analysis - concept overview- importance and component - Content analysis understanding relation between curriculum, syllabus and textbook.

Unit 5: Evaluation and interpretation of data
Need for assessment - Type of tests – oral, written, objective, subjective – diagnostic, achievement tests- Formative, summative evaluation- Construction and administration of achievement test- Analysis and interpretation of test data.

Mode of transaction:
Introductory lecture, Use of multimedia resources, Library resources, Accessing Online input on the topic, Language Lab, Observation of video clips, Print versions of texts focusing on communication, Dictionary and online referencing, Virtual learning, Usage of Language games, Power point presentation (PPP) for teaching a grammar topic, Micro-teaching through video lessons, Lesson Plan presentation, Mind mapping, Comparative & critical study on various methods and approaches of teaching prose poetry and grammar, Interactive Sessions, Comparative study of various forms of compositions, Demonstration, Small group discussions, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment
1. Textual exercises
2. Dramatization and miming.
3. Activities & competitions for Creative writing.
4. Practicing Formal and Informal Letter
5. Preparation of blue prints, question papers, marking scheme and question wise analysis.
6. Construction of test items for diagnosis and achievement test and Interpretation of test data.

Mode of assessment:
References:
23. Dr. K sivarajan (2010) Trends and development in modern Educational practices kerala University press
Course – 50 (ii): Pedagogy of English II – Part 2

Theory

Essence of the course:
Equipping the student with English knowledge for communication and Literature for appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:
At the end of the course, the student teacher will be able to
• develop English Language teaching competency.
• understand and appreciate the importance of English.
• have a critical study of learning English as a second language in the multilingual Indian Society.
• understand the role of English in India and to improve English Language attainment.
• produce the different methods, techniques and strategies of ELT.
• Prepare and use appropriate teaching aids to make teaching more effective.
• develop the various micro skills to teach English language.
• acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE

Unit 1: Lesson Plan format- Prose
Planning of the lesson – Need, Features and Advantages of lesson plan – different models/approaches for writing lesson plan – Planning a Prose Lesson (Herbartian steps) - aims and objectives of teaching Prose-Identifying and listing language material to be taught (New lexical items and structures).

Unit 2: Lesson plan format-Poem
Concept, aims and objectives of teaching poetry in second language – Poetic devices- Difference between prose and poetry teaching- Steps of preparing a lesson plan on poetry.

Unit 3: Technology resources for English language teaching
Concept and use of A.V. aids in the teaching of English: Black board and white board, flannel board, bulletin board, flash cards, posters and flip charts, video clips, pictures, photos, puppets, postcards and advertisements, newspapers, brochures, Realias. Over Head Projector (OHP), Radio, T.V., role of computers, Power point presentation, Language laboratory and language games.

Unit 4: Skill of listening
Concept of listening in second language-Listening skills and their sub-skills -Techniques of teaching listening - Role of teaching aids in teaching listening skills - Difference between hearing and listening.

Unit 5: Teaching of receptive skills - skill of reading

Mode of Transaction:
Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching through video lessons, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities

Practicum: Task and assignment
1. Project on formation of new words
2. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
3. Assignments & Library work
4. Preparation of audio visual aids (PPT, Charts, Models)
5. Listening to radio news and responding to questions.

Mode of Assessment:
Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability to distinguish between similar concepts – Use of Checklist to monitor, rate performance in each skill – Monitoring performance of communicative tasks

References:
15. Françoise Grelet. (1986) Developing reading skills, CUB.
SEMESTER VII
CORE-21- EUROPEAN LITERATURE IN TRANSLATION

Essence of the Course:

European Literature enables one to study European writers, genres, figures or movements within their respective socio-historical contexts. The literary cultures of Europe have produced some of the world’s richest writings and the expression of the changes in life style, tensions about freedoms and rights, and the struggles of different cultural groups. At the same time, we gain a greater knowledge of ourselves and our own responses because we must inevitably compare our lives to those in literature. When we do this, we have the opportunity for discovering pride in our community and culture, for gaining respect for another’s, and for learning humility as we interact across cultures.

Objectives of the course:

- To familiarize students with the, drama and fiction of European literature.
- To make students understand new themes as befitting new experiences and new situations in life.
- To analyze critically all the components of best writing.
- To promote the joy of reading.
- To expose students specifically different characters.
- To understand the successive writers with regard to national changes and developments.

CONTENT OUTLINE

Unit -1 Drama
Jean Racine - *Andromache*

Unit -2 Drama
Anton Chekhov- *Seagull.*

Unit -3 Fiction
Albert Camus-*The outsider*

Unit -4 Fiction
Herman Hesse - *Siddhartha*

Unit -5 Fiction
Miguel de Cervante -*Don Quixote.*

Mode of Transaction: Lecture Method, Group Discussion, Critical Analysis

Practicum Activities:

- Seminar
  1. Siddhartha’s search for ‘Inner peace’ in Hesse’s *Siddhartha.*
  2. *Don Quixote* disregard for social convention.
  3. The Weather reflect the events of the *Seagull* at three different moments
- Assignment
  1. Siddhartha is a love story in addition to the story of a spiritual quest. Justify.
  2. Compare the characters of *Andromache* and *Hermione.*

Mode of Assessment: Written test, Seminar, Assignment
FOURTH YEAR - SEMESTER VII

Course -52: EDN (PE) CREATING AN INCLUSIVE SCHOOL

Theory

Credits 2

Essence of the course:
This course covers the concept of special schools, mainstreaming and inclusion, national policies, initiatives, programmes and acts for inclusive education, nature and needs of the children having disabilities and their integration.

The objectives of this course is to highlight and reinforce a firm belief in positive and varied outcomes of inclusion. It will help student teachers in identification of factors affecting learning and participation while formulating a policy of good practice and review. This course focus on the understanding of integrating children with special needs with the normal children

Objectives:
At the end of the course, the student teacher will be able to

- acquire knowledge of terms and concepts used in disability and inclusion
- understand integrate education and the importance of inclusive school for disabilities and assessment methods
- apply the policies and practices related to special education and Service programme for the disabled
- develop the skills a dynamic approach of pupil diversity and opportunities for enriching learning among the disability child
- develop interest on support and active participation of all in the field of inclusive education
- develop the attitude towards students to interrogate their own beliefs and also of school teacher from social point of view.

CONTENT OUTLINE

Unit 1: Historical and modern perspectives on Inclusion
Meaning, definition – Characteristics of special education – History of special education - scope of special Education – principles of special Education – teacher’s role in special Education- factors affecting inclusion- present situation of special Education in India

Unit 2: Policy and programme for Inclusive Education

Unit 3: Different Learners in Inclusive Education
Types of learning disability: – physical- visual impaired, hearing impaired, Orthopaedic – Mentally impaired – Learning disability – Dyslexia, Dyscalculia, Dysgraphia – Attention deficit hyperactive disorder (ADHD ) – Autism – cerebral palsy
Unit 4: Identification and Inclusion


Unit 5: Mainstreaming and Integrated Education

Meaning – characteristics of integrated education – Equality and quality of integrated education – sustainable practice - create positive and innovative outcome - Safeguarding the needs of pupils with special educational needs - Assessment methods for inclusive school – Norm reference tests (NRT) and Criterion reference tests (CRT) – Behavioural and Clinical assessment – continuous and comprehensive assessment.

Mode of transaction:
Lecture, Discussion, Assignment, Visit special school, Film show

Practicum: Task and Assignment

1. Make a survey and write a report based on disability learner’s status in your nearby schools
2. Study the attitude of parents and teachers as inclusive
3. Visit to inclusive school to observe classroom interaction of anyone such schools in your area.
4. Case study of one/two people with special needs in secondary
5. Preparation of teaching aids for children having any one type of disability

Mode of Assessment:
Oral test, Case study, Special school Report, Written test, Task and assignment

References:
Course - 53: EDN I(C&PS) ASSESSMENT FOR LEARNING - I

Theory

Credits 4

Essence of the course:
The course is designed keeping in mind the role of assessment in enhancing learning. It will focus on various tools and techniques of evaluation. There will also be focus on continuous and comprehensive evaluation. The course will also deal with critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment process. The course will also give emphasis on the need for formative and summative evaluation as well as quantitative and qualitative assessment for learning.

Objectives:
At the end of the course, the student teacher will be able to
- acquire basic concepts in assessment and evaluation.
- develop the awareness about different areas of assessment.
- discriminate different perspectives in assessment.
- develop understanding about the meaning and the process of CCE
- know different techniques of evaluation, tools of evaluation and their uses.
- know different characteristics of instruments of evaluation.
- discriminate teacher made tests vs standardized tests in assessment
- prepare, administer and interpret of results of tests and different evaluation techniques
- compute simple statistics to assess the learning.
- develop awareness about use of technology in assessment and evaluation.

COURSE CONTENT

Unit 1: Basics of Educational Testing, Measurement, Assessment and Evaluation

Unit 2: Different domains/areas of learning
Educational objectives in different domains - cognitive, affective and psychomotor - Learning outcomes as behavioural changes - Relationship between educational objectives, learning experiences and evaluation - Writing educational objectives - different kinds like knowledge, understanding, application, skill, affect attributes, behavioural terms and level of performance - Measurable and non-measurable learning outcomes.

Unit 3: Traditional and constructivist assessment
Traditional assessment - constructivist assessment - difference - traditional and constructivist teacher - Purposes of assessment in a 'constructivist' paradigm: to engage with learners' minds in order to further learning in various dimensions - Assessment for learning and assessment of learning; relative merits and demerits - Assessment of different types of content - Achievement, Performance, Values, Attitude and Aptitude. - Assessment for different purposes - Placement, Diagnosis and Grading
Unit 4: Continuous and Comprehensive Evaluation

Aim, objective and characteristics of CCE – Continuous and Comprehensive Evaluation (CCE)-Scholastic area- Co-Scholastic area – functions of continuous and comprehensive evaluation- Recording and reporting: measurement of students’ achievements, grading system and type – importance of progress report – Feedback as an essential component of assessment

Unit 5: Major tools of Evaluation and their uses

Paper pencil tests, Oral tests, and Performance tests – Achievement tests: standardized and teacher made tests - Diagnostic tests – Intelligence tests and aptitude tests – Rating scale – Check list – Anecdotal records – Socio-metric technique – Interview, Questionnaire and Inventory – Use of test data: placement, promotion, grouping, diagnosis and remediation. – Self reporting techniques/Reflection as assessment technique for learning, - Interview and focus group discussion

Mode of Transaction:
Lecture cum discussion, Seminar, Team Teaching, Practical work, Power point presentation

 Practicum: Task and Assignment

1. Preparation, administration and interpretation of results of tests and different evaluation techniques
2. Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
3. Framing measurable and non-measurable learning outcomes
4. Finding out the content validity of the given question paper
5. Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
6. Framing Different types of questions
7. Preparation of Blue Print and a question paper
8. Prepare graphs and use statistics for analysis of test result
9. Preparation of interaction analysis report after the observation of any five teachers and peer teachers working in schools

Mode of Assessment:
Submission of Assignments, Preparation of tests various types of test items, Data collection and statistical analysis, Participation in Group discussion

References:

1. Assessment for Learning and Teaching in Primary Schools by Mary Briggs, Angela Woodfield, Peter Swatton


Course - 54: EDN 1(PE) SCHOOL MANAGEMENT - II

Theory

Credits 4

Essence of the course:

The focus of the course is on the essentials of school management and the challenges therein. This course is designed to throw light on the concepts of management related to School. The purpose is to foster proper understanding of these essential concepts and to create necessary managerial skills and capabilities among student teachers so as to enable them efficiently manage schools.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the basic concepts of school management.
- Understand different components of school management
- Realize the multifaceted role of teacher/head teacher.
- Sensitize the student teachers about the concept of child rights in the process of School Management.
- Explain the factors contributing to the success of supervision and to acquaint with the modern trends in Supervision and Inspection.
- Discuss the present examination system and suggest some innovations.

CONTENT OUTLINE

Unit 1: Community & School

Unit 2: Child Rights and School Management

Unit 3: Co-Curricular Activities
Meaning, Importance of Co-curricular activities - Organisation of Co-curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, Physical Education Activities

Unit 4: Inspection and Supervision
Need and Importance of Supervision and Inspection - Meaning, Aims & Scope of Inspection and Supervision - New Trends in Supervision and Inspection - Principles of Good Supervision - Qualities and duties of effective supervisor.

Unit 5: Latest Trends & Innovations in School Management
School Complex - Village Education Committees - School based in-service programme - centrally sponsored Schemes, Sarva Siksha Abhiyan [SSA], RMSA- Use of Computers in School Management - Action Research in School Management: Concept, Importance, Steps
Mode of Transaction:
Lecture, Discussion, Project work, Field visits, Assignment, Seminar, Workshop, etc

Practicum: Task and Assignment
1. Analysis of working of PTA/School Education Committees/ School-Community Interactions
2. Observe and record the leadership styles of any five heads of the school and present them to the class for reflection.
3. Prepare a programme for parent’s meetings in a school.
4. Assume you are the head of the school; how will you manage the human resource of your school. Report it in your class and record the reflections.
5. If you want to become a creative headmaster rather than to be a status quo head master. Record an expected positive and negative problems

Mode of Assessment:
Written test, task and assignment.

References:
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
9. Educational Administration, Supervision and School Management
11. Guidance of Sarva Siksha Abhiyan, M.H.R.D., Govt. of India
12. Modern Approach to School Organisation and Administration - Dr. M.S. Sachdeva
13. School Education and Management - Vijaya Kumari Kaushik, Sharma S.R.
14. School Organisation and Administration - Dr. K.S. Sidhu
15. Secondary School Administration - S.K. Kochhar
16. Teacher Education: Principles, Theories and practices
17. Teachers Role, Status, Service Conditions and Education in India (Doaba House)

Theory

Credits 4

Essence of the course:
To have qualitative improvement in English language teaching the present course is designed. The English teacher should have strong content knowledge and also methodology of teaching in English. This teaching of English at the school level is given a very high importance in the globalization of process of education and economies. The fluency in English is helping the school student get employment opportunities as well as for further academic courses. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the student teacher should be well-versed not only with the subject content but also with the pedagogy of learning. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge of current trends in teaching of English
- acquaint with the techniques of oral presentation and practice of language items.
- understand the structure of English language and components skills
- improve proficiency level in using English for utilitarian purposes
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- acquire good pronunciation and fluency of speech
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- develop the writing skill of the trainees.
- analyze the units of English text book of 8 & 9th standard.
- acquaint with the preparation of various learning aids in English.

CONTENT OUTLINE

Unit 1: Analysis of English text book and question paper
Comparative study of a text book of English from any class of state board - Detailed analysis of Course book of class 8th or 9th - Analysis of question paper of class 8th or 9th in light of content requirement and in terms of understanding and skills.

Unit 2: Advanced Grammar II
The sentence connection – Devices for cohesion and coherence. Concepts-different ways in which various concepts are expressed – modal, auxiliaries and other expression, commands, instructions, suggestions, prohibition, permission, probability and likelihood, possibility, necessary, purpose and result, cause reason, comparison and contrast conditions and supposition.

Unit 3: Reference and study skills in English
Unit 4: Words and expressions
Figures of Speech – Idioms and Phrases – Idioms derived from nouns and adjectives – the same words used as different parts of speech – words confused and misused.

Unit 5: Analyses of Errors in English
Analysis of grammatical errors - Common mistakes/Error in spelling, pronunciation, speaking, reading and writing, Causes and types of errors- remedial measures.

Mode of Transaction:
Discussion, Lecture, Demonstration of content analysis, Demonstration of teaching specific, grammar items, Seminar on different expressions, Narration, anecdotes of great personalities, Web based resources, Use of flash cards, Presentation of common errors through illustrations, Situation based error identification, Presentation of translation work

Practicum: Task and Assignment
1. Practicing extensive reading passages-Practicing the oral skills in pair and small group situation-Narrating stories with proper voice, modulation, compereing, presentation of views-Short speeches on topics of day to day relevance for gaining fluency / confidence.
2. Practice in spoken English –stress, rhythm and intonation
3. Preparation of Teaching Aids for speech sounds.

Mode of assessment
Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation(Seminar, Assignment &Project), Feedback

References:
Course -56(ii): Pedagogy of English II – Part 3

Theory

Essence of the course:
Equipping the student teacher with English knowledge for communication and appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

Objectives:
At the end of the course, the student teacher will be able to

- enable the student teachers to
- develop English Language teaching competency
- understand and appreciate the importance of English
- have a critical study of learning English as a second language in the multilingual Indian Society.
- understand the role of English in India and to improve English Language attainment.
- produce the different methods, techniques and strategies of ELT.
- Prepare and use appropriate teaching aids to make teaching more effective.
- develop the various micro skills to teach English language.
- acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE

Unit 1: Lesson plan format grammar
Planning for teaching Grammar and usage -Steps of preparing a lesson plan for grammar.- Types of grammar (Formal and Functional) - Methods of teaching grammar (Inductive and Deductive)

Unit 2: Lesson plan format - composition
Planning for teaching composition- Kinds of composition (Guided, Controlled and Free)- Steps of preparing a lesson plan for teaching composition-Correction of a composition work.

Unit 3: Approaches to teaching English language
Structural approach- Situational approach- Communicative approach- Eclectic approach- Constructive approach- S-O-S approach.

Unit 4: Teaching pronunciation
Teaching Pronunciation and Spoken English. Standard Indian Pronunciation with reference to GIE/RP. - English sound system – Vowels, Consonants - Minimal contrasts – consonant clusters- Focusing on difficult sounds - comparison with sounds of Indian languages. Syllabification – stress, intonation, rhythm.

Unit 5: Teaching of vocabulary
Essentials of teaching vocabulary-Types of vocabulary – Active and passive; Content words and structural words- Selection and gradation of vocabulary -Teaching meaning of words - Expansion of vocabulary.
Mode of Transaction:
Demonstration of teaching specific grammar items, Seminar on different expressions, Comparative study of various forms of compositions, Demonstration of steps followed in different methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage of Language games, Presentation of good models by native speakers, Through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment
1. Projects on methods of teaching grammar
2. Language games on grammatical structure
3. Activities & competitions for Creative writing,
4. Practicing Formal and Informal Letter
5. Perform any one of the activities for developing the language skill: Quiz, Debate, Dialogue, Role play, Brain storming

Mode of assessment:
Analysis of Group discussion, Participant Observation, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation (Seminar, Assignment & Project)

References:
15. Françoise Grellier. (1986) Developing reading skills, CUB.
Course -57: EDN(OPT) OPTIONAL

Theory

Course -57(i): Special Education

Credits 2

Essence of the course:
This course is meant to enable the teacher to have Knowledge on the History of Special Education and cater to the needs of challenged children. Even though there are medical advancements, there exist births with physical, mental and other differential challenges. In order to cater those challenged children, the present course has been designed.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge about different perspectives of children with disabilities;
- understand the social needs of children with sensory and intellectual impairments;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use specific strategies involving skills in teaching special children.
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to children with special needs;

COURSE CONTENT

Unit 1: Paradigms in education of children with special needs
Historical perspectives - Pre-Independence, Post-Independence and contemporary trends;
Models of teaching: The charity model, the bio centric model, the functional model and the human rights model; Concept of special education, integrated education and Inclusive Education. Education in National Policy on Disability (2006); Rehabilitation Council of India (RCI); District Rehabilitation Centers (DRC) Scheme; District Disability Rehabilitation Centers (DDRC) Scheme.

Unit 2: Identification of children with special needs
Exceptional Children; Need for Early Identification; Understanding various disabilities – concepts, characteristics, classification and identification of children with diversities: Visual Impairment; Auditory Impairment; Speech Impairment; Orthopedic; Specific Learning Disabilities; Attention Deficit Disorder; Autism; Juvenile Delinquency.

Unit 3: Curriculum adjustment and adaptation
Curriculum to special needs arising out of various disabilities: Visual Impairment, Auditory Impairment, Speech Disorder, Learning Disability, Attention Deficit Disorder, Autism, Juvenile Delinquency.

Unit 4: Classroom approaches and management
Pedagogical strategies to respond to individual needs of students: Adapting Teaching strategies, Empathic Approach; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching and multisensory teaching.
Unit 5: Special aids, equipment's and evaluation procedures
Supportive services required for meeting special needs in the classroom: special teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Technological advancement and its application – ICT, adaptive and assistive devices, equipment and other technologies for different disabilities. Involving community resources as source of support to teachers. Formative and Summative Evaluation.

Modes of Transaction:
Assignment, Project, Seminar, Lecture, Lecture-cum-demonstration, Camps to Special Schools.

Learning Activities:
Observation of Special Schools, Identification of children with special needs, Use of teaching methods to learning disabilities, handling of children with learning and perceptual problems,

Practicum: Task and Assignment
1. Conduct a Seminar on Historical Perspectives on Special Education.
3. Visit to a special school and prepare a report.

Mode of Assessment

References:
Course -57(ii): Population Education

Theory

Credits 2

Essence of the course:

Pupil teacher after learning this course will understand the causes and effect of population explosion which hampers the development of nation. The main focus of this course is to help them to understand the various ways of introducing population education that reduce population in near future. This would maintain population equilibrium and improve the standard of living and quality of life. The pupil teacher will work in the society to create awareness on the consequences of population explosion.

Objectives:

At the end of the course, the student teacher will be able to

- understand the meaning, scope, and importance of population education.
- understand the factors and the impact of standard of life.
- understand the need for curriculum development in population education.
- acquaint needs and means of population control
- understand the role of different agencies in the population education
- appreciate the teaching of population education.
- study the policy and programmes on population education

CONTENT OUTLINE

Unit 1: Nature of Population Education

Meaning and definition-objectives- scope, need and importance of population education-
Purpose of population education as integral part of education. -Demographic situation of
domestic and world: India, states and UT: Population scenario of the world- population scenario of India,
state / UTs - causes, effects of population growth - Malthus theory - basic components of
population dynamics, (population distribution), Population structure, fertility, mortality,
migration, nuptiality, sex ratio at birth, expectation of life.

Unit 2: Standard of living and the quality of life

Food and nutrition- health and hygiene- sanitation, housing, clothing- leisure, employment,
Social, cultural and spiritual enlightenment- ethics and aesthetics - physical quality of life
index- impact of development of family life on society, culture and personality.

Unit 3: Planning for Population control

India’s population policy- population control: role of society, public opinion – family
planning, family welfare programs in India-responsibility of family and individual: a small
family unit for healthier, happier and better homes. - Population Equilibrium: Measures of
control - Clinical and educational approach.

Unit 4: Curriculum development of population education:

Historical background. Introduction of population education at various levels: school,
colleges, teacher education institution- need of curriculum development in population
education-problems in curriculum development-Need of research in population education-
Role of different agencies and organizations: home, school, community, government- role of
mass media-different strategies of teaching population education.
Unit 5: Teacher of population education
Essentials qualities- activities: educational, social and cultural-techniques: extension lectures, debates, survey, games, exhibitions, dramas, meeting with parents-preparation of teaching aids.

Mode of transaction:
Lecture method, Project method, e-learning, Team teaching, Assignments, Field visits, Rally, Paper / poster presentation, Seminar/ discussion, Quiz & debate

Practicum: Task and Assignment
1. Search in the internet regarding the current population scenario in the world with special reference to a country. Present the report to your class reflection.
2. Search in the internet how the problem of population growth can be converted as human resources for nation development prepare a report with photos and news.
3. Conduct a survey regarding the number of children preference by the people in below 30 years.
4. Conduct an opinion study on the population control among 50 people in a village or locality.
5. Design an awareness programme on population education to school student review it after reflective discussion in your class.

Mode of assessment;
Written test, Oral test, Task and assignment

References:
Course -57(iii): Guidance and Counselling

Theory

Essence of the course:
Guidance is a general term which means helping people to make wise choices and solve their educational, vocational and personal problems. This course intended to develop skill among student teacher to understand the learner and provide educational, vocational and personal guidance to lead their life in a profitable way. The techniques and methods of imparting such guidance indirectly help the student teacher to handle and offer suitable guidelines to the needy.

Objectives:
At the end of the course, the student teacher will be able to
- recall the principles underlying guidance
- recognize the need of guidance and counselling in schools
- describe the different services in the school guidance programme
- acquire the skills necessary to administer and interpret standardized tools
- know the qualities required for a good counsellor
- acquire the qualities of a counsellor

COURSE CONTENT

Unit 1: Nature and scope of guidance

Unit 2: Educational guidance and counselling
The aims and purpose of Educational Guidance – Factors Contributing to Educational Problems: Self, Home, School, Neighbourhood, Community – Educational guidance programme: Guidance need at Primary, Secondary, College Level, problems of present day scenario and its remedies – Complementary Roles of the Teacher as a Counsellor and Professional Counsellor – Promoting Parental Collaboration in Educational Guidance.

Unit 3: Managing the guidance service

Unit 4: Vocational guidance and counselling
The Nature of Vocational Guidance – The Need for Vocational Guidance – Methods of importing Vocational guidance
Unit 5: Testing devices in guidance


Mode of Transaction:
Lecture method, Discussion Assignment Method, Report writing, Field visit, Presentation by students, Case study

Practicum: Task and Assignment
1. Apply any psychological test and interpret the score and write report
2. Identify the children with counselling needs and write the report
3. Conduct any case study and prepare a report
4. With help surfing internet, write a report on importance of educational guidance and counselling

Mode of Assessment:

References:
Course -57(iv): Environmental Education

Theory

Credits 2

Essence of the course:
Understanding and coping with the nature is the essential need for human beings. Keeping this in mind, this paper tries to develop interest among the student teachers about the environment which would help them to find the solution for environmental problems. It also intends to develop a growing concern about the environment and its related issues.

Objectives:
At the end of the course, the student teacher will be able to
- understand the concept of environment, ecology and the problems concerning environment.
- visualize the importance of environmental education
- develop the skill of planning and organizing ecological activities in the school.
- apply different techniques and materials for the effective dissemination of environmental information.
- sensitize towards conservation of natural resources.
- enable the students to practice environmental friendly life style.
- develop positive attitude towards protecting the environment.
- organise field trips, survey, environmental games and hobbies locally.

COURSE CONTENT

Unit 1: Nature and scope of environment and environmental education
Environment: Meaning, components – Environmental Education – Meaning, Scope, importance, objectives of environmental education. – Environmental education at Primary, Secondary and higher Secondary level.

Unit 2: Ecosystem and biodiversity

Unit 3: Natural resources and conservation movement
Natural resources: forest, wild-life, water, soil – CHIPKO movement, silent valley project, Navdanya Movement, Narmada Bachao Andolan – Social forestry scheme – Environmental ethics

Unit 4: Environmental Problems

Unit 5: Solutions to environmental problem

Mode of Transaction
Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation
Practicum: Task and Assignment

1. Preparation of a scrap book based on environmental issues from collection of articles and daily newspaper.
2. Prepare a list of Eco friendly, bio-degradable products and write its advantages.
3. Write a report on any one of the concept of ecosystem, greenhouse effect, global warming, depletion of ozone layer, Acid rain, and acts related to conservation of environment.
4. Write a report on environmental issues and role of any agencies in protecting that issues.
5. Arrange a programme for environmental awareness and write a reflective report.

Mode of Assessment
Written test, Task and Assignment.

References:


Web resources:

1. www.ehow.com/list_6506519_list-environmental-protocols.html
2. www.unpeaceemaker.org/international-environmental-law.html
5. www.controllingpollution.com/need-for-environmental-education/
6. www.nrdc.org/globalwarming/
7. www.worldviewofglobalwarming.org/
Course -57(v): Human Resource Development

Theory

Essence of the course:
India with young human resource can emerge an advance country in all aspects if human resource is developed to the needs of the 21st century. This course can enable student teacher to be a responsible human resource developer.

Objectives:
At the end of the course, the student teacher will be able to
- understand Human Resource Management Policy and prepare blue print in local context.
- organize the appraisal programme for training and development.
- generate a Human Resource Management climate.
- grasp the significance of psychological strategies of Human Resource Development.
- formulate Human Resource planning.
- enjoy the societal culture and innovate quality of working life.
- conduct researches in Human Resource Development.
- nurture the creativity, interpersonal relationship and other temperamental qualities.
- search for renewed degree of professionalism of Human Resource

CONTENT OUTLINE

Unit 1: Human Resource Management

Unit 2: HRD Organisation

Unit 3: Planning and process

Unit 4: Research in HRD
HRD in Research and Development Organizations - Developmental Needs in Research and Developmental (Creativity, Attitudes, Communication, Interpersonal Relationship, Team Building, Leadership, Motivation) - Action Research in HRD
Unit 5: Social context and models of HRD
- Unorganized Sector – HRD for Women: An opinion study – HRD in small scale sector –
- HRD and functional literacy – HRD: for Social change. – Various Models of HRD –
- Behavioural Model in HRD

Mode of Transaction
- Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Search in the internet regarding Human resources Development programme in various
countries and prepare a report.
2. Imagine you are the human resource development organizer, how can you organize the
programme in your school.
3. Prepare a HRD programme for women in a local village based on your survey.
4. Analyze the Human resource planning in India with other countries.
5. Visit any training center and evaluate the programme from Human resource development
point of view.

Mode of Assessment
- Written test, Task and Assignment.

References:
1. Human Resource Management; Laxmi Devi; Anmol Publications Pvt. Ltd., Institute for
2. Designing and Managing Human Resource Systems; UDAI PAREEK and T.Venkateswara
5. T.V. Rao, Performance appraisal: Theory and Practice, New Delhi, AIMA Vikas Series,
1984.
Course -57(vi): Value Education

Theory

Essence of the course:
The civilized society all over the world follow well accepted value system. Inculcating values is the prime aim of education. The holistic education is possible only through values education. This course can enable a student teacher to be role model for their students on value inculation.

Objectives:
At the end of the course, the student teacher will be able to
• expose the student teachers to the concept of value and its meaning.
• make them understand the value crises in the society and the need to teach values in the school.
• present to them the essential values of a good teacher and enable them to practice these values in the class room situation and in social life.
• equip them with the adequate knowledge to teach values to the students.

CONTENT OUTLINE

Unit 1: The value education and need
Meaning of value, value education – Kinds of values Subjective and objective, intrinsic and instrumental, vertical and horizontal, personal and neighbourly Social, moral and spiritual values – Need for Value Education in schools.

Unit 2: Teacher and Value
Essential values of a good teacher – Application of class room values in the teaching learning process. Role of the teacher in creating a value – role of education and teacher in preserving and transmitting value.

Unit 3: Value classification
Nature of value, higher and lower values, permanent values and temporary values, intrinsic and instrumental values, Indian Philosophy, realms of value, religious and social values based on philosophical system, ethical values, organic values, recreational values, economic values, political values, personal values, intellectual values, spiritual values.

Unit 4: Value Crisis in the Society and Educational Response
Value crisis in the modern society Progression of technology, liberalization, privatization, globalization and retrogression of values. Curricular and co-curricular activities to inculcate values in the students – Social Justice, Secularism, Social cohesion and national unity

Unit 5: Inculcating values
Theories of value development – Piaget, Kohlberg, knowing and doing in value education, thinking and feeling in value education, – Need to teach values in the schools: school programmes – process of value development. – teaching strategies for value education, provision for moral instruction in school
Mode of Transaction
Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Search in the Internet and report the value education in various countries.
2. Based on your reflection, how can you inculcate value among your students – write your best practices.
3. How can you manage value degradation among the students? Write an incident based on your experience.
4. If you are the head of the school, how will you inculcate value among the student?
5. Prepare a picture album to use it for value inculcation.
6. Survey status of value development among high school student by administering value inventory.

Mode of Assessment
Written test, Task and Assignment.

References:
1. Education in values – A source book – a publication of NCERT.
3. Values through communication – evaluation techniques – Pia Nazareth M.
4. Personal Values – Pia Nazareth M with Maria E Waples.
5. Community Values – Pia Nazareth M with Maria E Waples.
Course -57(vii): Non-Formal Education

Theory

Essence of the course:
Education is the life long process. Education can be ensure through formal, informal and non-formal modes. This is an era where in education is offered through multiple modes, mutually complementing and supplementing throughout life.

Objectives:
- This course on non-formal education intends to develop understanding on non-formal mode of learning.
- To develop understanding about need for non-formal education.
- To develop awareness about nature of curriculum, methods of assessment and evaluation
  with respect to non-formal education
- To provide a basic understanding on education.
- To appraise the fundamental role of education for the development of nation.
- To enable the student-teachers to be effective members of community.
- To acquaint with contemporary political and social environment.

CONTENT OUTLINE

Unit 1: Non-formal Education
Aims, Concept and scope of non-formal education – Academic, Economic and social objectives of non-formal education. Need for non-formal education in India – Non formal education for different age groups.

Unit 2: Literacy development through Non-formal education
Non-formal education for women, Workers education – Literacy development – Functional literacy– determines of literacy, Role of non-formal education in national development, De-schooling movement. – Continuing education and Distance education.

Unit 3: Curriculum development in non-formal education
Curriculum and syllabus, Aims of curriculum – features of good curriculum, Curriculum content as per age groups, Process to formulate curriculum, Approaches in the preparation of curriculum, Evaluation of curriculum.

Unit 4: Methods of learning in Non-formal education

Unit 5: Non-formal education instructors
Place of teachers and learning in non-formal education, Training instructors for non-formal education, Non-professional teachers as instructors for non-formal education. – Involvement of youths – Role of Voluntary agencies – Research in NFE.
Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Write a report on different types of non-formal education programme offered in your state.
2. Write a report on the role and function of National open School.
3. Write a report on literacy /continuing education programmes offered in any district/state of your choice.
4. Critical report on differences between curricula offered in formal and non-formal set up.
5. Write a report based on a short literacy programme organized by the student teacher in her/his locality.
6. Conduct a survey in a village, to know the present day knowledge requirement of the people.
7. Interview any 10 senior citizen on their requirement for lifelong learning – write a reflective report.

Mode of Assessment
Written test, Task and Assignment.

References:
2. NCERT : Teacher and Education in the emerging Indian Society
3. NCERT : School education in India-Present status and future needs.
Course - 57(viii): Disaster Management

Theory

Essence of the course:
Student teacher after learning this course will know the types of disasters. They can understand the causes and effect of disasters that threatens the human life and hampers the development of nation. The main focus of this course is to help them to take part in disaster management training programmes. The pupil teacher will work in the society to create awareness on common signs and symptoms of natural calamities.

Objectives:
- To know various types of disasters
- To train on disaster preparedness
- To take part in Disaster-Management exercise like search, rescue and relief
- To know Disaster Management Law to ensure coordination between the centre and state
- To understand the details of Disaster Management institutions
- To cope-up with all natural disasters and prevent from loss to human lives and property
- To create awareness about common signs of disasters and symptoms of natural calamity related stress.
- To identify the various functions of Disaster Management operations
- To identify and work in situation involving symptoms of natural calamity related stress.
- To know how does modern permanent national command centre work with communication and data links to all state capitals.

CONTENT OUTLINE

Unit 1: Introduction to disasters

Unit 2: Disasters preparedness and planning
Disaster preparedness: public participation, consolidation, co-ordination and training, precautions of community realities, building human relationship network. – Disaster planning: anticipation, preparation of moderate sized disasters, preparing more common disasters, predictable disaster task, adapting routine emergency, moderate expansion, cost-sharing and executing the plan.

Unit 3: Major Disasters in India

Unit 4: Disasters management
Disaster management act(2005)- disaster management cycle (2P3R)- national level disaster management response agencies: NDMA, NIDM, national disaster response force, ministry of science and technology, Indian armed forces, Anirudha’s academy of disaster management(AADM) –Disaster Management operations: Pre- peri - post disaster management -- warning system – Relief measures – Rehabilitations Disaster Management
Exercise: Search and Rescues – relief – temporary shelter – employment to affected people in natural calamities – reconstruction and resurgence of infrastructures. – Coordination in logistic chain: Coordination between centre and state functionaries in the logistic chain – national emergency response force providing succour and relief to the people Tackling effects of natural calamities: Coping up with all natural disaster and preventing loss to human lives and property

Unit 5: Leading and controlling Disasters management


Mode of Transaction

Lecture method, Power point presentation, e-learning, spot teaching, Assignments, Field visits, Rally, Paper / poster presentation, Seminar / discussion, Quiz & debate

Practicum: Task and Assignment

1. Prepare a picture album regarding any one of the disasters and project the picture to the class for group reflection to manage such abnormal situation. – submit a report.
2. Search in the internet regarding disaster management practices in various countries and suggest an innovative disaster management practice for any one of the following to Indian condition a) cyclone, b) floods c) Earth quack d) fire e) Tsunami
3. How can you organize a disaster management team in a village or coastal area? Write a detail programme along with and other resources to meet the disaster.
4. Conduct a survey in a village or in coastal area regarding the knowledge of disaster and the management. Submit the report for classroom discussion.
5. How can you create awareness among the students on disaster management? Prepare a detail programme and syllabi. Submit a proposal to get funding from the Government and other agencies.

Mode of Assessment:

Written test, Task and assignment and Observation

References:

2. Baron, Robert A (2001), Psychology, Pearson Education (Singapore) Pte. Ltd, Delhi (India)
Course -57(ix): Women Education

Theory

Essence of the course:

As per the constitution of India there should be no gender discrimination shown with respect to access to educational provisions as well as in employment opportunities. It is only through empowering women through education we can reduce gender disparity vividly observed at all educational level and employing institutions. It is not only through empowering women through education but also through removing gender bias existing in the society at all levels. This course attempts to develop awareness among student teachers about the need for women education, methods of developing sensitivity and respect for women including girls through curriculum and its transaction. The student teachers in turn can reduce gender bias and promote gender sensitization in their class.

Objectives:
At the end of the course, the student teacher will be able to
- acquire the knowledge of the concept on women's education.
- make the student-teachers understand the need for women's education.
- Developing understanding in role of teacher promoting gender equality

CONTENT OUTLINE

Unit 1: Women’s Education
Meaning, aims and objectives of women's education – Need for women's education in India
- Women education in post-independence India, Challenges and issues.

Unit 2: Problems of women
Problems of women: Resistance and poverty, Governance and gender inequity, Gender parity, existing prejudices against women, inadequate nutrition, Literacy rate of women. – Discrimination in educational and social opportunities – Child marriage

Unit 3: Women education in society
Aspiration of Indian society for sustainable development of girls, Planned government efforts, Achieving quality of life, equality of opportunities, equity, social justice and empowerment – Retrospective profile of women in a tradition bound society, Prospective profile of women in the changing Indian Society.

Unit 4: Education and gender gap

Unit 5: Information as a transformative tool
Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Prepare an album to show the status of women in India on any one of the following aspects
   a. Education
   b. Politics
   c. Profession
   d. Employment
   e. Entrepreneurship
2. Conduct an opinion survey on the freedom of women in society.
4. Analysis the roles of state and central government on empowerment of women
5. Write a report based on aspiration of girl students and issues to challenge to their achievement.
6. Analyze of any prescribed text book at high school level for gender bias.

Mode of Assessment
Written test, Task and Assignment

References:
1. Mukerji, S.N.: Education in India and tomorrow
Course -57(x): Human Rights Education

Theory

Essence of the course:
India with young human resource can emerge an advance country in all aspects if human resource is developed to the needs of the 21st century. This course can enable student teacher to be a responsible human resource developer.

Objectives:
At the end of the course, the student teacher will be able to

- respect for human dignity.
- understand the basic freedom of the individual and classify broadly.
- know the brief history of development of human rights.
- appreciate that the citizen’s fundamental rights protect the Human Rights Act, 1993.
- understand NPE with reference to women, SC, ST, minorities and physically challenged.
- set up cell to nurture the culture of Human Rights in Schools and Colleges.
- setting up an integrated and egalitarian society.

CONTENT OUTLINE

Unit 1: Introduction to Human right education
Concern for Human Rights and Fundamental Freedom – the task of protection and promotion of human rights – Basic freedom of the individual interpreted as minimal Broad classification of rights such as civil and Political and economic, social and cultural.

Unit 2: Fundamental rights for education

Unit 3: Human rights concerns
Human rights arises and violations – handed labour, child labour, infanticide, gender discrimination etc. – Free legal cells and their functions – National integrally and upholding of constitutional on obligations.

Unit 4: Educational Rights in institution
Setting up of Human rights in schools and Colleges – function under the head of institution – Development of Child rights: physical, mental, emotional growth – Rights to life and education – derail of rights and child labours.

Unit 5: secular education
Setting up of an integrated and egalitarian society – Awareness regarding socialism among students and teacher – Democratic socialism and Gandhi model of socialization. Education in India is secular non-denominational-secular education is for knowledge and spirits of an objective and tolerant manner and not for faith and religion ideas-secular culture based rational outlook is to be developed.
Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Search in the internet regarding Human resources Development programme in various countries and prepare a report.
2. Imagine you are the human resource development organizer, how can you organize the programme in your school.
3. Prepare a HRD programme for women in a local village based on your survey.
4. Analyze the Human resource planning in India with other countries.
5. Visit any training center and evaluate the programme from Human resource development point of view.

Mode of Assessment

Written test, Task and Assignment.

Reference:

4. Human Rights, Commitment and Betrayal, Chikara, M.G., APH Publishing Corporation
Course – 58: EDN II(EPC) YOGA, HEALTH AND PHYSICAL EDUCATION II

Practicum

Essence of the course:
The focus of the present course is on understanding the physical, mental fitness for healthy life. This course discourses the yogic exercise, health, and its importance. It also helps to understand the recent diseases and precaution.

Objectives:
At the end of the course, the student teacher will be able to
- create awareness on difference aspects of health and fitness.
- acquire the knowledge of Yoga & exercises
- understand the physical fitness & Yoga.
- learn good health habits.
- develop total personality and suitable leadership
- enable student teacher organize physical activities

CONTENT OUTLINE

Unit 1: Yogic exercises

Unit 2: Yoga in daily life

Unit 3: Growth and requirements
Human body: Growth & development a children at different ages, their needs and interests, psychological development – Physical, emotional and mental changes during adolescence. Sexual abuse: Myths and misconceptions regarding growing up, Management of stress and strain and life skills. Nutrition: Dietary requirements needs according to age, sex – Need for diet planning: Food and water.

Unit 4: Communicable and Non-communicable diseases
Heart Diseases, Cancer, HIV/AIDS, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases-Beta Thai Major, Sickle Cell Anemia, Hemophilia; Diagnosis, Prevention & Prognosis. Pollution: Types, Causes, effect and control of various pollution

Unit 5: Health and sports
Fundamental skills of games & sports: Sports for recreation and competition, Rules and regulations of sports, Sports ethics, Sports awards and scholarships, Sports – personship –
Develop of physical fitness, Postures, Importance of relaxation, Health and physical education and its relationship with other the subject areas like science, social science & languages.

Mode of Transaction
Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. General guidelines for performance of the practice of yoga for the beginners
   1. Guidelines for the practice of kriyas
   2. Guidelines for the practice of asanas
   3. Guidelines for the practice of prāṇāyāma
   4. Guidelines for the practice of kriya yoga
   5. Guidelines for the practice of meditation
2. Project on health / Sports and Yoga
3. Organisation of games & sports
4. Visit sports stadium and report
5. Participating various games and discuss all the games in class.
6. Health education and yoga – Analysing various topics by using various charts, photographs and other materials.
7. Surfing to know the different sport and games in India and report
8. Prepare the portfolio for Yoga and its advantages.
9. Make a sports album.

Mode of Assessment
Written test, Task and Assignment.

References:
3. Raja Yoga – Methods and practices – Dalmite

12. Jason Liu and Dr. Gwendalle Cooper (2009) Scientific Analysis of the Effects of Falun Dafa Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy


17. www.FalunDafa.org

Course – 59: EDN II(EPC) UNDERSTANDING SELF

Practicum

Essence of the course:
Most of us are neither aware of our strengths nor weaknesses. The focus of the present course is on understanding the self-physical, mental, emotional and spiritual. The course culminates into realization of the universal self. Various processes for understanding the self have also been specified.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the meaning and importance of self-concept and self-esteem.
- Be aware of different factors related to self-concepts and self-esteem.
- Record a brief history of the history of development of yoga through the ages.
- Discuss how yoga and yoga practices are important for healthy living.
- Explain some important principles of yoga.
- Explain the different limbs of Āṣṭāṅga yoga.
- State the different types of yoga.
- Derive how Hāṭha yoga and Āṣṭāṅga yoga are complementary to each other.
- Name the sātkarma and describe their use in cleansing the body and the mind.
- Demonstrate some important āsanas, and prāṇyāma.

CONTENT OUTLINE

Unit 1: Self-concept

Unit 2: Professional identity of teacher
Sensibilities, dispositions, resilience and skills personal growth: communication skills ability to listen and observe – holistic and integrated understanding self and personality – Teambuilding, respecting, sharing responsibility – the change agent – designing and leading change/social action

Unit 3: Modes of expression
Opening self, reflection, self-expression: explore dreams, aspirations, concerns, including poetry and humour, creative movement, aesthetic representations – culture for listening and accepting through story making, self-disclosure, art, dance and theatre

Unit 4: Self-esteem and Identities of self
Gender, relational, cultural beliefs, stereotypes and prejudices – identities awareness in political, historical, and social forces – personal narratives, life stories, group interactions, film reviews, addressing conflicts, nature walk/field visit, adventure.

Unit 5: Meditation and Yoga enhance abilities of body and mind
Meditation and Yoga, meaning, practice and importance – Live in peace and harmony with one’s surroundings – promote sensibilities – appreciate the philosophy of yoga and its role – practice and use of yoga in different contexts

Mode of transaction
Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum: Task and Assignment
1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
3. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
4. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions of not.
5. The exercise of developing reflective journals and providing regular feedback on those journals can also be used here
6. Workshop for development of the inner self and the professional identity as a teacher trainee
7. Programmes to develop social relation and effective communication skills
8. Team building to draw up collective strengths as an individual in society
9. Yoga and the practice of yoga

Mode of Assessment
Written test, Task and Assignment

References:
SEMESTER VIII
CORE 22 - LITERARY THEORY

Essence of the Course
This paper will help the students to have a survey of the main trends in twentieth-century literary theory. This paper will help the students to explore the various schools of modern literary criticism and the various ways in which scholars of literature have tried to interpret texts, and will learn how to read texts using the methods they have developed. Readings include important critical texts by well-known scholars, read in conjunction with a general explanation that outlines their place in the various schools of literary thought.

Objectives:
At the end of the course the students will be able to:
- To get students acquainted with the recent trends and theories of literary criticism.
- To offer students knowledge on recent literary criticism.
- To make the students understand critical theories.
- To enable the students learn strategies for applying critical theory to teaching literature.

CONTENT OUTLINE

Unit I
Structuralism
Post Structuralism and Deconstruction

Unit II
Post Modernism
Psychoanalytic Criticism

Unit III
Feminist Criticism
Marxist Criticism

Unit IV
Post Colonial Criticism
Eco Criticism

Unit V
Diasporic Literature
Popular Literature

Mode of transaction Lecture Method, Discussion Method and Seminar

Practicum Activities: Seminar and Assignments
1. Difference between structuralism and poststructuralism
2. Discuss on any one post colonial writer and their writings.
3. Differentiate the terms female, feminine and feminist.
4. Themes of Diasporic literature
5. Marxism as a useful tool in literature- Discuss

Mode of Assessment Written test, Seminar and Assignment

Reference
Peter Barry, Beginning Theory.
Course -61(ii): Pedagogy of English I – Part 4

Theory

Credits 4

Essence of the course:

To have qualitative improvement in English language teaching the present course is designed. The English teacher should have strong content knowledge and also methodology of teaching in English. This teaching of English at the school level is given a very high importance in the globalization of process of education and economics. The fluency in English is helping the school student get employment opportunities as well as for further academic courses. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the student teacher should be well-versed not only with the subject content but also with the pedagogy of learning. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:

At the end of the course, the student teacher will be able to

- acquire knowledge of current trends in teaching of English
- acquaint with the techniques of oral presentation and practice of language items.
- understand the structure of English language and components skills
- improve proficiency level in using-English for utilitarian purposes
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- acquire good pronunciation and fluency of speech
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- develop the writing skill of the trainees.
- analyze the units of English text book of 8 & 9th standard.
- acquaint with the preparation of various learning aids in English.

CONTENT OUTLINE

Unit 1: Developing Fluency

Use of conventional formulae – greeting, apology, invitation, refusal, accepting, thanking – reading aloud prose passages and poems – describing and interpreting pictures, tables, graphs, maps etc. telling stories and narration incidents.

Unit 2: Communicative Activities

Communicative games, dialogues, role play, play reading, dramatization, debates, interviews, extempore speeches.

Unit 3: Language and literature

Unit 4: Language Translation
Translation as a creative activity: Importance and need. Translation tools—Analyze any one translation text into English from different Indian languages.

Unit 5: Media Perspective of Language

Mode of Transaction:
Discussion, Lecture, Demonstration of content analysis, Demonstration of teaching specific, grammar items, Seminar on different expressions, Narration, anecdotes of great personalities, Web based resources, Use of flash cards, Presentation of common errors through illustrations, Situation based error identification, Presentation of translation work

Practicum: Task and Assignment
1. Review of any one novel and two short stories.
2. Practice in black board sketches for the purpose of introducing new items.
3. Creative writing - Dialogues, Expansion of ideas, paraphrasing, precise writing, short stories and letter writing.
4. Report on the teaching of composition to the second language learners and suggest their weaknesses.

Mode of assessment
Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation (Seminar, Assignment & Project), Feedback

References:
Course -62(ii): Pedagogy of English II – Part 4

Theory

Essence of the course:
Equipping the student teacher with English knowledge for communication and appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

Objectives:
At the end of the course, the student teacher will be able to
• develop English Language teaching competency.
• understand and appreciate the importance of English.
• have a critical study of learning English as a second language in the multilingual Indian Society.
• understand the role of English in India and to improve English Language attainment.
• produce the different methods, techniques and strategies of ELT.
• Prepare and use appropriate teaching aids to make teaching more effective.
• develop the various micro skills to teach English language.
• acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE

Unit 1: Skill of speaking
Concept of speaking in English as a second language. - Use of pronouncing dictionary-Technique of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation: Role of A.V. aids in teaching speaking skills.

Unit 2: Skill of writing
Mechanics of writing; Skills of writing- Discourse skill and Judgment Skill Reference skills-note making and note taking, reporting, summarizing, paragraphing, Characteristics of good hand writing, methods to develop good handwriting.

Unit 3: Challenges of teaching English language
Problems cropped up while teaching English in Indian schools - Difficulties faced by English teachers in the classrooms and suggestions to overcome them. Interference and influence of mother tongue.

Unit 4: Analysis of syllabus, textual materials and professional competency of English teachers

Unit 5: Assessment and evaluation in English
Concept of assessment and Evaluation in English- Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in English- Types of tests - Achievement
test, proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test.
Concept and need of remedial teaching.

Mode of Transaction:
Demonstration of teaching specific grammar items, Seminar on different expressions, Comparative study of various forms of compositions, Demonstration of steps followed in different methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage of Language games, Presentation of good models by native speakers, Through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment
1. Watching video recordings
2. Oral Communication tasks
3. Language Lab activities
4. Workshop on preparation of blue prints, question papers, marking scheme and question wise analysis.
5. Construction of test items for diagnosis and achievement test and interpretation of test data

Mode of assessment:
Analysis of Group discussion, Participant Observation, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation (Seminar, Assignment & Project)

References:
15. Françoise Grellet, (1986) Developing reading skills, CUB.
Course - 63: EDN I (C&PS)  
ASSESSMENT FOR LEARNING - II

Theory

Credits: 4

Essence of the course:
The course is designed keeping in mind the role of assessment in enhancing learning. It will focus on various tools and techniques of evaluation. There will also be focus on continuous and comprehensive evaluation. The course will also deal with critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment process. The course will also give emphasis on the need for formative and summative evaluation as well as quantitative and qualitative assessment for learning.

Objectives:
At the end of the course, the student teacher will be able to
- acquire basic concepts in assessment and evaluation.
- develop the awareness about different areas of assessment.
- discriminate different perspectives in assessment.
- develop understanding about the meaning and the process of CCE
- know different techniques of evaluation, tools of evaluation and their uses.
- know different characteristics of instruments of evaluation.
- discriminate teacher made test vs standardized tests in assessment
- prepare, administer and interpret results of tests and different evaluation techniques
- compute simple statistics to assess the learning.
- develop awareness about use of technology in assessment and evaluation.

COURSE CONTENT

Unit 1: Characteristics of Instruments of Evaluation

Unit 2: Teacher made Achievement Tests
Essay and Objective type tests – Improving essay type questions – Different types of objective tests, their characteristics, advantages and disadvantages. – Relating test items and specific behavioural objectives – Preparation of blue print – Characteristics of a good test

Unit 3: Standardized tests
Concept and characteristics of standardized test – advantage and disadvantage using standardized tests and teacher made tests – standardized tests for measuring intelligent, attitude, aptitudes, interest, values, personality, and achievement.

Unit 4: Teaching effectiveness and assessment:
Concept and criteria for assessing teaching effectiveness – Assessing teaching using observation schedules – Student evaluation of teaching – student’s ratings of teaching effectiveness, dimensions and problems. – Uses of assessment for feedback for improving instructional process – System (Flander’s) for observation for recording classroom interaction patterns and uses – Use of interaction analysis in the classroom for teacher assessment.
Unit 5: Technological based Quantitative and Qualitative analysis of learning outcomes


Mode of Transaction:
Lecture cum discussion, Seminar, Team Teaching, Practical work, Power point presentation.

Practicum: Task and Assignment
1. Preparation, administration and interpretation of results of tests and different evaluation techniques.
2. Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives.
3. Framing measurable and non-measurable learning outcomes.
4. Finding out the content validity of the given question paper.
5. Designing Rating scale, Questionnaire, Interview Schedule in a given a topic.
6. Framing different types of questions.
7. Preparation of Blue Print and a question paper.
8. Prepare graphs and use statistics for analysis of test result.
9. Preparation of interaction analysis report after the observation of any five teachers and peer teachers working in schools.

Mode of Assessment:
Submission of Assignments, Preparation of tests various types of test items, Data collection and statistical analysis, Participation in Group discussion.

References:
1. Assessment for Learning and Teaching in Primary Schools By Mary Briggs, Angela Woodfield, Peter Swatton.
EDNII(PRACT)  TEACHING COMPETENCY

Each student teachers will be attached to a school or two schools in one or two blocks of internship. The total duration of internship will be 16 weeks. During internship in a school, Student teachers should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each). Each student teacher will spend first week of internship for observation. During the internship student teacher will develop teaching competency by observing and teaching lessons in both the pedagogy subject chosen. The details of roles to be performed and records to be produced with respect to Pedagogy of school Subject I and II, and Course at the end or given below.

Course -64: PEDAGOGY OF SCHOOL SUBJECT I

Practicum  Credits 8

During the first week of the internship, the student teachers will observe classes taken by regular school teachers (at least 5 lessons in pedagogical subject I)

During the next 15 weeks, each student teacher has to give at least 15 lessons for Pedagogical Subject I (at least one should be ICT based) at level one and 15 lessons (at least one should be ICT) at level two

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

The records to be produced at the end of the internship:
1. 15 lesson plans at each level
2. Lesson Observation records on observations of classes taught by both regular and peer teachers.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lesson at each level followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students
Course – 65: PEDAGOGY OF SCHOOL SUBJECT II

Practicum

During the first week of the internship, the student teachers will observe classes taken by regular school teachers (at least 5 lessons in pedagogical subject II)

During the next 15 weeks, each student teacher has to give at least 15 lessons for Pedagogical Subject II (at least one should be ICT based) at level one and 15 lessons (at least one should be ICT) at level two

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

The records to be produced at the end of the internship:

1. 15 lesson plans at each level
2. Lesson Observation records on observations of classes taught by both regular and peer teachers.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lesson at each level followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students

Fondicherry University