

PART - I

General Tamil – I

(காலம்: 120 மணிகள்)

நோக்கம்:

1. மரபுக் கவிதைகளின் மூலம் இலக்கிய நயங்களை அறிந்துகொள்ளல்.
2. புதுக்கவிதைகள் எழுதும் முறையை புரிந்துகொள்ளல்.
3. உரைநடை, சிறுகதை, நாடகங்களின் மூலம் சிந்தனையை வெளிப்படுத்தும் திறன்களை வளர்த்துக்கொள்ளல்.
4. வெற்றிப்பாடிகள் என்ற தன் முன்னேற்ற நூலின் வழித் தன்னம்பிக்கை பெறல்
5. மொழித்திறன்களின் மூலம் இலக்கணங்களை நடைமுறையில் பயன்படுத்தல்.

அலகு -1: மரபுக் கவிதைகள்.

1. தமிழ்த்தாய் வாழ்த்து - பேரா. சுந்தரம்பிள்ளை
2. அ). மலரும் மாலையும்
கோயில் வழிபாடு
வாழ்க்கைத் தத்துவங்கள்.
ஆ) ஆசிய ஜோதி
புத்தர் மயங்கி விழுதல்
3. செந்தமிழ் நாடென்னும்.....
யாமறிந்த மொழிகளிலே.....
கண்ணன் பாட்டு (இரண்டு தலைப்புகள்)
கண்ணன் என் சேவகன்.
கண்ணன் என் அரசன்.
4. அழகின் சிரிப்பு – அழகு, நிலவு, புறாக்கள்,
அரசியல் வகையில் அயல் மொழிப் பெயர்கள்,
உலகம் உன்னுடையது,
தமிழனுக்கு வீழ்ச்சியில்லை.

கவிமணி தேசிய விநாயகம் பிள்ளை

பாரதியார்

பாரதிதாசன்

1. பட்டுக் கோட்டையார் பாடல்
புது நாளினை எண்ணி உழைப்போம்
கல்யாணசுந்தரம்
தூங்காதே தம்பி தூங்காதே.....



பட்டுக்கோட்டை

2. இயேசு காவியம்
அ) ஊதாரிப்பிள்ளை
ஆ) வள்ளல் அழகப்பா மறைந்தார்..



கண்ணதாசன்.

அலகு -2: புதுக்கவிதை, ஹைக்கூ, சென்ரியு, லிமரிக் கவிதைகள்:

7. அப்துல் ரகுமான் - அ) அன்பு ஆ) நெருப்பின் கிளை
இ) குப்பையைக் கிளறும் சிறகுகள்.
8. மு. மேத்தா - அ) தீபங்கள், தீவைக்கலாமா?
ஆ) தேசப்பிதாவுக்கு ஒரு தெருப்பாடகனின் அஞ்சலி.
9. வைரமுத்து - சுயகொள்ளி
10. அறிவுமதி - ஹைக்கூ கவிதைகள்.
11. தமிழ்ச்சி தங்கபாண்டியன் - எஞ்ச்சோட்டுப் பெண்
12. ஈரோடு தமிழன்பன் - ஒரு வண்டி சென்ரியா
13. சிற்பி பால சுப்ரமணியன் - ஒரு கிராமத்து நதி
14. நிர்மலா சுரேஷ் & ஈரோடு தமிழன்பன் - லிமரிக் கவிதைகள்
15. நாஞ்சில் யோமா சேகர் - சிவப்புச் சீதனம்

அலகு - 3

இலக்கிய வரலாறு – 18,19,20 நூற்றாண்டு மரபு கவிதை,
புதுக்கவிதை, உரைநடை, சிறுகதை,
புதினம், நாடகம்.

அலகு - 4 சிறுகதைத் தொகுப்பு :

அலகு -5: மொழித்திறன்

1. பிழை நீக்கி எழுதுதல்
2. பொருந்திய சொல்
3. கலைச் சொல்லாக்கம்.
4. மரபுத் தொடர்களை வாக்கியத்தில் அமைத்தல்
5. கடிதம் (உறவு முறை, அலுவலகக் கடிதம்)
6. நேர்காணல்
7. தமிழ்ப் பழமொழிகள்.

தேர்வுமுறை

பகுதி -1

1. அகமதிப்பீட்டுத் தேர்வு - 2
2. அகமதிப்பீட்டுத் தேர்வு - இரண்டாம் பகுதி
நேர்காணல், கடிதம் எழுதல், கலைச் சொற்களைத் தொகுத்தல்

பகுதி -2 - புறத் தேர்வு (பருவம் முடியும் போது)

பார்வைநூல்கள்:

1. கவிமணி தேசிக விநாயகம் பிள்ளை (1938), மலரும் மாலையும், சென்னை: பாரி நிலையம்.
2. பாரதியார் (1991), பாரதியார் கவிதைகள் (திருத்தமான பதிப்பு) சென்னை: சீனி விசுவநாதன் பதிப்பு.
3. பாரதிதாசன் (2005), பாரதிதாசன் கவிதைகள், திருச்சி: பாரதிதாசன் பல்கலைக்கழக உயராய்வு மையம்.
4. மு.அருணாசலம், (1975) தமிழ் இலக்கிய வரலாறு, சென்னை: தமிழியல் ஆய்வு மற்றும் வெளியீட்டு நிறுவனம்.
5. கவியரசு கண்ணதாசன் (1982), இயேசு காவியம், திருச்சிராப்பள்ளி: கலைக்காவிரி பதிப்பகம்.
6. <http://elthu.com/kavignar/kavimani-desigair>.
7. books.tamilcube.com>books.
8. <http://elthu.com/kavignar/Bharathidasan.php>

PART -II
FOUNDATION ENGLISH- I
(100 Hours)

OBJECTIVES:

- To promote competency in Language skills and strengthen the students knowledge in Vocabulary and Grammar.
- To teach them the basics in learning English.
- To enhance the reading and writing skills of the students.

UNIT I: VOCABULARY

1. Gender
2. Number
3. Misspelt Words

UNIT II: GRAMMAR

1. Common Errors
2. Spotting Errors

UNIT III: STRUCTURES

1. Word Formation
2. Sentence Formation

UNIT IV: READING COMPREHENSION

1. Comprehension
2. Close Reading

UNIT V: NON-VERBAL COMMUNICATION

1. Prose Comprehension
2. Jumbled Sentences
3. Filling Pay-in-slips
4. Precise Writing
5. Hints Developing

REFERENCES

1. Thomson, A. J and Martinet, A.V, (1986). *A practical grammar*. UK: Oxford University Press
2. Radha Krishna Pillai. G., K. Rajeev. K and Bhaskara Nair. P, (2008). *Written english for you*. New Delhi: Emerald Publications.

PART - III

CORE - I

British Literature - I

Objective:

To enable the students to get acquainted with Chaucer and the characteristics of British Literature written during the Elizabethan, Jacobean and Restoration Ages

Unit I

Geoffrey Chaucer
Edmund Spenser

“The Prologue to the Canterbury Tales”
“Epithalamion”

Unit II

John Milton
John Dryden
John Donne
George Herbert

“Lycidas”
“Mac Flecknoe”
“A Valediction Forbidding Mourning”
“The Pulley”

Unit III

Francis Bacon
”
”

“Of Truth”
“Of Revenge”
“Of Studies”
“Of Friendship”

John Dryden

Unit IV

Christopher Marlowe
Samuel Richardson

Dr. Faustus
Pamela

Unit V

Thomas Middleton
Thomas Kyd

The Changeling
The Spanish Tragedy

Text Books

- Chaucer, Geoffrey. *The General Prologue to The Canterbury Tales*. Ed. Harriet Raghunathan. Delhi:Worldview Publication, 2009.
- Green, David., ed. *The Winged Word*. Chennai: Macmillan, 1974.
- Ramachandran, C.N, and Radha Achar., ed. *Five Centuries of Poetry*. Chennai: Macmillan, 1991.
- Chaudhuri, Sukanta, and Francis Bacon. *Bacon's Essays; A Selection*. London: OUP, 1977.
- Dryden, John. *The Preface to the Fables*. Cambridge: Cambridge University Press, 1912.
- Marlowe, Christopher. *Doctor Faustus and Other Plays*. London: OUP, 1998.
- Richardson, Samuel. *Pamela*. London: Messrs Rivington & Osborn, 1740.
- Middleton, Thomas, and William Rowley. *The Changeling*. Oxford: OUP, 2013.
- Kyd, Thomas. *The Spanish Tragedy*. New York: Manchester University Press, 1996.

PART - III

Core - II

Indian Writing in English – I (Pre-Independence)

Objectives

- 1) To introduce students to major writers and themes of Indian Literature in English of the Pre-Independence period.
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- 3) To expose students to the artistic and innovative use of language employed by Indian writers

Unit-I: Poetry

Henry Derozio: The Harp of India

Toru Dutt: 'Our Casuarina Tree'

Rabindranath Tagore: 'Unyielding'

Sri Aurobindo: 'Life'

Sarojini Naidu : "Love and Death"

Unit-II: Drama

Kalidasa: *Abijnana Shakuntalam*

Harindranath Chattopadhyaya: *Siddhartha: Man of Peace*

Unit – III: Prose

Mahatma Gandhi: "Hind Swaraj, Chapter XIII (What is True Civilization?)

Swami Vivekananda: "Kali the Mother" (Complete Works of Swami Vivekananda, vol.4, p.384
Advaita Ashram, 14th rpt. 1992)

Unit – IV Fiction

Mulk Raj Anand: *Untouchable*

Raja Rao: *Kanthapura*

Unit – IV Short Stories

Kushwant Sing - The Mark of Vishnu

Ruskin Bond - The Panther's Moon

Bhabani Bhattachary - Steel Hawk

Books for Reference

An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990

The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram

Gems of English Prose and Poetry, Orient Blackswan, 2013

PART - III

Allied - I

SOCIAL HISTORY OF ENGLAND

Objectives:

To provide the students with a basic knowledge of the political and social history of England

To make the students learn about the important incidents and movements in English history

Unit I : THE EARLY YEARS (13TH TO 17TH CENTURY)

A Brief Introduction to Anglo Saxon Invasion

The Black Death (14th Century)

War of the Roses (15th Century)

Tudor England

Unit: II : Early Madieval Period

Colonial England & English Civil War

Restoration of Monarchy

Glorious Revolution

Unit III: Later Madieval Period

The Age of Queen Anne

French Revolution

Formation of the United Kingdom

Modern England: Industrial Revolution and Local Governance

Unit IV

Agrarian and Industrial Revolution

Unit V

Books for Reference:

1. A.G. Xavier: Introduction to the Social History of England, Orient Blackswan, 2011.
2. Social History of England, Padmaja Ashok, Orient Blackswan (2011), 2 edition.
3. English Social and Cultural History: An Introductory Guide and Glossary, Choudhury, Prentice Hall India Learning Private Limited (2005), 1 edition
4. A Social History of England, Asa Briggs, Weidenfeld & Nicolson (15 September 1983), 1st Edition.

PART -IV
EDUCATION
CHILDHOOD AND GROWING UP- PART – I
(Total: 60 Hrs)

COURSE OBJECTIVES

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

1. understand the growth of child development
2. understand the stages and dimensions of child development
3. compare various theories and its contributions to child development
4. analyse the gender stereotyping and issues,
5. identify the various socializing agencies and their role on child development

UNIT-I-GROWTH AND DEVELOPMENT OF CHILDHOOD

Meaning and concepts of growth and development-Principles of growth and development- Difference between growth and development- Impact of nature and nurture on child development.

(Suggested instructional approaches and methods:

- i. Talk by teachers/experts on the principles of growth and development.
- ii. A debate on the influence of nature and nurture on individual development.)

UNIT-II STAGES AND DIMENSIONS OF DEVELOPMENT

Stages: infancy, early childhood and adolescence and their dimensions of development : physical, cognitive, moral , emotional and social.

(Suggested instructional approaches and methods:

- i. Talk by the teacher/psychologist on the various stages of child development.
- ii. Invited talk by experts on dimensions of child development.)

UNIT-III THEORIES OF CHILD DEVELOPMENT

Psycho-social stages (Erikson), Cognitive development (Piaget), Moral development (Kohlberg), Socio-cultural approach to cognitive development (Vygotsky), Ecological systems theory(Bronfenbrenner).

(Suggested instructional approaches and methods:

- i. Teacher talk on child development theories.
- ii. Student seminar on various theories of child development.)

UNIT-IV SOCIALIZING AGENCIES OF CHILD DEVELOPMENT

Agencies of socialization: Family, school, peer, and community

(Suggested instructional approaches and methods:

- i. Presentation of report based on field study/ case study on child rearing practices.
- ii. Seminar on family, school and peer influence on socializing process.)

UNIT-V GENDER STEREOTYPES AND GENDER ROLES

Gender stereotypes in early child, middle childhood and adolescence - Influences of gender stereotyping: biological, cultural and environmental -Gender identity in middle childhood and in adolescence - Gender schema theory- strategies for development non-gender – stereotyped children.

(Suggested instructional approaches and methods:

- i. Invited lecture by a Feminist on gender stereotypes.
- ii. Seminar on strategies for development of non-gender stereotyped children.)

TASKS AND ASSIGNMENTS

1. Submission of a case study report on an adolescent student in the practice teaching school.

REFERENCES

1. Anitha Woolfolk. (2004). Educational psychology. Singapore: Pearson Education.
2. Baron.A. Robert (2000). Psychology. New Delhi: Prentice-Hall of India.
3. Bert Laura. E. (2014). Child development. New Delhi: PHI Learning.
4. Hurlock, Elizabeth. B. (1980). Development Psychology. New Delhi: McGrawHill Education.
5. Hurlock, Elizabeth. B. (1980). Adolescent Development. New Delhi: Tata McGraw Hill.
6. Hurlock, Elizabeth. B. (2015). Child development. New Delhi: McGraw Hill Education.
7. Thangasamy, Kokila. (2014). Psychology of learning and human development. Madurai: MaaNila Publisher.
8. www.simplypsychology.org
9. psychclassics.yorkn.ca
10. Psychology.wikia.com

PART -IV
EDUCATION
LANGUAGE ACROSS THE CURRICULUM
(Total: 60 Hrs)

COURSE OBJECTIVES

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

1. understand the language background of the learner,
2. know language diversity in the classroom,
3. understand the nature of communication process in the classroom,
4. understand the nature of reading comprehension in different content areas,
5. develop multilingual awareness among the learners.

UNIT-I LANGUAGE AND SOCIETY

Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner - Developing oral and written language in the classroom - Language and Culture.

(Suggested instructional approaches/methods:

- i. Organise the students to participate in Discussion on Home Language Vs. School Language.
- ii. Visit a school in your neighbourhood and find out the language background of students and conduct a seminar highlighting the language diversity that exists in the classroom.)

UNIT-II LANGUAGE DIVERSITY IN CLASSROOMS

First Language and Second Language Acquisition - Using of First and Second Language in the classroom - Difference between language as a school subject and means of Communication. - Relationship between language mastery and subject mastery. - Mastery in first language and subject - mastery in second language and subject. - Understanding of multilingualism in classroom.

(Suggested instructional approaches/methods:

- i. Observe two Language classes of secondary schools (one rural and the other urban) and record the discipline-based language, teacher language and student language during interaction-Make a comparative analysis.
- ii. Conduct a seminar on: “Language is the vehicle that carries the content”.)

UNIT-III POSITION OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT

Position of English as a second language in India – Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

(Suggested instructional approaches/methods:

- i. Arrange an extempore speech competition regarding importance and development of language.
- ii. Discussion on common errors in pronunciation and its remedial exercises for students.)

UNIT-IV LANGUAGE ACROSS CURRICULUM

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction – Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Understanding the nature of classroom interaction.

(Suggested instructional approaches/methods:

- i. Participation in two Extempore Presentations, one Debate, one Paragraph writing and one Application writing.(To be the basis of Evaluation after exhaustive sessions to improve communication skills.
- ii. Discussion on “Language development in the school is the responsibility of all the teachers”.)

UNIT-V LANGUAGE RELATED ISSUES

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom - Nature of reading comprehension in the content areas. - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and Mathematics; nature of expository texts Vs.narrative texts; transactional Vs. reflexive texts; Schema theory; text structures; examining content areas textbooks; reading strategies for note-making, summarizing; making reading-writing connections; process writing; analyzing children’s writing to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

(Suggested instructional approaches/methods:

- i. Talk to the students and find out the different languages that they speak. Prepare plan to use multilingualism as a strategy in the English classroom.
- ii. Interact with 5 student-teachers and present a paper on:
 - the structure of their language
 - pronunciation
 - vocabulary.)

TASK AND ASSIGNMENTS

Based on Eller Deficit Theory: Children’s from lower socioeconomic classes “cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical thoughts.”

Step-1: Student teachers have to find the students who are undergoing this type of problem.

Step-2: According to Eller theory, give a remedial treatment by teaching correct pronunciation.

Step-3: The pronunciation of the students before training and after training can be recorded to find the progress of the students.

2 . Take a few passages from Science, Social Science and Maths textbooks of Classes VI-VIII/ IX-X/ XI-XII and analyse on the following issues and offer your findings and suggestions.

. How are the different registers of language have been introduced?

- a) Does the language clearly convey the meaning of the topic being discussed?
- b) Is the language learner-friendly?
- c) Is the language too technical?

REFERENCES

1. Agnihotri, R.K. (1995), Multilingualism as a classroom resource. Heinemann Educational Books.
2. Earl Stevick.W.(1982), Teaching and Learning Languages. Cambridge: Cambridge University Press.
3. Krashen, S.D.(1981), The study of second language acquisition and secondlanguage learning. Oxford: Oxford University Press.
4. Richards,J.C.(2006), Communicative language teaching today. Cambridge: Cambridge University Press.
5. Thangasamy, Kokila (2016) Communicative English for College Students. Chennai: Pavai Publications.
6. Widdowson, H. (1978), Aspects of language teaching. Oxford: Oxford University Press.
7. Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge University Press.
8. Forum for across the curriculum teaching – <http://www.factworld.info/>
9. Language for understanding across the curriculum – www.det.act.gov.au>LUACHandbook
10. Curriculum guide – Language arts language across the curriculum – www.moe.gov.jm>sites>default>files.

SEMESTER -II

PART - I

Subject Code :

General Tamil – II (காலம்: 120 மணிகள்)

நோக்கம்

1. பக்தி இலக்கியங்களை அறிந்து கொள்ளல்,
2. சிற்றிலக்கியங்களின் பொருளை புரிந்துகொள்ளல் ,
3. இலக்கிய வரலாற்றில், சைவ, வைணவ, கிறிஸ்துவ, இஸ்லாமிய இலக்கியங்களின் வளர்ச்சியை அறிந்துகொள்ளல் ,
4. தமிழ் அறிவியல் கட்டுரைகளின் மூலம் சிந்தித்து எழுதும் திறன் வளர்த்தல் ,
5. பயன்பாட்டுத் தமிழின் மூலம் இலக்கணங்களை வாழ்வில் பயன்படுத்தல்.

அலகு- 1 செய்புள் - பக்தி இலக்கியங்கள்

1. திருமூலர் - திருமந்திரம் 5 பாடல்கள் மட்டும்
2. தேவாரம் - திருஞானசம்பந்தர் பாடல்கள் (5 பாடல்கள்)
3. அப்பர் தேவாரம் - மறுமாற்றத் திருத்தாண்டகம்
4. மாணிக்கவாசகர் - திருவாசகம் (முத்திக்கலம் புரைத்தல்)
5. ஆண்டாள் - திருப்பாவை (பத்துபாடல்கள்)
6. குலசேகர் ஆழ்வார் - பெருமாள் திருமொழி
7. எச்.ஏ. கிருஷ்ணபிள்ளை - இரட்சணிய யாத்திரிகம்
8. பட்டினத்தார் - தாய்மரித்த போது பாடியது
9. குணங்குடி மஸ்தான் சாகிபு-நந்தீஸ்வரக் கண்ணி

அலகு- 2 சிற்றிலக்கியங்கள்

10. முக்கூடற்பள்ளு - நாட்டுவளம் (முத்தபள்ளி)
11. குற்றாலக் குறவஞ்சி - நாட்டுவளம், மலைவளம்-திரிகூடராசப்பக் கவிராயர்
12. மீனாட்சியம்மை பிள்ளைத்தமிழ் - குமரகுருபரர்
13. நந்திக் கலம்பகம் - கையறு நிலைப்பாடல்
14. தனிப்பாடல்கள் - காளமேகப் புலவர் & ஓளவையார் பாடல்கள்
15. இராலிங்க அடிகளார் (வள்ளலார்) - திருவருட்பா ஆறாம் திருமுறை கோடையிலே இளப்பாறிக்.....(5 பாடல்கள்)

அலகு- 3 இலக்கிய வரலாறு - பக்தி இலக்கியங்கள், சைவம், வைணவம், கிறித்தவம், இஸ்லாம்.

சிற்றிலக்கியங்கள் - குறவஞ்சி, பள்ளு, பரணி, கலம்பகம், பிள்ளைத்தமிழ்

அலகு- 4 தமிழில் அறிவியல் கட்டுரைகள் (தொகுப்பு)

அலகு- 5 பயன்பாட்டுத் தமிழ்

1. ஆகர வரிசைப்படுத்துதல்
2. ஒருபொருள் குறித்த பல சொற்கள்
3. பல பொருள் குறித்த ஒரு சொல்

4. எழுத்துப் பிழை நீக்கி எழுதுதல்
5. ஒற்றுப் பிழை நீக்கி எழுதுதல்
6. தொடர் பிழை நீக்கம்
7. பிறமொழிச் சொற்களை நீக்கி எழுதுதல்

தேர்வுமுறை

முதல் பருவத் தேர்வு முறையைப் பின்பற்றுக

பார்வை நூல்கள்

1. ஜெகதீரட்சகன்.எல்(1993), நாலாயிரத்திவ்ய பிரபந்தம், சென்னை: ஆழ்வார்கள் ஆய்வு மையம்.
2. திருஞான சம்பந்தர் மூர்த்தி நாயனார் (1955), தேவாரப் பதிகங்கள், தருமபுர ஆதினம் உரிமை பதிப்பு.
3. குணங்குடி மஸ்தான் சாகிபு , திருப்பாடற்றிரட்டு, சென்னை: வெளியீட்டாளர் இரத்தின நாயகர் அண்ட் சன்ஸ்.
4. பட்டினத்தார்(1967), பட்டினத்துப் பிள்ளையார் திருப்பாடல்கள், திருநெல்வேலி: தென்னிந்திய சைவ பதிப்பகம்.
5. மு.அருணாசலம், (1975) தமிழ் இலக்கிய வரலாறு, சென்னை: தமிழியல் ஆய்வு மற்றும் வெளியீட்டு நிறுவனம்.

PART - II

Subject Code :

FOUNDATION ENGLISH - II

(Total: 120 Hrs)

OBJECTIVES

- To provide practical, functional hands-on-learning experience to students in essential English grammar and usage.

UNIT-I WORD POWER

1. Synonyms
2. Antonyms
3. Prefixes and Suffixes

UNIT- II KNOWLEDGE OF BASIC GRAMMAR

1. Articles
2. Preposition
3. Question Tag

UNIT-III KNOWLEDGE OF BASIC GRAMMAR

1. Voice
2. Infinitive gerund and participle

UNIT-IV APPLICATION OF ENGLISH GRAMMAR

1. Errors in the use of Articles
2. Errors in the use of Preposition
3. Errors in the use of Verbs

UNIT-V SENTENCE WRITING AND UNDERSTANDING

1. Sentence Pattern
2. Writing a Correct Sentence
3. Comprehension

REFERENCES

1. Luca Konig, (2016). *Correction of errors in written and spoken English*. UK: Oxford Press
2. Geoffrey Leech and Jain Suart, (2003). *Communicative grammar of English*. UK: Pearson Longman.
3. Agarwala N.K, (2014). *English grammar and composition*. New Delhi: Goyal Brothers Prakashan.
4. Kokila S.Thangasamy, (2014). *Communicative English for college students*. Gandhigram (T.N): Arichum Blooms.

PART -II

CORE -III

Subject Code :

British Literature II

Objective

To enable the learners to get acquainted with the unique characteristics of the literature of the Pre-Romantic, Romantic and Victorian Ages.

Unit I (Poetry)

Thomas Gray	“Elegy Written in a Country Churchyard”
Williams Collins	“Ode to Evening”
William Blake	“The Tiger”
Alfred Tennyson	“Ulysses”

Unit II (Poetry)

Wordsworth	“Ode on the Intimations of Immortality”
S. T. Coleridge	“Kubla Khan”
John Keats	“The Eve of St. Agnes”
P. B. Shelley	“Ode to the West Wind”
D.G. Rossetti	“The Blessed Damozel”

Unit III (Prose)

Wordsworth	“Preface to the Lyrical Ballads”
Charles Lamb	“South Sea House”
	“Christ’s Hospital”
	“A Dissertation upon a Roast Pig”

Unit IV (Drama)

Oscar Wilde	<i>Importance of Being Earnest</i>
G.B. Shaw	<i>Arms and the Man</i>

Unit V (Novel)

Jane Austen	<i>Pride and Prejudice</i>
Charles Dickens	<i>A Tale of Two Cities</i>

Text Books

Green, David., ed. *The Winged Word*. Chennai: Macmillan, 1974.

Ramachandran, C.N, and Radha Achar., ed. *Five Centuries of Poetry*. Chennai: Macmillan, 1991.

Wordsworth, William, et al. *Wordsworth and Coleridge: Lyrical Ballads*. London: Routledge, 2005.

Lamb, Charles. *The Essays of Elia*. London: Wentworth Press, 2005.

Wilde, Oscar. *Importance of Being Earnest*. Uttar Pradesh: Maple Press, 2017.

Shaw, George Bernard. *Arms and the Man*. Massachusetts: Courier Corporation, 2012.

Austen, Jane. *Pride and Prejudice*. Peterborough: Broadview Press, 2001.

Jordan, John O. ed. *The Cambridge Companion to Charles Dickens*. Cambridge: Cambridge University Press, 2001.

PART -III

CORE -IV

Subject Code :

Indian Writing in English –II (Post-Independence)

- 1) To introduce students to major writers and themes of Indian Literature in English of the Post-Independence period.
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- 3) To expose students to the artistic and innovative use of language employed by Indian writers

Unit-I: Poetry

Nissim Ezekiel: 'Night of the Scorpion '

Kamala Das: 'The Old Play House'

P.Lal: A Leaf

A. K. Ramanujan: 'The River'

Shiv K Kumar: 'Indian Women'

Jayant Mahapatra: 'Dawn at Puri'

Unit-II: Drama

Asif Currimbhoy : "The Refugee"

Vijay Tendulkar: *Silence the Court is in Session*

Poile Sengupta: 'Keats was a Tuber'

Mahesh Dattani: *Seven Steps around the Fire*

Unit – III: Prose

Dr. S. Radha Krishnan: "Character Is Destiny"

Anees Jung: 'Royal Mothers Royal Daughters'

Nirad C.Chaudhari: "Eternal Silence of the Infinite Crowd"

Kushwant Sing: 'Why Hindu and Muslim Speak Hate'

Unit – IV Fiction

RohintonMistry:*A Fine Balance*

AmitavGhosh:*The Shadow Lines*

Shashi Deshpande: *That Long Silence*

Books for Reference

An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990

The Complete works of Sri Aurobindo. Vol 3 & 4.Pondycherri: Aurobindo Ashram

PART -III

ALLIED -II

Literary Forms and Terms

Subject Code :

Objective:

To enhance the learners' ability to appreciate literary works through a study of literary terms to sharpen the learners' critical and creative acumen.

Unit I

Allegory, Allusion, Essay, Epigram, Euphuism, Fable, Parable, Biography, Autobiography, Travelogue, Cliché, , Didactic literature, Humanism, Palindrome, Paradox, Pastoral.

Unit II

Aestheticism, Ambiguity, Affective fallacy, Pathetic fallacy, Intentional fallacy, Alliteration, Blank verse, Ballad , Elegy, Epic, Sonnet, Lyric , Ode, Dramatic Monologue, Pastoral Elegy, Figures of Speech, Free Verse, Hyperbole , Imagery, Rhyme, Stanza, Meter, Heroic Couplet.

Unit III

Bathos, Comedy, Tragedy, Romance, Farce, Heroic drama, Melodrama, Burlesque, Parody, Masque, Catharsis, Catastrophe, Chorus , Aside, Soliloquy, Three Unities, Humor and Comic, Comic Relief, Satire, Irony, Pun, Wit, Epic Theatre

Unit IV

Plot, Setting, Motif and Theme, Stream of Consciousness , Science Fiction and Fantasy, Short Story , Graphic Narrative, Bildungsroman, Gothic Novel, Epistolary Novel, Proletarian Novel, Historical Novel.

Unit V

Dissociation of sensibility, Myth , Archetype , Touchstone, Objective Correlative, , New Criticism, New Historicism, Feminist Criticism, Marxist Criticism, Modernism, Post Modernism , Eco Criticism , Gyno Criticism, Women's studies ,Postcolonial Studies

Text Book:

Abrams, M. H., and Geoffrey G. Harpham. *A Glossary of Literary Terms*. Stamford: Cengage Learning, 2015.

Reference Book

Baldic, Chris. *The Oxford Dictionary of Literary Terms* Oxford: OUP, 2008.

PART -IV

Subject Code :

EDUCATION

CHILDHOOD AND GROWING UP –PART – II**(Total: 40 Hrs)****COURSE OBJECTIVES**

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

1. analyse the concerns of marginalized children
2. understand the adolescent behaviours
3. comprehend the role of play on child development
4. comprehend the role of media on child development
5. examine the impact of urbanization and economic change on child development.

UNIT-IMARGINALIZED CHILDREN: ISSUES AND CONCERNS

Meaning and concept of marginalized children – Children living in urban slum; deprived; socially deprived girls (Dalit and Tribal girls); abused child; children growing up in poverty, street children, HIV affected children and children working in unorganized sectors – child labour - Measures to promote the status of marginalized children.

(Suggested instructional approaches and methods:

- i. Presentation of report of the problems of marginalized children based on field study.
- ii. Seminar on the problems of marginalized children and the measures to be taken.)

UNIT-II UNDERSTANDING ADOLESCENCE

Meaning of adolescence – study of adolescent behavior in their natural settings – at play or in school settings – using observation, interview schedules, case study method and interacting with them – understanding of the physical, social and moral behaviours of children and adolescents

(Suggested instructional approaches and methods:

- i. Teacher talk/ Group discussion on the influences of play on child and adolescent development.

- ii. Presentation of report of the adolescent behavior using observation and other techniques.)

UNIT-III PLAY AND CHILD DEVELOPMENT

Meaning and characteristics of play - kinds of play and their role in child development – play activities of childhood – factors influencing children’s play –contribution of play to children’s physical, social, emotional and cognitive development

(Suggested instructional approaches and methods:

- a. Teacher talk / Group discussion on kinds of play and child development.
- b. Invited lecture by an expert or psychologist on various aspects of children’s development.)

UNIT-IV MEDIA AND CHILD DEVELOPMENT

Impact of media on early childhood experiences and development – impact of mass media and social media on adolescent development – Influence of media violence on children’s and adolescent’s behaviour - effects of media on racial and gender stereotyping – regulating healthy media use

(Suggested instructional approaches and methods:

- i. Make a short film on the impact of mass media on children/ adolescents.
- ii. Group discussion on media violence on children).

UNIT-V URBANISATION AND ECONOMIC CHANGE ON CHILD DEVELOPMENT

Impact of urban culture, population density, migration of family, and environmental effects (air, water, noise) on child development - effects of liberalization, privatization, and globalization (LPG) on child development with special reference to India.

(Suggested instructional approaches and methods:

- i. Invited talk/teacher talk on urbanization and child development.
- ii. Report presentation based on the group discussion about the impact of liberalization, privatization, and globalization on child development.)

TASKS AND ASSIGNMENTS

1. Contact various socializing agencies and submit a detailed report on their role on child development.

REFERENCES

1. AnithaWoolfolk. (2004). Educational psychology. Singapore: Persion Education.
2. Baron.A. Robert (2000). Pshychology. New Delhi: Prentice-Hall of India.
3. Bert Laura. E. (2014). Child development. New Delhi: PHI Learning.

4. Hurlock, Elizabeth. B. (1980). Development Psychology. New Delhi: McGraw Hill Education.
5. Hurlock, Elizabeth. B. (1980). Adolescent Development. New Delhi: Tata McGraw Hill.
6. Hurlock, Elizabeth. B. (2015). Child development. New Delhi: McGraw Hill Education.
7. Thangasamy, Kokila. (2014). Psychology of learning and human development. Madurai: MaaNila Publisher.
8. www.simplypsychology.org
9. psychclassics.yorkn.ca
10. psychology.wikia.com

PART -IV

Subject Code :

EDUCATION

UNDERSTANDING DISCIPLINES AND SUBJECTS

(Total: 40 Hrs)

COURSE OBJECTIVES

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

1. reflect on the role of disciplines and subjects in school curriculum.
2. acquaint with the development of curriculum with social, political and intellectual contexts.
3. understand the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explore the aspects of life oriented curriculum.

UNIT-I-DISCIPLINES AND SUBJECTS

Disciplines and subjects- meaning, definition and concepts – Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey's ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academic discipline

(Suggested Instructional Approaches/ Methods:

- i. Teacher talk on meaning and concepts of three different school subjects.
- ii. Small group discussion on differences of any three school subjects.)

UNIT-II DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subject from socio-cultural perspectives - School subjects and social justice

(Suggested Instructional Approaches/ Methods:

- i. Discussion about the historical and cultural influences in any one of your school subjects.
- ii. Group discussion on the redefinition of school subject from socio-cultural perspectives.)

UNIT-III SELECTION OF CONTENT

Selection of subject-matter or content of the curriculum: self-sufficiency, significance, validity, interest, utility, learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum – Recent developments in school subject.

(Suggested Instructional Approaches/ Methods:

- i. Student seminar on selection of content.
- ii. Seminar on recent developments in school subjects.)

UNIT-IV LEARNER ORIENTED CURRICULUM

Disadvantages of discipline oriented Curriculum - Advantages of learner oriented curriculum - Social oriented curriculum for social reconstruction - Designing learner centered curriculum, syllabus and textbooks

(Suggested Instructional Approaches/ Methods:

- i. Teacher talk on learner oriented curriculum.
- ii. Discussion on the social oriented curriculum for social reconstruction.)

UNIT-V LIFE-ORIENTED CURRICULUM

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter-disciplinary curriculum- Broad field curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content- Based on the experiences of children- communities- their natural curiosities- their subjects.

(Suggested Instructional Approaches/ Methods:

- a. Discussion on life-oriented curriculum.
- b. Student seminar on disciplinary approach to school subjects.)

TASKS AND ASSIGNMENTS

1. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.
2. Critically evaluate the relevance of school subject for social justice and social reconstruction.

REFERENCES

1. Carl, Arend E. (2009). Teacher empowerment through curriculum development. South Africa: Juta and Company.

2. Cullen, Roxanne.,Haris, Michael and Hill, Reinhold, R. (2012). The learnercentered curriculum. San Francisco: Jossey-Boss.
3. Ellis, Arthur K. (2013). Exemplars of Curriculum.New York: Routledge.
4. Hodson. (1987). Science curriculum change in Victorian England: A case study of the Science common things In I Goodson (Ed). Inter National perspectives in curriculum history. Croom Helm.

5. Ivor F. Goodson and Colin J. Marsh (1996). Studying school subjects: A guide.New York: Routledge.

6. Kelly.A.V. (2009) The curriculum: Theory and practice. New Delhi: Sage Publications.
7. Kridel, Craig. (2010). The encyclopedia of curriculum studies. New Delhi: Sage Publications.
8. Leask, Betty. (2015). Internationalizing the Curriculum. New York: Routledge.
9. www.students notes.in/b.ed/.../understand/20school/20/subject.pdf.
10. www.pcer.ac.in/wp_content/uploads/2015/12/understanding_disciplinesand-school-subjects.pdf.

PART -IV

Subject Code :

EDUCATION

EPC 1: READING AND REFLECTING ON TEXTS

(Total: 40 Hrs)

The aim of this course is to enhance the professional capacities of a student-teacher, specifically reading and writing skills.

COURSE OBJECTIVES

To enable student-teachers:

1. To enhance their capacities as readers and writers by becoming participants in the process of reading.
2. To read diverse texts/books and learn to think together.
3. To use their reading and writing skills for effective preparation for the other courses.

TEACHER/LEARNER ACTIVITIES FOR TRANSACTION OF THE COURSE

To translate these objectives into practice, the teachers in colleges of education should:

1. Engage the student-teachers in reading interactively - individually and in small groups.
2. Offer opportunities to the student-teachers to read wide variety of texts (such as empirical, conceptual and historical texts, policy documents, studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.
3. Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies
4. Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.
5. Engage the student-teachers to analyses various text structures and develop comprehension of them.
6. Engage the student-teachers in developing their writing skill by providing various contexts for writing.

7. Prepare the student-teachers for selected readings and writings required for other courses.
8. Train the student-teachers, through structured tasks, in writing with of sense of purpose and audience and responding to a text with one's own opinion or writing within the context of others' ideas.
9. Train the student-teachers to learn to combine both reading and writing that leads to the development of critical skills.
10. Read any three books related to education and make a critical presentation.

TASKS AND ASSIGNMENTS:

Preparing a Record on "Reading and Reflecting on Texts".

1. Every student-teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher's feedback and evaluation.
2. Read any three books related to education and submit a review of them.

RECOMMENDED BOOKS FOR READING AND REFLECTING

1. வரதராசன், மு. (1979). கல்வி. சென்னை: பாரிநிலையம்
2. அமனஷ்வீலி. (2006). குழந்தைகளின் எதிர்காலம். சென்னை: அறிவுப் பதிப்பகம். (044 2848 2441.:2848 2973).
3. உதயமூர்த்தி,எம்.எஸ்.(2015). வெற்றிக்கு முதல் படி. சென்னை: கங்கை புத்தக நிலையம் (044 - 2434 2810).
4. அப்துல் கலாம்,ஆ.ப.ஜெ. (2006). கலாமைக் கேளுங்கள். சென்னை: நியூசெஞ்சுரிபுக்ஹவுஸ் (044 - 2625 8410).
5. சுவாமிவிவோனந்தர். (1997). புதிய இந்தியாவைப் படைப்போம். சென்னை:ஸ்ரீராமகிருஷ்ண மடம்.
6. கோகிலாதங்கசாமி.(2016). சிறந்தஆசிரியராக. சென்னை: பாவைபதிப்பகம்,(9443323840).
7. சோமவள்ளியப்பன். (2013). நல்லதாகநாலுவார்த்தை. சென்னை: ஆப்பிள் பப்ளிஷிங் இண்டர் நேஷனல், (044 -32440099.:33464677).
8. அழகியநாதன்,எம்.பி.(2008). அறிவுலகமேதைஆல்பர்ட் ஜன்ஸ்டீன். சென்னை:அறிவுப் பதிப்பகம். (044 -2848 244.:2848 2973).
9. ஜெயசீலன்,கூ.ம.(2015). இதுநம் குழந்தைகளின் வகுப்பறை. சென்னை: அரும்பு பதிப்பகம். (94870 36865 ∴. 90429 82821)
10. குப்புசாமி.பி.ச.(2015). ஓர் ஆரம்பப் பள்ளிஆசிரியரின் குறிப்புகள்: கோவை: விஜயா பதிப்பகம், (0422-2382614).
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SEMESTER –III

PART - I

GENERAL TAMIL - III

Subject Code :

பாடவேளை - 120 மணிகள்

பொதுநோக்கம்:

1. இக்கால இலக்கியங்களின் சிறப்பினை அறிந்து கொள்ளல்
2. தொடர்நிலைச் செய்யுளில் கூறப்பட்ட நயத்தை புரிந்துகொள்ளல்
3. சமயப்புலவர்கள் இயற்றிய புராணங்களின் பொருளினை அறிந்து கொள்ளல்.
4. காப்பியங்களின் வழிக் கூறப்படும் நடைமுறைத் தத்துவத்தை பயன்படுத்தல்.
5. கட்டுரை, அறிக்கை எழுதும் திறன் வளர்த்தல்.

அலகு - 1

- சிலப்பதிகாரம் - கொலைக்களக் காதை
மணிமேகலை - ஆதிரை பிச்சையிட்ட காதை

அலகு - 2

- சீவகசிந்தாமணி - கேமசரியார் இலம்பகம்.
கம்பராமாயணம் - குகப்படலம்.

அலகு - 3

- பெரியபுராணம் - கண்ணப்பநாயனார்.
தேம்பாவணி - வளன் சளித்த படலம்.
சீறாப்புராணம் - மானுக்குப் பிணை நின்ற படலம்.

அலகு - 4

இலக்கியவரலாறு - ஐம்பெருங்காப்பியம்
இரட்டைக் காப்பியம்
சோழர்காலக் காப்பியங்கள்.
சைவ, வைணவபக்தி இலக்கியங்கள்.
சமணர், பௌத்தர் தமிழ்த் தொண்டு.

அலகு - 5

கட்டுரைகல் - கம்பலைமானுடம் - சிற்பி பாலசுப்பிரமணியம், வானதி
பதிப்பகம், சென்னை - 600 017.

அலகு - 6

பண்பலை வானொலி நிகழ்ச்சித் தொகுப்பு.
சுற்றுலா வழி காட்டிப் பயிற்சி முறைகள்.
பொதுக் கூட்டம் (அ) விழாவில் குறிப்பு எடுத்தல்.

பார்வை நூல்கள்:

1. டாக்டர்.உ.வே.சா. (2008), சிலப்பதிகாரம், சென்னை: டாக்டர் உ.வே.சா பதிப்பகம்.
2. புலியூர்க்கேசிகள், (2010), மணிமேகலை, சென்னை: செண்பகா பதிப்பகம்.
3. பள்ளத்தூர் பழ. பழனியப்பன்(2015), கம்பராமாயணம், சென்னை: வானதி பதிப்பகம்.
4. ஷெரீப்.மு.(1992) சீறாப்புராணம், சென்னை: சீதக்காதி நூல் வெளியீட்டகம்.
5. நச்சினார்க்கினியர், (1987) சீவகசிந்தாமணி, தஞ்சாவூர்: தமிழ்ப் பல்கலைக்கழகம்.
6. இராமசுப்பிரமணியம்.வ.த.(2004), பெரிய புராணம், சென்னை: திருமகள் நிலையம்.
7. மரிய அந்தோணி(1982), தேம்பாவணி, பாலையங்கோட்டை: வீரமாமுனிவர் ஆய்வுக்கழகம்
8. சிற்பி பாலசுப்பிரமணியம், கம்பலைமானுடம், சென்னை: வானதி பதிப்பகம்

PART -II

Subject Code :

FOUNDATION ENGLISH – III

OBJECTIVE

To promote competency in language skills.

UNIT I – PROSE

1. Bookshop Memories - George Orwell
2. On Marriage - Ernest Barker

UNIT II – POETRY

1. Let me Not To the Marriage of True Minds - William Shakespeare
2. Sonnet on His Blindness - John Milton

UNIT III – TALES

1. Taming of the Shrew
2. Julius Caesar

UNIT – IV – SPOKEN ENGLISH

1. Greeting
2. Introducing
3. Making request
4. Seeking Permission
5. Expressing Gratitude
6. Complementing / Congratulating

UNIT - V

1. Letter Writing

- Application for Job
Letters of Inquiry and Complaint
2. Situational Messages.

REFERENCES

1. Menon K.P.K, (2005). *Prose in practice*. Chennai: Macmillan India.
2. Natarajan. K, (2011). *The musical thought*. Chennai: New Century Book House.
3. Dodd. E.F, (2011). *Six tales from shakespeare*. Chennai: Macmillan India.
4. Radhakrishna Pillai.G & Rajeevan.K, (2014) *Spoken english for you*. New Delhi: Emerald Publishers.
5. Thangasamy, S. Kokila, (2011). *Polite english*. Gandhigram (T.N): Anichum Blooms Publishers.

PART -III

CORE - V

Subject Code :

British Literature - III

Objective:

To enable the students to understand the problems of twentieth century as they are presented through the appropriate form and idiom of twentieth century British literature

Unit I (Poetry)

W.B. Yeats	“Sailing to Byzantium”
John Masfield	“Cargoes”
Wilfred Owen	“Insensibility”
Cecil Day Lewis	“The Poet”
W.H. Auden	“The Unknown Citizen”

Unit II (Poetry)

Stephen Spender	“The Double Shame”
Philip Larkin	“Church Going”
Ted Hughes	“Pike”
Dylan Thomas	“Poem in October”
Thom Gunn	“On the Move”

Unit III (Prose)

T.S. Eliot	“Tradition and the Individual Talent”
Cleanth Brooks	“The Language as Paradox”

Unit IV (Drama)

John Osborne
Samuel Beckett

Look Back in Anger
Waiting for Godot

Unit V (Novel)

Virginia Woolf
James Joyce

Mrs. Dalloway
Ulysses

Text Books

Green, David., ed. *The Winged Word*. Chennai: Macmillan, 1974. Ramachandran, C.N, and Radha Achar., ed. *Five Centuries of Poetry*. Chennai: Macmillan, 1991.

Lodge, David., ed. *20th Century Literary Criticism*. London: Longman Group Limited, 1984.

Osborne, John. *Look Back in Anger*. London: Faber & Faber, 2013.

Beckett, Samuel. *Waiting for Godot*. New York: Grove Press, 2011.

Woolf, Virginia. *Collected Novels of Virginia Woolf*. London: Palgrave Macmillan, 1992.

Joyce, James. *Ulysses*. New Delhi: Prakash Book Depot, 2017.

PART -III

Subject Code :

CORE- VI

AMERICAN LITERATURE- I

COURSE OBJECTIVES:

1. To introduce the students to the basic traits of American Literature and its cultural history.
2. To introduce the students to eminent writers of America and their works from Native American to Naturalism.
3. To create an awareness on trends and movement of American Literature.
4. To expose the students to American sensibilities, ideals and concepts.
5. To explore the origin and growth of American Literature

COURSE OUTLINE:

UNIT- I: BACKGROUND STUDY

Native American- Colonial Period- American Romanticism- Dark Romanticism- Transcendentalism- Realism- Modernism- Naturalism.

UNIT- II: PROSE

Thomas Jefferson	Declaration of Independence (Excerpts)
Emerson	Self- Reliance (Excerpts)
Edgar Allen Poe	The Philosophy of Composition
H. D. Thoreau	Where I Lived, and What I Lived For

UNIT- III: POETRY

Edgar Allen Poe	Raven
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Emerson
Whitman
Emily Dickenson
Robert Frost

Brahma
O Captain! My Captain!
Success is Counted Sweetest
Birches

UNIT- IV: DRAMA

Eugene O' Neill
Tennessee Williams

The Hairy Ape
The Glass Menagerie

UNIT- V: FICTION

Mark Twain
Hawthorne

The Adventures of Tom Sawyer
Scarlet Letter

RECOMMENDED READING:

Bercovitch Sacvan *The Cambridge History of American Literature, Vol. 1: 1590-1820*
<http://b-ok.org/book/939662/3cf7ee>

Norton Anthology of American Literature: Vol. A & B <http://b-ok.org/book/1192825/418bea>

Bigsby Christopher Modern American drama, 1945-2000 <http://b-ok.org/book/1053995/d7f313>

JOURNALS:

Studies in American Fiction, jhu Press. ISSN 00918083

Journal of American Literary Studies

E- LEARNING RESOURCES:

The Glass Menagerie <https://www.youtube.com/watch?v=aiXbt6nz5eM&t=784s>
<https://www.youtube.com/watch?v=cUvX3BAXu7I> (film adaptation)

Death of a Salesman <https://www.youtube.com/watch?v=n9ASP9psRYE>
<https://www.youtube.com/watch?v=RMqiCtq5VLs> (film adaptation)

Eugene O' Neill <https://study.com/academy/lesson/eugene-oneill-biography-and-major-plays.html>

Raven <https://www.youtube.com/watch?v=Yw1S6UOM7ZI> (audio version)

The Scarlet Letter <https://www.youtube.com/watch?v=Sf9I89ooaDE> (film adaptation)

<https://www.britannica.com/art/American-literature>

www.storyboardthat.com/rebeccan

https://en.m.wikipedia.org/writers/20th_century

http://www.softschools.com/timelines/american_literature_timeline/257/

The Zoo story <https://www.youtube.com/watch?v=ctPun9fzS2E> (Theatre Adaptation)

True West <https://www.youtube.com/watch?v=atwDohPbp0c> (film adaptation)

<https://www.britannica.com/art/American-literature>

http://www.softschools.com/timelines/american_literature_timeline/257/

PART -III

Subject Code :

ALLIED - III

HISTORY OF ENGLISH LITERATURE - I

Objectives:

The paper familiarizes the students with the origin and growth of English Literature

The paper gives the students a thorough knowledge of the important trends and movements in movements in English literature

Unit- I

General Introduction

English Literature before Chaucer

The Age of Chaucer

From Chaucer To Tottel's Miscellany

Unit II

The Development of the Drama

Mystery, Miracle and Morality Plays

UNIT III

The Age of Shakespeare- Verse

The Age of Shakespeare- The Drama

The Age of Shakespeare- The Prose

Unit IV

Metaphysical Poetry – George Herbert, John Donne, Henry Vaughan, Andrew Marvell

Neo-classicism

Unit- V

The Age of Milton- Other Poets & Prose Writers

The Age of Dryden- Verse

The Age of Dryden- Prose And Drama

Books for Reference:

W.H. Hudson, An Introduction to the Study of English Literature, Atlantic Publisher, 2006

B.Prasad, A Background to the Study of English Literature, Laxmi Publication, 2016.

PART -IV

Subject Code :

EDUCATION

**CONTEMPORARY INDIA AND EDUCATION - PART I
(60 Hours)**

OBJECTIVES

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

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

Unit - I Understanding the social diversity

Social diversity: Meaning and definition - Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Education for understanding the social diversity in India.

Suggested instructional approaches/methods:

- i. Invited talk on the social diversity of Indian society.
- ii. Report presentation based on the group discussion on the role of education to understand the social diversity in India.

Unit - II Educational demands of individuals and diverse communities

Universalisation of primary education - Programmes to achieve universalisation of education: SSA, RMSA, RUSA, integrated education and inclusive education - Challenges in achieving universalisation of education - Education for collective living and peaceful living: Four pillars of education as viewed by Delor's Commission Report.

Suggested instructional approaches/methods:

- i. Report presentation based on the group discussion/student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalisation of education.
- ii. Report presentation based on the group discussion/student seminar suggesting the curriculum for collective and peaceful living of people

Unit - III Indian Constitutional values on education

Preamble of the constitution - Fundamental rights and duties of citizens - Directive principles of State policy and education - Challenges to fulfill the constitutional obligations: freedom, justice, equality, fraternity and education - Right to Education Act.

Suggested instructional approaches/methods:

- i. Invited talk/teacher talk on the constitutional provisions to enjoy freedom, justice, equality in education.
- ii. Invited talk /legal expert(s) talk on the salient features of Right to Education Act.

Unit - IV Inequality, discrimination and marginalisation in education

Social inequity in society - Causes for inequality, discrimination and marginalization in education - Types of inequity: caste, class, gender, regions - Elimination of social inequities through education - Education for marginalized groups: Dalits, tribals, and women.

Suggested instructional approaches/methods:

- i. Report presentation based on the field study /observation about the difficulties of tribals and dalits in accessing education.
- ii. Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities

Unit - V Policy frameworks on education: Pre-independent India

Salient features of Vedic, Buddhist and Jain system of education – Development of education during the pre-independent period – Characteristics of Basic education and its relevance to the present day context.

Suggested instructional approaches/methods:

- i. Report presentation based on the group discussion/student seminar about the relevance of basic education to the present day context.
- ii. Report presentation based on the group discussion/student seminar on the impact of pre-independent period education on Indian society.

REFERENCES

1. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsburry Publishing.
2. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.
3. Government of India.(2007). *National Knowledge Commission Report*. New Delhi.
4. Kumar, K. (2014). *Politics of education in colonial India*. New Delhi: Routledge.
5. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). *A student's history of education in India (1800-1973)*.UK: Macmillan.
6. National Council for Educational Research and Training. (2005). *National curriculum framework*. New Delhi: NCERT.
7. Sedwal, M. & Kamat, S. (2008). *Education and social equity: With a special focus on scheduled castes and tribes in elementary education*. New Delhi: NUEPA.
8. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
9. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
10. http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%202.pdf

PART - IV

Subject Code :

EDUCATION

GENDER, SCHOOL AND SOCIETY

(60 Hours)

OBJECTIVES

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

1. understand the concept of gender roles in society
2. explain the gender identity and socialization process
3. identify gender roles in textbooks and curriculum
4. discuss safety of girls and women at school, home and workplace
5. understand the representation of gender in various mass media.

UNIT - I GENDER ROLES IN SOCIETY

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) - Reasons for gender inequalities - Gender-just education outside school settings.

Suggested instructional approaches/ methods:

- i) Seminar on reasons for gender inequalities.

- ii) Discussion the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.

UNIT - II GENDER IDENTITY AND SOCIALIZATION PROCESS

Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - Actual gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines - Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.

Suggested instructional approaches/ methods:

- i) Presentation of a paper on gender roles based on the visit of students in a school.
- ii) Seminar on the processes of disciplining techniques for boys and girls after visiting schools/ home.

UNIT - III GENDER AND SCHOOL CURRICULUM

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing or challenging young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

Suggested instructional approaches/ methods:

- i. Student seminar on representation of gender roles in textbooks and curriculum.
- ii. Workshop on developing school curriculum for equality and gender- just society.

UNIT - IV VIOLENCE ON SAFETY OF GIRLS AND WOMEN

Safety of girls and women at school, home and workplace - Sexual abuse and violence: Role of education in preventing them - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents.

Suggested instructional approaches/ methods:

- i) Brainstorming session on safety of girls at school, home and workplace.
- i) Teacher talk on role of teachers and parents in combating female body objectification.

UNIT - V MASS MEDIA AND GENDER

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

Suggested instructional approaches/ methods:

- ii) Student seminar on gender stereotypes in mass media.
- iii) Poster show presentation on gender in media.

TASKS AND ASSIGNMENTS

1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society.
2. Prepare a report on child abuse/violation of girl's rights by collecting data from various media resources.

REFERENCES

1. NCERT. (2006). *Gender Issues in Education*. New Delhi: Publications Division.
2. Kosut, Mary. (2012). *Encyclopedia of gender in media*. New Delhi: Sage Publications.
3. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through textbooks*. Paris: UNESCO Publications Division.
4. Byerly, C. M. (2011). *Global report on the status of women in the news media*. Washington DC: International Women's Media Foundation.
5. Fredrick Luic Aldama. (2005). *Brown on brown: Chicapola representations of gender, sexuality, and ethnicity*. University of Texas Press.
6. Hurlock, Elizabeth.B.(1974) *Personality development*. New Delhi: McGraw Hill Education.
7. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: Vinodh Publishers.
8. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). *Discipline, moral regulations and schooling: A social history*. New York: Routledge.
9. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society*. Patiala: Twenty first century publications.
10. www. academia. edu.

SEMESTER – IV

PART - I

Subject Code :

GENERAL TAMIL - IV

(பாடவேளை - 120 மணிகள்)

பொதுநோக்கம்:

1. எட்டுத்தொகை நூல்களின் பாடப்பொருளை அறிந்துகொள்ளல்,
2. பத்துப்பாட்டு நூல்களின் பட்டினப்பாலை, சிறுபானாற்றுப்படையின் கருத்தினை புரிந்துகொள்ளல்,
3. திருக்குறளின் கருத்தினை வாழ்வில் பயன்படுத்தல்,
4. சங்க இலக்கியங்களின் சிறப்பியல்புகளை அறிந்துகொள்ளல்,
5. மொழிபெயர்ப்புத் திறன்களை வளர்த்தல்,

அலகு- 1

புறநானூறு	-	பாடல் எண் :	18 நீரும் நிலமும்.....
			91 எமக்கு ஈத்தனையே.....
			74 குழவி இறப்பினும்.....
			216 கேட்டல் மாத்திரை....
அகநானூறு	-	பாடல் எண் :	34 சிறுகரும்பிடவின்...(முல்லை)
			124 நன்கலம் களிற்றொடு...(முல்லை)
			134 வானம் வாய்ப்ப...

நற்றிணை	-	பாடல் எண் :	01 நின்றசொல்லர்.. 110 பரசங் கலந்த... 172 விளையாடுஆயமொடு..
குறுந்தொகை	-	பாடல் எண் :	03 நிலத்தினும் பெரிதே... 25 யாரும் இல்லைதானேகள்வின்.. 38 கானமஞ்சைஅறை.. 40 யாயும் ஞாயும்... 58 இடிக்குங் கேளிர்..!
ஐங்குறுநூறு	-	பாடல் எண் :	வேட்கை பத்து
கலித்தொகை	-	பாடல் எண் :	09 எறித் தருகதிதாங்கி 11 அரிதாயஅறனெய்தி...

அலகு- 2

பட்டினப்பாலை	-	(120 முதல் 220 வரிகள் வரை)
சிறுபாணாற்றுப்படை	-	(கடையெடுவள்ளல்களின் சிறப்பு, நல்லியக் கோடனின் தலைமைச் சிறப்பு மட்டும்)

அலகு- 3

திருக்குறள்	-	அறிவுடைமை நட்பிராய்தல் ஆள்வினை உடைமை கள் உண்ணாமை பொழுதுகண்டு இரங்குதல்
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அலகு- 4

இலக்கியவரலாறு	-	1. சங்க இலக்கியமும் அதன் சிறப்பியல்புகளும் 2. திருக்குறளின் அமைப்பும் சிறப்பும்.
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அலகு- 5

நாடகம் - மனோன்மணியம் - நாடகம் - ஆசிரியர்-
சுந்தரம்பிள்ளை

அலகு- 6

- 1.மொழிபெயர்ப்பு(ஆங்கிலத்திலிருந்து தமிழுக்கு)
- 2. மொழித்திறன் - நிறுத்தக்குறிகள்.
- 3. தன்விவரப் படிவம் தயாரித்தல்.
- 4. செய்திசேகரித்தல்,நேர்காணல்.

பார்வை நூல்கள்:

1. துரைசாமிப்பிள்ளை.சு.ஒளவை (1951), புறநானூறு, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
2. வேங்கடசாமிப்பிள்ளை, (2008), அகநானூறு, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
3. நாராயணசாமி ஐயர்.அ. (1952), நற்றிணை, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
4. சோமசுந்தரனார். பொ.வே. (2007), குறுந்தொகை, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
5. சோமசுந்தரனார். பொ.வே.(1961), ஐங்குறுநூறு, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
6. நச்சினார்க்கினியார், (1943), கலித்தொகை, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
7. சோமசுந்தரனார். பொ.வே.(2008), பத்துப்பாட்டு, சென்னை: சைவ சித்தாந்த பதிப்பகம்
8. தேவநேய பாவனார் (2000), திருக்குறள் , சென்னை: இந்து பப்ளிகேஷன்.
9. பெ.சுந்தரம் பிள்ளை (1950), மனோன்மணியம், சென்னை: சைவ சித்தாந்த பதிப்பகம்.

PART - II

FOUNDATION ENGLISH – IV

Subject Code :

OBJECTIVE

To attain proficiency in communication skills.

UNIT I – PROSE

3. Thoughts at the Ferry - E.V. Lucas
4. A Disappointed Man - Robert Lynd

UNIT II – POETRY

3. Thou Art Indeed Just, Lord - Gerard Manley Hopkins
4. Hawk Roosting - Ted Hughes

UNIT III – SHORT STORIES

3. After Twenty Years - O. Henry
4. The Shephere's Daughter - William Saroyan

UNIT – IV – SPOKEN ENLGIHS

7. Offering help
8. Apologizing
9. Making suggestions

10. Expressing likes and dislikes
11. Leave taking
12. Agreeing and disagreeing

UNIT - V

3. Developing hints into a paragraph.
4. Write a dialogue based on the given situation

References

1. “Menon K.P.K, (2005). *Prose in practice*. Chennai: Macmillan India.
2. Natarajan. K, (2011). *The musical thought*. Chennai: New Century Book House.
3. Radhakrishna Pillai.G & Rajeevan.K, (2014). *Spoken english for you*. New Delhi: Emerald Publishers.

PART -III

Subject Code :

CORE - VII

Shakespeare

Objective:

To enable the students to appreciate the genius of Shakespeare which has made him a classic of eternal value; to enable them to know the historical and present day value of Shakespeare, the poet-dramatist

Unit I

Twelfth Night
The Merchant of Venice

Unit II

Macbeth
King Lear

Unit III

Antony and Cleopatra
The Merchant of Venice

Unit IV

Henry IV – Part I
Julius Caesar

Unit V

Sonnets– 1, 12, 18, 33, 53, 54, 65, 73, 90, 94, 97, 107, 116, 130, 144, 152
General Topics on Shakespeare's stage, theatre, audience, fools and clowns, woman characters, and Shakespearean criticism, songs and music.

Text Books

Shakespeare, William. *The Complete Works of William Shakespeare*. Hertfordshire: Wordsworth Editions Ltd, 2007.

---. *The Complete Sonnets and Poems*. London: OUP, 2002.

PART - III

Subject Code :

CORE - VIII

AMERICAN LITERATURE- II

COURSE OBJECTIVES:

1. To introduce the students to the basic traits of American Literature and its cultural history.
2. To introduce the students to eminent writers of America and their works from Native American to Naturalism.
3. To create an awareness on trends and movement of American Literature.

UNIT- I: BACKGROUND STUDY

18 hrs

Modernism- Lost Generation- Harlem Renaissance- Beat Generation- Contemporary Post Modernism- Pluralism, Immigrant Literature

UNIT- II: PROSE

18 hrs

W. E. B. Du Bois
Alice Walker

The Study of the Negro Problems
Selections from *In search of our mother's gardens*

UNIT- III: POETRY

18 hrs

Wallace Stevens
E. E. Cummings
Langston Hughes
Allen Ginsberg
Robert Lowell

The Emperor of Ice- Cream
Cambridge Ladies
The Ballad of the Landlord
A Supermarket in California
For the Union dead

Anne Sexton
Adrienne Rich

The Addict
Power

UNIT- IV: DRAMA

18 hrs

Edward Albee
Sam Shepard

Zoo Story
True West

UNIT- V: SHORT STORY/FICTION

18 hrs

Zora Neale Hurston
Ernest Hemingway
Sandra Cisneros
Amy Tan
William Faulkner
Gloria Anzaldua

Sweat
The Snow of Kilimanjaro
The House on Mango Street
The Joy Luck Club
Absalom, Absalom (for assignment only)
Borderlands/ La Frontera (for assignment only)

RECOMMENDED READING:

[Bercovitch Sacvan](http://b-ok.org/book/939662/3cf7ee) *The Cambridge History of American Literature, Vol. 1: 1590-1820:*
<http://b-ok.org/book/939662/3cf7ee>

Norton Anthology of American Literature: Vol. A & B: <http://b-ok.org/book/1192825/418bea>

Bigsby Christopher *Modern American drama, 1945-2000:* <http://b-ok.org/book/1053995/d7f313>

W.E.B. Du Bois speaks- Speeches and addresses 1890-1919:
<http://b-ok.xyz/book/2464512/fd9b73>

JOURNAL:

American Literature, Duke University Press
Journal of American Literary Studies

E- LEARNING RESOURCE:

Nobel Lecture: A Just and Lasting Peace <https://www.youtube.com/watch?v=AORo-YEXxNQ>

PART -III

ALLIED - IV

Subject Code :

HISTORY OF ENGLISH LITERATURE -II

Unit-I :

Growth of the Novel

Precursors of Romanticism Romanticism and the French Revolution

Growth of Romantic Literature (Prose, Poetry, Drama and Novel)

Unit-II :

Nineteenth Century Characteristics of Victorian Age

Growth of Victorian Literature (Prose, Poetry, Drama and Novel)

Pre-Raphaelite Poetry

Unit-III :

Trends in twentieth century literature with special reference to Georgian poetry, Imagism and Symbolism.

Unit-IV:

Twentieth Century Novel, Psychological Novel, Stream of Consciousness Novel.

Unit-V :

Twentieth Century Drama, Problem Play, Drama of Ideas, Theatre of the Absurd, Expressionism, Epic Theatre, Poetic Drama. Growth of Post-colonial literature: Feminism, Post modernism etc

Reference Books

Hudson, Henry William An Outline History of English Literature B.I publications 2005
Compton, Rickett A History of English Literature

PART - IV

Subject Code :

EDUCATION

**CONTEMPORARY INDIA AND EDUCATION - PART II
(60 Hours)**

OBJECTIVES

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

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

Unit - VI Policy frameworks on education: Post-independent India

Major recommendations of Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcom Adiseshiah Committee (1978)- New Education Policy (1986) - Programme of Action (1992)- Sachar Committee (2005) - Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005).

Suggested instructional approaches/methods:

- i. Student seminar/ Teacher talk on the major recommendations of different Education Committees/Commissions.
- ii. Report presentation based on the group discussion/student seminar on the salient fractures of National Curriculum Framework (2005) and National Knowledge Commission - 2005

Unit - VII Educational planning and financing

Five year plans: Educational policy making and budgeting - Funding systems of education: Public, fees, students' loans, education cess and external aids.

Suggested instructional approaches/methods:

- i. Invited talk/teacher talk on the Indian educational funding systems and its implications.
- ii. Report presentation based on student seminar/ brainstorming session suggesting alternative funding systems in education.

Unit - VIII Language policy in education

Language policy during the pre-independent and post-independent India - Language policy as specified in Indian Constitution - Views of great thinkers on medium of instruction: Views of great thinkers-Tagore, Gandhi and Vivekananda.

Suggested instructional approaches/methods:

- i. Report presentation based on the student seminar on the advantages and disadvantages of learning through mother tongue in relation to great education thinkers.
- ii. Teacher talk/student seminar on the advantages and disadvantages of the three language formula.

Unit - IX Midday meal scheme as a socialisation process

Objectives of midday meal scheme – Benefits of midday meal scheme on education - Midday meal scheme as a socialization process with special reference to Tamil Nadu.

Suggested instructional approaches/methods:

- i. Report presentation based on the field study on the impact of midday meal scheme in rural area.
- ii. Report presentation based on the debate: "Midday meal scheme is an effective tool for socialisation of children".

Unit - X Emerging trends in education

Impact of globalization, liberalization and privatization on education - Life-long learning and on-line education.

Suggested instructional approaches/methods:

- i. Invited talk/teacher talk on the impact of globalization, liberalization and privatization on education.
- ii. Invited talk/teacher talk on the importance of life-long learning.

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalisation in education.
2. Write a detailed report on the five year plans implications of universalisation of education.

REFERENCES

11. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsbury Publishing.
12. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.
13. Government of India.(2007). *National Knowledge Commission Report*. New Delhi.
14. Kumar, K. (2014). *Politics of education in colonial India*. New Delhi: Routledge.
15. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). *A student's history of education in India (1800-1973)*.UK: Macmillan.
16. National Council for Educational Research and Training. (2005). *National curriculum framework*. New Delhi: NCERT.
17. Sedwal, M. & Kamat, S. (2008). *Education and social equity: With a special focus on scheduled castes and tribes in elementary education*. New Delhi: NUEPA.
18. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
19. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
20. http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%202.pdf

PART - IV

Subject Code :

EDUCATION

EPC 2: DRAMA AND ARTS IN EDUCATION

(60 Hours)

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his/ her creativities and aesthetic sensibilities.

OBJECTIVES To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

How to use art, music and drama in Education.

The teachers in Colleges of Education should:

1. With fine arts experts, engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a

picture/landscape/mural/in oils/in water colours/ draw a picture /a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink.

2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals
3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.
4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of ‘discomfort’ and ‘confusion’ to them (such as completely segregated social environments, bounded by caste, class, religions or gender, etc).
5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.
6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.
7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.
8. Motivate the student-teachers to use drama as a ‘**critical pedagogy**’ moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.
9. Guide the student-teachers to experience and stage different kinds of drama/skits/street plays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.
10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.
2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.

SEMESTER – V

PART -III

Subject Code :

CORE - IX

World Literature in English Translation

Preamble

World literature is the cultural heritage of all humanity. It is essential to study world literature as it helps us understand the life of different people from all over the world, forms our world-outlook and acquaints us with the masterpieces of literature.

Course Objectives

The course will help the students to

- To provide a comprehensive knowledge of the literary works produced all over the world
- To promote an understanding of the works in their cultural/historical contexts and of the enduring human values
- To unite the different literary traditions of the world through literature

Unit I

Sophocles: *Oedipus Rex* (Trans. By Robert Fagles)

Dante: *Inferno*

Unit II

Pablo Neruda: "Tonight I Can Write the Saddest Lines A Song of Despair Clenched Soul"

Stephane Mallarme: "One Summer Sadness Sea Breeze"

Eugenio Montale : "If they have Compared you Often I have Encountered the Evil of Living"

Unit III

Machiavelli: *The Prince* (Chapters 16)

Jean Paul Sartre :*Being and Nothingness*

Unit IV

Valmiki: *The Ramayana* (Trans. by R. K. Narayan)

Unit V

Maxim Gorky: *A Confession*

N.V.M. Gonzalez: *The Bamboo Dancers*

References

- Damrosch, David. *What Is World Literature?* Princeton: Princeton University Press, 2003. Print.
- Emily Apter, *The Translation Zone: A New Comparative Literature*. Princeton: Princeton U.P., 2006. Print.
- Franco Moretti, "Conjectures on World Literature." *New Left Review* 1 (2000), pp. 54–68; repr. in Prendergast, *Debating World Literature*, pp. 148–162. Print.
- Martin Puchner, *Poetry of the Revolution: Marx, Manifestos and the Avant-Gardes.* Princeton: Princeton University Press, 2006. Print.
- Paul Davis, Gary Harrison et al., eds., *The Bedford Anthology of World Literature*, Package A (Volumes 1, 2, 3) (Bedford / St. Martins, 2003). Print
- Posnett, H. M. *Comparative Literature*. London: K. Paul, Trench, 1886. Print.

Course Outcomes

On the successful completion of the course, the students will be able to

CO1- acquire knowledge about world texts

CO2- understand the artistic and national features of the nation

CO3- understand the human community and their socio-cultural context of different nations

PART - III
CORE - X
Language and Linguistics

Subject Code :

Preamble

The students will be introduced to the roots of English language and linguistics. They will be introduced to the history and evolution of English language. They will also be introduced to Historical Linguistics.

Course Objectives

- To enable students to know and form ideas on growth and development of English language
- To enable students to know its structural, grammatical and functional aspects

Unit I

1. What is language?
2. Phonetics and Phonology

Unit II

1. Morphology
2. Syntax

Unit III

1. Semantics
2. Pragmatics

Unit IV

1. Discourse Analysis

Unit V

1. Sociolinguistics

2. Historical Linguistics and History of English

References

- Finegan, Edward. *Language: Its Structure and Use*. Fort Worth: Harcourt Brace College Publishers, 2004. Print.
- Kortmann, Bernd. *English Linguistics: Essentials*. Berlin: CornelsenVerlag, 2005. Print.
- Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge University Press, 2006. Print.

Course Outcomes

On successful completion of the course, the students will be able to

CO1- develop new perspectives on English language and linguistics

CO2- gain knowledge about semantics and discourse analysis

CO3- understand sociolinguistics and history of English Language

PART - III

Subject Code :

CORE XI

Women's Studies

Preamble

The course provides an introduction to women studies which are not focused in canonical studies. The paper will introduce proper research area in English. This text will offer a new perspective about women studies

Course Objectives

- To gain knowledge about unexplored research areas in Women Studies
- To acquire knowledge about women in literature and their discourses
- To provide tools for understanding the lives and experiences of women in various cultural/ social contexts through literature
- To expose students to a substantial body of knowledge about the social construction of gender in various cultural contexts from a variety of disciplinary perspectives.

Unit I- British Writing

AphraBehn: *Ooronoka*

Charolette Bronte: *Shirley*

Unit II- American Writing

Maya Angelo: "I Know Why the Caged Bird Sings"; "Still I Rise"

Michelle Obama: *Becoming*

Unit III- Indian Writing

Meena Kandasamy: “Touch” and “Ms Militancy”

Sudha Murthy: *How I Taught My Grandmother To Read And Other Stories*

Unit IV- Irish Writing

Maria Edgeworth: *Letters for Literary Ladies* and "The Purple Jar"

Anna Burns: *Milkman*

Unit V- World Literature

Beatrice Culleton: *In Search of April Rain Tree*

Chimamanda Ngozi Adichie: “Apollo”; “The Arrangements”

References

- Behn, Aphra, *Oroonokoor The Royal Slave*. Boston :Bedford/St. Martin's, 2000. Print.
- Richards, Janet Radcliffe. *The Sceptical Feminist: A Philosophical Enquiry*. London: Routledge, 2013. Print.
- Steichen, Donna. *Ungodly Rage: The Hidden Face of Catholic Feminism*. San Francisco, Calif.: Ignatius Press, 1991. Print.
- Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, Brace and Company, 1929. Print.

Course Outcome

On completion of the course, the students will be able to

CO1: use characters from the classics/ their behaviour as parallels to reflect and introspect on their own behaviour

CO2: express their views on various topics

CO3: acquire knowledge about the use of characters/ interactions from literature about Women Studies

PART - III

CORE - XII

Subject Code :

Literary Theory - I

Preamble

The students will be introduced to literary interpretation. They will be introduced to the history and evolution of literary criticism. They will be introduced to various methods and sources of literary interpretation.

Course Objectives

- To introduce students to one of the most enabling forms of literary study
- Students will be trained to analyse literary writings, based on ever evolving traditions of literary criticism
- To introduce the students to the history and principles of literary theory and thereby to enhance the vision of students by introducing them to newest developments in theory
- To promote a pluralistic perspective of culture and literature in a multicultural society.

Unit I

Structuralism and Poststructuralism

1. Structuralism: Saussure - Sign, Signifier, Signified
2. Poststructuralism: Derrida, Logocentrism, Aporia, Decentering

Unit II

Psychoanalysis and Marxism

1. Psychoanalytic Theory: Lacan – Imaginary, Symbolic, Real, Mirror Stage
2. Marxism: Base, Superstructure, Materialism, Ideology, Louis Althusser – Ideological State apparatus and Interpellation.

Unit III

Cultural Studies, Cultural Materialism and New Historicism

1. Cultural Studies: Culturalism, New Left, CCCS, Raymond Williams' definition of Culture, Structure of feeling, Stuart Hall and the 'popular', and the two paradigms of Cultural Studies.
2. Cultural Materialism and New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose

Unit IV

Feminism and Queer Theory

1. Feminism: The three waves in feminism, Gynocriticism, French Feminism - *Ecriture feminine*, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Postfeminism, Womanism.
2. Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender Identity

Unit V

Postmodernism and Postcolonialism

1. Postcolonialism: Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny, Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism.
2. Postmodernism: Critique of Enlightenment and Universalism, Habermas's notion of Modernity as an Incomplete Project, Lyotard's concept of Incredulity towards Metanarratives, Baudrillard's ideas of Simulation, Simulacra and Hyperreality, Brian McHale's concept of Postmodernist literatures.

References

- Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. UK: Verso, 1992. Print.
- Bertons, Hans. *Literary Theory: The Basics*. UK: Routledge, 2001. Print.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. UK: OUP, 2011. Print.
- Eagleton, Terry. *After Theory*. UK: Basic Books, 2004. Print.
- Eagleton, Terry. *Literary Theory: An Introduction*. UK: Routledge, 2011. Print.

Course Outcomes

On successful completion of the course, the students will be able to

CO1- develop new perspectives for performing literary research

CO2- gain knowledge about new research theories and concepts in research

CO3- understand the basics of literary theory

PART -III

Core - XIII

English Language Teaching – I

Subject Code :

Course Objectives:

- To understand the role of English language in human life
- To appreciate the nature of language as a means of communication and thinking
- To know the concept of an approach, a method, a technique and learn to select and use suitable approach for language teaching in the relevant context
- Get an understanding of the principles of curriculum construction
- Comprehend the need for using teaching learning material and teaching learning resources

Unit I: Introduction to ELT

Meaning, Nature, and Scope of ELT; Aims and Objectives of teaching English in India

Teaching English in Bilingual/Multilingual contexts; Academic Standards and Competencies

Unit II: Curriculum and Syllabus

Curriculum Design; Principles of Curriculum Construction; Philosophy and guiding principles for the development of English Text bookswith reference to NCF-2005, NCFTE-2009, SCF-2011, RTE-2010; Syllabus designing and Textbook development process; Qualities of a good English Textbook; Reviewing a English Textbook

Unit III: Approaches, Methods and Techniques of Teaching English

Grammar Translation Method; Direct Method; Dr. West's Method; Bilingual Method; Structural Approach; Situational Approach; Communicative Approach; Constructivist Approach; Collaborative Approach; Eclectic Approach; Remedial, Reflective and Reciprocal approaches in ELT

Unit IV: Teaching learning materials in ELT

Need of teaching learning material; Classification of teaching learning material; Characteristics of good teaching aids; Uses of teaching aids; Developing teaching learning material; Principles and strategic components of materials development

Unit V: Micro-teaching in English Language Teaching (ELT)

Concept and Meaning of Micro-teaching; process involved in micro-teaching, Micro-teaching cycle; advantages of micro-teaching; skills of Micro-teaching; plans for Micro-teaching lessons; practice of Micro-teaching skills

Essential reading:

1. Prof. S. Mohanraj et.al. (2016) :*Pedagogy of English*. Telugu Akademi, Hyderabad.
2. Dr.R.V.Anuradh et.al (2014) *Methods of Teaching English*, Neelkamal Publications, Hyderabad
3. Krishnaswamy, N, and T Sriraman (1994) *Teaching English in India* Chennai, T R Publishers
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4. Goner, Roper, Diane Phillips and Steve Waltes 2005, *Teaching Practice*, Oxford: Macmillan.
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6. Hedge, T. (1988) *Writing* Oxford:, OUP
7. Hughes, A (1989) *Testing for Language Teachers*, Cambridge: CUP
8. Krishnaswamy, N, and T Sriraman (1994) *Teaching English in India* Chennai, T R Publishers Richards, J.C., and T Rogers. (1998) *Approaches and Methods to Language Teaching*, Cambridge: CUP
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10. Nunan, D., & Miller, L. (Eds.). (1995). *New ways in teaching listening*. Alexandria, VA: TESOL.
11. Parrott, M. (1993): *Developing Reading Comprehension*, Oxford: Pergamon Press.
12. Richards, J.C. (1983). 'Listening Comprehension: Approach, Design, Procedure'. *TESOL Quarterly*, 17, 219-240.

13. Richards, J.C. and T. Rogers (1998): *Approaches and Methods to Language Teaching*. Cambridge: CUP
14. Rixon, S. (1981). The design of materials to foster particular linguistic skills. *The teaching of listening comprehension*. (ERIC Document Reproduction Service No. ED 258 465).
15. Group of Editors (2013). *Sills Annex: Functional English for Success*. Hyderabad: Orient Blackswan Pvt. Ltd.
16. JayashreeMohanraj (2015). *Let Us Hear them Speak: Developing Speaking-Listening Skills in English*. UK: SAGE Publications Ltd.
17. Penny Mc Kay and JerniGuse (2007). *Five Minutes Activities for Young Learners*. Cambridge: CUP
18. Diana Larsen-Freeman (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP
19. Penny Ur and Andrew Wright (1992). *Five-minutes activities: a resource book for language teachers*. Cambridge: CUP
20. Jon Chandler and Mark Stone (2006). *The Resourceful English Teacher*. New Delhi: Viva Books Pvt. Ltd.
21. Chris Sion (2006) *Creating Conversation in Class*. New Delhi: Viva Books Pvt. Ltd.

Journals:

Journal of Teaching and Research in English Literature. (ISSN: 0975-8828 Impact Factor: 4.315 by Cosmos)

Journal of Technology for ELT. (ISSN: 2231-4431 Impact Factor: 4.310 by Cosmos)

The ELT Practitioner. (ISSN: 2349-2155 Impact Factor: 5.050 by Cosmos)

Journal of English Language Teaching: (ISSN: 0973-5208)

Online Sources:

Socio-Cultural Aspect of Language, Author(s): AMPARO S. BUENAVENTURA

Source: Philippine Sociological Review, Vol. 13, No. 4, Proceedings of the Third Annual Visayas-Mindanao Sociological Convention (OCTOBER, 1965), pp. 219-222

Published by: Philippine Sociological Society

Stable URL: <https://www.jstor.org/stable/41853524>

Accessed: 08-01-2019 06:00 UTC

‘Multilingualism as a classroom Resource’ by RamakanthAgnihotri available at

https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_85/01-05_Multilingualism_Ramakant%20Agnihotri.pdf

**PART - IV
EDUCATION**

Subject Code :

**ENVIRONMENTAL STUDIES
(60 Hours)**

Unit I:

Multi disciplinary nature of environmental studies - Definition, scope and importance, need for public awareness.

Natural Resources:

Renewable and non-renewable resources:

- a) Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.
- e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources.
- f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Unit II

- **Ecosystems**
 - a. Concept of an ecosystem.
 - b. Structure and function of an ecosystem.
 - c. Producers, consumers and decomposers.
 - d. Energy flow in the ecosystem.
 - e. Ecological succession.
 - f. 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, oceans, estuaries)

Unit III

Biodiversity and its conservation

- Introduction – Definition: genetic, species and ecosystem diversity.
- Bio geographical classification of India
- Value of biodiversity: consumptive 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 IV

Environmental Pollution

Definition

- Cause, 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 hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Disaster management: floods, earthquake, cyclone and landslides.

Unit V

Social Issues and the Environment

- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns.
- Environmental ethics : Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Public awareness.

Human Population and the Environment

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.
- Environment and human health.
- Human Rights.
- Women and Child Welfare.

REFERENCES

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N.(eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.

8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century.*
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology.* Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science.* Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment.* Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment.* 8th Edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India.* Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development.* OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation.* S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics.* John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent.*
18. Warren, C. E. 1971. *Biology and Water Pollution Control.* WB Saunders.
19. Wilson, E.O. 2006. *The Creation: An appeal to save life on earth.* New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future.* Oxford University Press.

**PART - IV
EDUCATION**

Subject Code :

**EPC 3 -CRITICAL UNDERSTANDING OF ICT
(60 Hours)**

The aim of this course is to enhance the professional capacities of a student teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

Course objectives: To enable the student-teachers:

1. To teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

How to prepare a student teacher for a technology enhanced classroom?

The teachers in Colleges of Education should train the student- teachers:

1. To operate /use various ICT tools such as computer, laptop/Internet, Interactive whiteboard, Tablet PC, iPad, iPhone, Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video -conferencing.
2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching- learning.
3. To prepare teaching material/learning resource materials: e-content, e-booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.
4. To use a laptop /PC for preparing slides for PowerPoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.
5. To teach a content /lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).
6. To use a visualizer/document camera (visual projector) to display and share an information to the whole class.
7. To use a mobile device/a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.
8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.
9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through WhatsApp with their classmates and others.
10. To create educational blogs (Edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community.

Tasks and Assignments

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.
2. Write a report on the organization of video-conferencing with an educational expert.

SEMESTER – VI

PART - III

CORE - XIV

Subject Code :

New Literatures in English

Objective:

To introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems.

Unit I : Poetry

A.D. Hope
Judith Wright
Gabriel Okara
A. J.M. Smith

“Australia”
“The Harp and the King”
“The Mystic Drum”
“The Archer”

Unit II : Poetry

P. K. Page
FR Scott
Edwin Thumboo
Kenneth Slessor

“Adolescence”
“The Laurentian Shield”
“The Exile”
“Beach Burial”

Unit III : Prose

Chinua Achebe
AnandaCoomarasamy

“The Novelist as Teacher”
“*The Dance of Shiva*”

Unit IV : Drama

George Ryga
Wole Soyinka’s

Indian
The Road

Unit V : Novel

Margaret Lawrence
Michael Ondaatje

The Stone Angel
The English Patient

Text Books

Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi: Trinity, 2015.

Thieme, John. *The Arnold Anthology of Post-Colonial Literatures in English*. London: OUP, 2000.

Coomaraswamy, Ananda. *The Dance of Shiva: On Indian Art and Culture*. New Delhi: Sagar Publication, 1991.

Killam, Gordon Douglas. *The Novels of Chinua Achebe*. London: Heinemann, 1969.

Ryga, George, and James F. Hoffman. *The Other Plays*. Vancouver, B.C: Talonbooks, 2004.

Soyinka, Wole. *The Road*. London: OUP, 1965.

Laurence, Margaret. *The Stone Angel*. Chicago: University of Chicago Press, 1993.

Ondaatje, Michael. *The English Patient*. New York: Alfred A. Knopf, 2011.

PART - III
CORE - XV

Subject Code :

Linguistics and Phonetics

Preamble

To introduce students to the basic concepts of English phonetics. They will be introduced to the concepts of linguistics through practice rather than theory. They will be introduced to various sounds of English which will form the basis for building up further concepts such as stress, weak forms, etc.

Course Objectives

- To introduce students to the easy way of learning phonetics with reasonably good accent
- To enable students to come to grips with the one-to-one correspondence between sound and symbol
- To promote the right models of pronouncing the English words and be familiar with the pronunciation of the native speakers of English

Unit I

3. What is Pronunciation?
4. Organs of Speech
5. Vowel Sounds

Unit II

1. Consonant Sounds
2. Syllable

Unit III

1. Phonetic Transcription
2. Weak Forms

Unit IV

1. Prominence
2. Rhythm
3. Intonation

Unit V

1. Elision
2. Assimilation
3. Juncture
4. Coalescence

References

- Arappan, M. and R. SaravanaSelvan. *English Pronunciation Made Easy: A Textbook of Phonetics*. New Century Book House: Chennai, 2016. Print.
- Balasubramanian, T. *English Phonetics for Indian Students*. Trinity Press, 2012. Print.
- Sethi, J. and P.V. Dhamija. *A Course in Phonetics and Spoken English*. Prentice Hall India Learning Pvt, 1999. Print.

Course Outcomes

On successful completion of the course, the students will be able to

CO1- speak the English language with reasonably good accent

CO2- proficient in phonetics by mastering the basics

CO3- produce the desired effect in oral production of language so that effective communication takes place

PART - III
Core - XVI

English Language Teaching – II

Subject Code :

Course Objectives:

- To appreciate the problems of learning a second language
- To design tasks to develop all the language skills of their students, i.e. Listening, Speaking, Reading, and Writing
- To develop the skills necessary to engage with a poem's components and techniques to teach that poem.
- To understand what vocabulary needs to be taught and why and learn the techniques of teaching vocabulary
- To become familiar with current trends in teaching grammar
- To get mastery over using ICT in language classroom
- To get acquainted with evaluation techniques in English language teaching

Unit I: Developing Listening and Speaking Skills

Listening

Hearing vs. Listening ;listening process and factors conducive to listening; sub skills of listening; tasks for developing listening skills ; stages of a listening lesson

Speaking

Factors affecting speaking; the speaking process; features of spoken language; sub skills of speaking; tasks for developing speaking skills; stages of a speaking lesson

Unit II: Developing Reading and Writing skills

Reading

The reading process; types of reading; critical reading process; Sub skills of reading
Stages of a reading lesson; tasks for developing reading skills: creating a reading environment in the classroom

Writing

The writing process; sub skills of writing; writing in the classroom, tasks for developing writing; writing activities that can be done in the classroom

Unit III: Developing Integrated skills in ELT

Teaching of Prose; Teaching of Poetry, Teaching Grammar, Teaching vocabulary, study skills, reference skills, Dictionary & Thesaurus

Unit IV: Evaluation in ELT

The concept of Evaluation; Types of Evaluation; Tools of Evaluation; Characteristics of a good test; Preparing tests for different skills of language; the concept of Continuous Comprehensive Evaluation; linking evaluation with the concept of CCE; Preparation of CCE Record and Blue Print of a Question Paper; Analysis and Interpretation of test scores; Learning difficulties and Remedial measures

Unit V: Use of Information and Communication Technology in ELT

Use of Multi-media in ELT; On-line resources for ELT, Computer Assisted Language Learning (CALL), Internet, Virtual worlds; ELT and Social Networking

Essential reading:

5. Prof. S. Mohanraj et.al. (2016) :*Pedagogy of English*. Telugu Akademi, Hyderabad.
6. Dr.R.V.Anuradh et.al (2014) *Methods of Teaching English*, Neelkamal Publications, Hyderabad
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23. Doff, A (1981) *Teach English*, Cambridge: CUP

24. Ellis, R (1985) *Understanding Second Language Acquisition*, Oxford: OUP
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26. Grellet, F (1983) *Developing Reading Skills*, Cambridge: CUP
27. Hedge, T. (1988) *Writing* Oxford:, OUP
28. Hughes, A (1989) *Testing for Language Teachers*, Cambridge: CUP
29. Krishnaswamy, N, and T Sriraman (1994) *Teaching English in India* Chennai, T R Publishers Richards, J.C., and T Rogers. (1998) *Approaches and Methods to Language Teaching*, Cambridge: CUP
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31. Nunan, D., & Miller, L. (Eds.). (1995). *New ways in teaching listening*. Alexandria, VA: TESOL.
32. Parrott, M. (1993): *Developing Reading Comprehension*, Oxford: Pergamon Press.

**PART -III
CORE -XVII**

Subject Code :

Literary Theory - II

Preamble

The attitudes and perceptions with regard to literary studies have changed radically on the account of the emergence of newer knowledge in all realms of human activity. The course will introduce the students to the history and principles of literary theory and thereby to enhance the vision of students by introducing them to newest developments in theory and to promote a pluralistic perspective of culture and literature in a multicultural society.

Course Objectives

- To introduce the major principles of literary theory and criticism
- To enhance understanding of aims of literary criticism. To provide knowledge of key terms and terminology
- To enhance the ability to generate and articulate personal responses to literary and critical texts

Unit I

Science and Criticism: Beyond the Culture wars (Christopher Norris)

1. Early stages: the ‘Science and poetry’ debate; Some versions of structuralism; from the ‘two cultures’ to the Sokal affair; Science, Literature and ‘possible worlds’; fiction, philosophy and the quantum multiverse; beyond the ‘two cultures’

Unit II

Trauma theory and Theories of Gaze

1. Defining Trauma; Yale School trauma theory
2. Theories of gaze: Origins; Laura Mulvey- ‘Visual Pleasure and Narrative cinema’; Michel Foucault and Jeremy Bentham’s ‘Panopticon’; The gaze in interpersonal psychology

Unit III

Environmentalism and Ecocriticism (Jeremy Hawthorn)

1. Environmentalism; Ecology; Anthropocentrism and Ecocentrism; Ecofeminism; Nature; Pastoral; Romanticism

Unit IV

Cognitive literary criticism (Alan Richardson)

1. Introduction; Cognitive Rhetoric; Cognitive Poetics; Cognitive Narratology; Cognitive Aesthetics of Reception; Cognitive Materialism; Evolutionary Literary Theory

Unit V

Writing excess: the poetic principle of post-literary culture (Scott Wilson)

1. Equivalence; Axiomatic; Econopoiesis

References

- Bary, Peter. *Beginning Theory - An Introduction to Literary and Cultural Theory*, Manchester University, 2017. Print.
- Culler, Jonathan. *Literary Theory: A Short Introduction*, Oxford University Press, 2011. Print.
- Setharaman, V.S. *Contemporary Criticism - An Anthology*, Trinity Publications, 2008. Print.
- Tyson, Lois. *Critical Theory Today*, 3rd edition, 2006. Print.
- Waugh, Patricia. *Literary Theory and Criticism*. UK: Oxford Press, 2016. Print.

Course Outcomes

On the successful completion of the course, the students will be able to

CO1- acquire knowledge about emerging literary studies

CO2- gain knowledge about complex critical theories

CO3- understand the interdisciplinary nature of literary interpretation

CO4- understand, socio- cultural, linguistic, political and economic influences on literary studies

**PART - III
CORE - XVIII**

Subject Code :

INDIAN REGIONAL LITERATURES IN TRANSLATION

COURSE OBJECTIVE:

- To introduce the students to the works of translation from the various regions of India
- To highlight the distinctive nature of each region and its literature
- To elicit the various themes highlighted by the vernacular writers
- To make the students aware of the social, political and cultural issues of the various regions of India
- To identify the limitations in translation and motivate them to translate works from Indian Languages

COURSE OUTLINE:

UNIT I: POETRY

Kural

Porul (tr) G.U. Pope –Kalvi, Senkonmai

Faiz Ahmed Faiz

Pain will come

Yatri

“The Dilemma” and “Blind Life”

UNIT II: PROSE

Ismat Chughtai

Quit India (Lifting the Veil)

Zaman Azurda

Heart’s Shadow (Kashmiri Prose)

Biswanath Kar

Free Thinking (Oriya Prose)

UNIT III: DRAMA

Indra Parthasarathy

Nandan Katha

K.N. Panikkar

The Lone Tusker

UNIT IV:

Rabindranath Tagore

Kabuliwala (Bengali)

Amrita Preetham

Stench of Kerosine (Punjabi)

UNIT V: FICTION

P. Sivakami

Grip of Change

Mahasweta Devi

After Kurukshetra

RECOMMENDED READING:

Modern Indian Literature: An Anthology Vol.1 to Vol 4 (Gen Ed) K.M.
George SahityaAkademi Publication

Modern Indian Literature, Chief Editor – Dr. K.M.
George Encyclopedia of Indian Literature

Modern Indian Drama (ED) C.P. Deshpande

JOURNALS:

Indian Literature- Sahitya Academy

Journal Contemporary Literary

Review India

The Journal of common wealth literature Sage
publication Ashwamegh Indian Journal of English
ISSN:2454-4574

Cambridge Journal of Post Colonial Literary Inquiry ISSN2052-2614

E-LEARNING SOURCES:

<https://www.jstor.org>

<https://www.thebette>

rindia.com

PART - IV
EDUCATION

Subject Code :

LEARNING AND TEACHING
(60 Hours)

Course objectives:

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

1. develop an understanding of the nature of learning and teaching.
2. develop an understanding of the behavioural theories, cognitive and humanistic theory.
3. critically evaluate the theory of constructivism.
4. understanding the teaching diverse classroom.
5. identify the need and importance of teacher student relationship
6. discuss the importance of teaching as a profession.

Unit I Nature of learning

Learning: meaning and definition - elements of learning – basic principles of learning and their implications – rote learning vs. meaningful learning – principles and techniques of active learning and their implications – self learning.

(Suggested Instructional approaches/ methods:

- i) Student seminar on principles of active learning.
- ii) Invited talk by experts based on the nature of learning.)

Unit II Nature of Teaching

Teaching: Definition and meaning – Characteristics of good teaching – Views of great thinkers and philosophers on teaching - Becoming a reflective teacher and his characteristics - My goals as a teacher.

(Suggested Instructional approaches/ methods:

- i) Group discussion on characteristic of a good teacher.
- ii) Student seminar on becoming a reflective teacher.)

Unit III Behavioral Theories of Learning

Learning - meaning of learning as defined by behaviourists - classical conditioning (Pavlov) - Law of effect (Thorndike) - operant conditioning and shaping (Skinner) - social learning (Bandura) - Basic assumptions of behavioural theory - strengths and limitations.

(Suggested Instructional approaches/ methods:

- i) Invited talk by the experts on the behavioural theories of learning.
- ii) Student seminar on basic assumptions of behavioural theory.)

Unit IV Cognitive and humanistic theories of learning

Learning - meaning of learning as defined by cognitive psychologists - Insight learning (Kohlberg) - Modes of cognitive development (Bruner) - Stages of intellectual development (Piaget) - Learning styles (Kolb) - Self-actualization (Maslow) - Theory of a fully functioning person (Carl Rogers).

(Suggested Instructional approaches/ methods:

- i) Student seminar on the cognitive theories of learning.
- ii) Invited talk by experts on the humanistic theory of learning.)

Unit V Theory of Constructivism

Constructivism - meaning and definitions - The nature of constructivist learners the role of teachers, the nature of learning process, collaboration among learners and pedagogical approaches to constructivism - Gagne's eight levels of learning.

(Suggested Instructional approaches/ methods:

- i) Presentation of a report based on the group discussion on constructivism.
- ii) Group discussion on Gagne's eight levels of learning.)

Unit VI Learner- centered teaching

Meaning - characteristics of learner-centered teaching/learner-centered learning. Need for learner-centered approaches in teaching advantages of learner-centered teaching vs teacher-centered learning, teaching - Learner - centered techniques of teaching and their advantages.

(Suggested Instructional approaches/ methods:

- i) Student seminar on learner - centered teaching.
- ii) A debate on learner-centered teaching vs teacher-centered learning.)

Unit VII Teaching in Diverse classrooms

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-preparations of teachers of diverse classroom-Techniques of teaching in a diverse classroom/Diverse teaching strategies for diverse learners-effective teaching in a diverse class room-Diversity in the classroom.

(Suggested Instructional approaches/ methods:

- i) Talk by the expert on preparation of teachers for diverse classroom.
- ii) Student seminar on effective teaching in a diverse classroom.)

Unit VIII Learning in and out of School

Purpose of learning in and out of school: what we know? and what we need to know? Importance of observation learning out of school- out of school learning: extending curriculum learning to the local area -approaches to learning outside the class room- learning for outside the classroom-advantages of learning outside the classroom.

(Suggested Instructional approaches/ methods:

- i) Teacher talk on importance of observation learning.
- ii) Discussion on approaches to learning outside the school.)

Unit IX Teacher- Student Relationship

Meaning - Need for maintaining teacher-student relationship -inter-personal approach in classroom management - strategies for improving student engagement in learning - Healthy classroom management and academic achievement.

(Suggested Instructional approaches/ methods:

- i) Invited talk by experts on the effective teacher student relationship.
- ii) Seminar on healthy classroom management and academic achievement.

Unit X Teaching as a profession

Nature of teaching - Teaching as a profession - characteristics of effective and ineffective teaching - why teaching is the most important profession -Attitude of student-teachers towards teaching profession - Qualities of a professional teacher - Faculty development programmes - Teaching and Learning for sustainable future.

(Suggested Instructional approaches/ methods:

- i) Teacher talk on qualities of a good teacher.
- ii) Student seminar on “teaching as the noblest profession”.)

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with expert(s) for the theories of learning and teaching, teaching as a profession.
2. Prepare records that capture a variety of images of learning and teaching.

REFERENCES

1. Bandura, A., & Walters, R. H. (1963). *Social learning and personality development*. New York: Holt, Rinehart, & Winston.
2. Bruner, J.S. (1971). The process of education revisited. *Phi Delta Kappan*, 53, 18-21.
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COURSE 7(a): PEDAGOGY OF A SCHOOL SUBJECT

(PART I - METHODOLOGY)

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level -I is pertaining to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

Level II is pertaining to standard IX & X and is compulsory for all the student- teachers. At level-II, the student-teachers should get mastery in their own chosen and related school subject.

Note:

The content for Level I (Std. VI to VIII) and Level II (Std. IX to X) are as per the syllabus prescribed by the Government of Tamil Nadu.

PART - IV
EDUCATION
PEDAGOGY OF ENGLISH
(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching English.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching English.
5. use various resources in teaching English.

Unit I Aims and objectives of Teaching English

Importance of English Language in India - Rationale for learning English - Four important aims of teaching English in schools - Objectives of teaching English as a second language - General principles of language teaching - Psychological principles of teaching English as a second language - Relationship between culture and language.

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited talk on the place of English as second language in school curriculum.
- ii) Student seminar on the need, significance and values of teaching English as second language)

Unit II Planning for Instruction

Steps in planning a lesson: setting lesson goals - Designing unit plans -Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan.

(Suggested instructional approaches/ methods:

- i) Write instructional objective for a lesson in English for Level -I & II.
- ii) Prepare a model lesson plan for Level - I & II in English

Unit III Practicing the Skills in Teaching English

Meaning of teaching – Understanding major teaching skills: Introducing - Explaining - Paraphrasing - Questioning - Varying the stimulus - Non-verbal cues - Reinforcement, Closure and Fluency in communication – Practicing a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on integration of teaching skills - Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

Teaching prose : Meaning of prose - Steps in teaching a prose lesson - **Teaching vocabulary:** Nature of words - Types of vocabulary: Active and passive - Expansion of vocabulary - Selection and grading of vocabulary - Strategies to develop vocabulary - **Teaching poetry:** Meaning of poetry - Aims of teaching poetry - Effects of teaching poetry - Steps in teaching poetry - **Teaching grammar:** Meaning of grammar - Traditional model of teaching grammar - Grammar-free teaching model - Communicative competence model - Strategies for learning grammar: Mechanical and communicative skills - Developing grammar activities - Teaching textbook grammar effectively - Inductive and Deductive methods of teaching grammar - Testing grammar - Teaching composition: Meaning of composition - Types of composition: controlled, guided and free composition.

(Suggested instructional approaches/ methods:

- i) Prepare a two mini-lessons and practice them in front of peers in the class for Level - I & II.
- ii) Prepare a report on the practicing of a mini- lesson with multiple-teaching skills by observing peers.

Unit IV Teaching and Testing Language Skills

Teaching listening skill: Meaning of listening skill - Types of listening - Goals of teaching listening -Sub-skills of listening – Three stages of listening – Listening material: Characteristics of the listening text – Listening activities: Dictation - Following a route - Listening to a telephone call - Listening to Commentaries - Listening to instructions - Jigsaw listening - Developing listening skill - Teaching listening skill - Testing listening.

Teaching speaking skill: Purposes of teaching speaking - Developing speaking skill - Strategies for developing speaking skill - Techniques in teaching speaking: Conversation class - topic-based discussion class- Task-centred fluency practice – Tasks for developing speaking skill: individual, pair and group work– Improving oral fluency: parallel structure in a sentence – dialogues – role play- Dramatization - Play reading – Group discussion – Storytelling - Narration – Description – Communicative games: Debate – Interview – Extempore speech – Barriers to effective communication – Communicative output activity - Testing speaking.

Teaching Reading Skill: Aims of teaching reading – Purposes for reading –Reading as a process - Types of reading: Reading aloud - Silent reading: skimming – scanning – Intensive reading – Extensive reading –Strategies for developing reading skill – Methods of teaching reading to beginners – Criteria for selection of an English reader – Reading for perception and comprehension - Developing reading activities/tasks - Testing reading.

Teaching Writing Skill: Mechanics of writing – Sub-skills in writing – Importance of writing - Writing skills: mechanical skills - grammatical skills – judgment skills – Discourse skills – Characteristics of good hand-writing: distinctiveness, legibility, simplicity, uniformity, spacing, capitalization – punctuation - speed - Common problems in writing - Testing writing skills: Remedial teaching and correcting –Grammatical mistakes – disorder of written expression.

(Suggested instructional approaches/methods:

- i) Teacher/Expert talk on listening /speaking skills in English.
- ii) Participate and practice classroom activities for the developing listening and speaking skills.
- iii) Teacher/Expert talk on reading /writing skills in English.
- iv) Participate and practice classroom activities for the developing reading /writing skills.

Unit V Method of Teaching English

Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method - Dr. West's New Method - **Other methods:** Silent way - Total physical response - Dogme language teaching - Pimsleur language learning method - Michel Thomas method - Computer-Assisted Language Learning (CALL) - Learning by teaching - Mixed-ability grouping.

Approaches: The Structural-Situational approach - Communicative approach - Recent trends in communicative approach: Content-based instruction - Task-based instruction and text-based instruction - Eclectic approach in language teaching - Recent trends in teaching English subject: Learner-centred models of teaching.

Resources in teaching English - Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Television - Language Lab - PowerPoint presentation - Websites for teaching English - Multimedia - Internet for teaching English - Newspaper articles in language class - Mobiles to learn English - Films in learning English - English clubs - Qualities of a good language textbook - Professional competencies of a language teacher - Programmes for professional development of English teachers.

(Suggested instructional approaches/methods

- i) Teacher talk / Expert talk on different methods of teaching English as a second language.
- ii) Preparation and presentation of a report on different methods of teaching English as a second language.)

Unit V Testing and Evaluation in English

The value of testing - Focus of testing - Different kinds of test: achievement tests - aptitude tests - proficiency tests - diagnostic tests - Types of test in English: objective tests - construction of objective-types questions - Error recognition- Written tests: short answer tests - paragraph tests - essay tests - Teacher-made achievement test: steps in planning and constructing a test - Constructing a table of specification for building a test - Marking scheme and scoring key - Item analysis.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different kinds of test in testing and evaluation of English as a second language.
- ii) Preparation and presentation of a teacher-made Achievement Test in English.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching English.
2. Prepare and submit a critical report on different kinds of instructional resources in teaching English.

References:

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SEMESTER –VII

Subject Code :

PART - IV EDUCATION KNOWLEDGE AND CURRICULUM (120 Hours)

OBJECTIVES

The student teachers will be able to:

1. explain the epistemological and sociological bases of education
2. explain the nature and principles of child-centered curriculum
3. describe the relationship of nationalism, universalism and secularism with education
4. understand the principles of democratic curriculum
5. discuss the educational thoughts of great educational thinkers on child-centered education
6. discuss the nature, principles and resources of curriculum
7. comprehend curriculum process and practice
8. explain the need for hidden curriculum

Unit I: Epistemological Bases of Education

Epistemology: Type of knowledge - Meaning of knowledge, skill, teaching, training, information, reason and belief- Distinction between knowledge and skill – Distinction between teaching and training - Distinction between knowledge and information - Distinction between reason and belief

(Suggested instructional approaches/methods:

- i) Talk by teacher on the Epistemological bases of education
- ii) Group discussion on the distinction of the epistemological bases of education .)

Unit II: Social Bases of Education

Influence of society, culture and modernity on education – Influence of industrialization and democracy – Influence of individual autonomy and reason on education – Understanding education in relation to modern values: equity and equality, individual opportunity – Understanding social justice and dignity with special reference to Ambedkar.

(Suggested instructional approaches/methods:

- i) Seminar on the influence of society, culture and modernity on education
- ii) Group discussion on social justice and dignity with special reference to Ambedkar.)

Unit III: Child-Centered Education

Meaning and characteristics of child-centered education - Educational Thoughts of Mahatma Gandhi, Rabindranath Tagore, John Dewey, Plato, Martin Buber, Paulo Freire with special reference to the three concepts: activity, discovery and dialogue relating to child-centered education.

(Suggested instructional approaches/methods:

- i) Group discussion on nature and principles of child-centered education.
- ii) Student Seminar on educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire.)

Unit IV: Nationalism, Universalism, Secularism and Education

Meaning and definitions and concepts of nationalism, universalism and secularism – Relationship of nationalism, universalism and secularism with education with special reference to Tagore and Krishnamoorthy.

(Suggested instructional approaches/methods:

- i) Teacher talk or Expert's talk on nationalism, universalism, secularism and education.
- ii) Seminar on the ideas of Tagore and Krishnamoorthy about universalism and secularism.)

Unit V: Education and Democracy

Meaning of democracy – Dewey's concept of democracy and education – meaning of democratic education – Democratic practices in education – Education in a democratic society – Training for democratic citizenship – multiculturalism and education.

(Suggested instructional approaches/methods:

- i) Teacher talk on Dewey's concept of democracy and education.
- ii) Student seminar on training for democratic citizenship.)

Unit VI: Meaning and Nature of Curriculum

Meaning, definition and concept of curriculum – structure of curriculum – Dynamics of curriculum - Changing concepts of curriculum.

(Suggested instructional approaches/methods:

- i) Teacher talk the meaning and nature of curriculum.
- ii) Group discussion on the changing concepts of curriculum.)

Unit VII : Principles of Curriculum Development

Need for curriculum development - Principles and stages of curriculum development – Types of curriculum : Subject centered curriculum, student-centered curriculum, society-centered curriculum and life-centered curriculum-models of curriculum development : Tyler's model and Hilda Tabal's model.

(Suggested instructional approaches/methods:

- i) Teacher talk on the principles of curriculum development.
- ii) Panel discussion on different types of curriculum.)

Unit VIII: Resources of Curriculum

Curriculum based on a thorough knowledge of the students and their communities; their values, their language, and their educational goals – Time table, syllabus, textbooks and co-curricular activities – a critical analysis of various samples of textbooks, children’s literature and teachers’ handbook.

(Suggested instructional approaches/methods:

- i) Teacher talk on resources of curriculum.
- ii) Presentation based on the critical analysis of various samples of children’s literature.)

Unit IX: Curriculum Implementation

Curriculum as an enacted process – curriculum as process and practices - Personnel participated in development of curriculum - Role of the state in the development of curriculum – curriculum from the top to down and curriculum for down to top – Meritocracy and its impact on curriculum – Valuing of rituals in schools and its celebrations – recreation of norms in society – relationship between power, ideology and the curriculum.

(Suggested instructional approaches/methods:

- i) Teacher talk on curriculum as an enacted process and practice.
- ii) Debate on the impact of Meritocracy on curriculum –factors influencing curriculum implementation.)

Unit X: Curriculum change and Innovation

Need-based curriculum – factors related to development and assessment – Meaning of hidden curriculum – Role of hidden curriculum in developing resilience in children – Teaching strategies for developing resilience in children. Curriculum revision and evaluation – Tyler’s objective-centered evaluation model-Stafflebeam’s CIPP evaluation model -Curriculum and research- curriculum change and innovation – Need and importance

(Suggested instructional approaches/methods:

- i) Group discussion on hidden curriculum practices for developing resilience in children.
- ii) Teacher talk on Role of research and revision on need based curriculum.)

Tasks and Assignments

1. Prepare a report after critically evaluating the views of at least any three educational thinkers on child-centered education.
2. Prepare a society centered and life centered curriculum for the emerging Indian society.

REFERENCES

1. Ornstein A.C and Hunkins F.P(1988). Curriculum: Foundations, Principles and Issues. New Jersey; Prentice Hall.
2. Dewey, John(1996). The Child and the Curriculum, Chicago: The University of Chicago Press.
3. Diamond Robert, M. Designing and Improving Course in Higher Education: A Systemic Approach, California: Jossey.
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6. Taba, Hilda(1962) . Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanvich.
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8. Thangasamy, Kokila (2016), gs;spfsy; Foe;ijikaf; fy;tp. Chennai : Pavai Publications.
9. www.ncde.go.ug
10. www.wcedcurriculum.westerncap.gov.
11. www.ccsdli.org.

PART - IV
EDUCATION
ASSESSMENT FOR LEARNING
(120 Hours)

OBJECTIVES

On completion of this course, the students will be able to:

1. Describe the meaning and role of assessment in learning.
2. Know the principles of assessment practices.
3. Understand the assessment practices in various approaches of teaching
4. Differentiate different types of assessment
5. Identify tools and techniques for classroom assessment
6. Develop necessary skills for preparation of achievement test and diagnostic tests
7. Point out key issues in classroom assessment
8. Understand how assessment can be possible in inclusive settings
9. Master various statistical techniques for reporting quantitative data

Unit I BASICS OF ASSESSMENT

Meaning and definition - measurement, assessment and evaluation - Role of Assessment in Learning- as learning, for learning, of learning - Formative and Summative assessment - Purposes of Assessment -Principles of Assessment Practices –principles related to selection of methods for assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings.

(Suggested instructional approaches/ methods:

- iii) Identify the formative and summative assessments in a course.
- iv) Organize a debate on the purpose of assessment.
- v) Conduct a brainstorming session on principles of assessment.)

Unit II Assessment for Learning in Classroom

Student evaluation in transmission-reception (behaviourist) model of education- drawbacks - Changing assessment practices- assessment in constructivist approach Continuous and Comprehensive evaluation- projects, seminars, assignments, portfolios; Grading - Types of assessment- practice based, evidence based, performance based, examination based - Practices of assessment- dialogue, feedback through marking, peer and self - assessment, formative use of summative tests.

(Suggested instructional approaches/ methods:

- i) Discuss the criteria for student evaluation
- ii) Conduct seminar on changing assessment practices
- iii) Prepare power point presentation on types of assessment

iv) Group discussion on practices of assessment.)

Unit –III TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT

Tools & techniques for classroom assessment- observation, Self reporting, anecdotal records, check lists, rating scale, types of tests - Rubrics- meaning, importance - Assessment Tools for affective domain- Attitude scales, motivation scales- interest inventory - Types of test items-principles for constructing test items

(Suggested instructional approaches/ methods:

- i) Conduct a workshop on tools & techniques for classroom assessment.
- ii) Discussion on rubrics of assessment
- iii) Workshop on types of test items.)

Unit IV ISSUES IN CLASSROOM ASSESSMENT

Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - Reforms in assessment-open book and on line - Examination reform reports.

(Suggested instructional approaches/ methods:

- i) Debate major issues on commercialization of assessment
- ii) Seminar on reforms in assessment.)

Unit V ASSESSMENT IN INCLUSIVE PRACTICES

Differentiated assessment- culturally responsive assessment - Use of tests for learner appraisal- Achievement test, Diagnostic test construction scoring key- marking scheme - question wise analysis - Quality of a good test -Ensuring fairness in assessment -Assessment for enhancing confidence in learning- Relationship of assessment with self-confidence, self-esteem, motivation.

(Suggested instructional approaches/ methods:

- i) Prepare an achievement test and present inthe classroom.
- ii) Discussion on quality of a good test.
- iii) Debate on fairness in assessment.)

Unit VI ASSESSMENT FOR INCLUSIVE SCHOOL

Assessing the disabled and performance outcomes of diverse learners -Assessment and feedback -Process of feedback.

(Suggested instructional approaches/ methods:

- i) Visit an Inclusive school and prepare a report on mechanisms available for assessment.
- ii) Discussion on role of feedback on learning.)

Unit VII PHILOSOPHICAL AND EDUCATIONAL UNDERPINNINGS OF ASSESSMENT

No Competitive exams and non – detention policies -RTE act and its relationship with curriculum, pedagogy and teachers - Psycho-social and political dimensions of assessment.

(Suggested instructional approaches/ methods:

- i) Discuss the merits and demerits of Competitive exams
- ii) Organize the debate on non-detention policy whether it promotes learning society or not
- iii) Organize a talk on RTE act 2009 by an expert.)

Unit VIII PARTICIPATORY ASSESSMENT

Processes of Participatory assessment - Community monitoring of assessment -Teachers autonomy in assessment.

(Suggested instructional approaches/ methods:

- i) Brainstorming session on ways and measures for participatory assessment.
- ii) How can community monitor assessment – Discuss.
- iii) Do teachers have autonomy in assessment – Debate.)

Unit IX PREVALENT PRACTICES OF ASSESSMENT

Drawbacks of present assessment system - Assessment for better learning - Assessment for confident building - Assessment for creative learners.

(Suggested instructional approaches/ methods:

- i) Buzz session on demerits of present assessment system.
- ii) Workshop on devising mechanisms of assessment for confident learning and creative learning.)

Unit X : REPORTING QUANTITATIVE ASSESSMENT OF DATA

Reflective journal- Student portfolio - Statistical techniques for interpreting and reporting quantitative data -Measures of central tendency - Measures of dispersion – Correlation - Graphs & Diagrams

(Suggested instructional approaches/ methods:

- i) Work out examples for central tendency, dispersion and correlation.
- ii) Present different Graphs and Diagrams used for various data.)

Tasks and Assignments

1. Find out measures of central tendency and measure of dispersion for the students scores.

Or

Find out the correlation of the scores secured by the pupil in a subject.

REFERENCES

1. Baker, E.L and Quellmalz, E.S Ed. (1980) Educational Testing and Evaluation. London:SagePublications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and Summative Evaluation of student Learning. New York: McGraw – Hill Book Co.
3. Dave, R.H. and Patel, P.M. (1972) Educational Evaluation and Assessment, New Delhi:NCERT.
4. Ebel, R. L. (1966). Measuring Educational Achievement. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Griffin, P., McGaw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21st century skills. New York: Springer.
6. Gronlund, E.N. (1965) Measurement and Evaluation in Teaching. London: Collier – Macmillan Ltd.
7. Harper (Jr.) A. E. & Harper E.S. (1990). Preparing Objective Examination, A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall.
8. Linn, R. L.&Gronlund, N.E.(2003). Measurement and Assessment in Teaching. New Delhi Pearson Education Pvt. Ltd. Camberwell:ACER
9. Stella, A. (2001). Quality Assessment in Indian Higher Education: Issues of Future Perspectives. Bangalore: Allied Publishers Ltd.
10. Thangasamy, Kokila (2016), Teach Gently, Chennai : Pavai Publications.

CREATING AN INCLUSIVE SCHOOL

(120 Hours)

Objectives:

The student-teachers will be able to:

7. develop an understanding of the concept of disability
8. develop an understanding of the concept of learning disabilities
9. critically evaluate the models of disability
10. identify the need and importance of inclusive education
11. discuss the contributions of national and international agencies to inclusive education.

Unit I Understanding the disability

Meaning and definition of disability - Meaning and definition of impairment - Differences between disability and impairment - Characteristics of disabilities -Causes of disabilities - Types of disabilities: Hearing impairment, speech impairment, visual impairment, morbidity/physically challenged, psychological disorders, mentally retarded, cerebral palsy, multiple disability.

(Suggested instructional approaches and methods:

- i) Students read the autobiography /biography of disabled persons.
- ii) Invited talk by a /some disabled person(s) to share his /her/their personal experiences and expectations from the community.)

Unit II Understanding the learning disabilities

Meaning and definition of learning disabilities - Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia - Approaches to identifying children with disabilities: Cognitive approach, sensory approach, disability-based approach, society-based approach - Role of teachers in managing students with learning disabilities.

(Suggested instructional approaches and methods:

- i) Invited talk by expert(s) /talk by teacher(s) on the different kinds of learning disabilities.
- ii) Student seminar on the importance and means of identifying the learning disabilities of students.)

Unit III Models of disability

Salient features of different models of disability: Individual model, social model, medical model, Nagi model, Quebec disability production process model, human rights model, professional model, transactional model, charity model, functional model rehabilitation model.

(Suggested instructional approaches and methods:

- i) Student seminar on the merits and demerits of different models of disability.
- ii) Invited talk by expert(s)/talk by teacher(s) on the issues in implementing the models of disability.)

Unit IV Inclusive education

Meaning of inclusive education - UNESCO's definition of inclusive education - Inclusive education and education for all - Barriers to inclusive education- Overcoming barriers in inclusive education - Promoting inclusive education- Mixed-ability grouping and teaching - Differences between inclusive, integrated and special education - Teacher development initiatives for inclusive schooling.

(Suggested instructional approaches and methods:

- i) Teacher(s) talk on the issues related to inclusive classroom.
- ii) Presentation of report based on the observation of an inclusive classroom setting.)

Unit V Policies and programmes of inclusive education

Global policies and programmes on inclusive education - Inclusive education policies and programmes in India.

(Suggested instructional approaches and methods:

- i) Student seminar/Teacher talk on the UNESCO's initiatives for inclusive education.
- ii) Presentation of report based on group discussion with respect to the Government of India and State Governments' initiatives for inclusive education.)

Tasks and Assignments

1. Prepare a report on the contributions of National Resource Centre for Inclusion-India.
2. Write a detailed report on the best practices of inclusive education/models of inclusive education in India other countries.

REFERENCES

1. Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for inclusion developing learning and participation in schools*. UK: Centre for Studies on Inclusive Education.
2. Deshpabu, Suchitra. (2014). *Inclusive education in India*. New Delhi: Kanishka Publishers.

3. Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. New Delhi: Indian Institute of Dalit Studies and UNICEF.
4. National Council for Educational Research and Training. (2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.
5. National Council for Educational Research and Training. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
6. Rehabilitation Council of India. (2013). *Status of disability in India*. New Delhi: Rehabilitation Council of India Publications.
7. UNESCO. (2009). *Policy guidelines on inclusion in education*. France: United Nations Educational Scientific and Cultural Organisation.

Web Resources

<http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/>

<http://www.copower.org/leadership/models-of-disability>

http://www.who.int/disabilities/world_report/2011/chapter1.pdf

**PART - IV
EDUCATION**

Subject Code :

**OPTIONAL COURSE
YOGA, HEALTH AND PHYSICAL EDUCATION
(60 Hours)**

OBJECTIVES:

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

1. understand the concepts of Yoga and Asanas
2. comprehend the methods of imparting health education.
3. list out the communicable diseases and life style disorders
4. explain the Physical Education concepts and its scope
5. practice the various physical exercises
6. acquire skills to organise and conduct sports in schools.

UNIT- I: YOGA AND ASANAS

Meaning and concept of Yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, Psychological, Therapeutic and Physical.- Meaning, Methods and benefits of Asanas – Sitting posture-Standing posture and Lying Posture - Surya namaskar: Meaning, Twelve stages of Surya namaskar, Benefits, Preventive and curative effects of asanas.

(Suggested instructional approaches/ methods:

- i. Teacher talk on the concept of Yoga
- ii. Demonstration by teacher on different postures of Yoga.)

UNIT - II: HEALTH EDUCATION

Meaning, aims and objectives - scope of Health Education - Methods of Imparting Health Education in Schools – Health Instruction – Health Services – Health Supervision - Posture – meaning, causes, defects and prevention - First Aid – Meaning, Principles of first aid, Need and importance of first aid.

(Suggested instructional approaches/ methods:

- i. Group discussion on health services in schools
- ii. Seminar on methods of imparting health education in school.)

UNIT – III: COMMUNICABLE DISEASES AND LIFE STYLE DISORDER

Communicable diseases: Meaning – Types: Malaria, Typhoid, Tuberculosis, Cholera, Diarrhoea and AIDS – Causes, symptoms and treatment - Life style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer – Causes, Symptoms and treatment.

(Suggested instructional approaches/ methods:

- i. Panel discussion on different types of communicable diseases
- ii. Talk by expert / doctor on preventive measures of communicable diseases.)

UNIT – IV: PHYSICAL EDUCATION AND PHYSICAL EXERCISE

Concept and Meaning, Definition - Aims and Objectives of Physical Education - Scope, Need and Importance of Physical Education - Physical Fitness: Meaning, Definition, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, Flexibility, Cardio respiratory endurance and Body composition, benefits of Physical fitness.

Meaning - Need and Importance of Physical Exercise - Effects of exercise on the various systems – Muscular, Circulatory, Digestive, Nervous and Respiratory systems.

(Suggested instructional approaches/ methods:

- i. Group discussion on the need and importance of Physical education
- ii. Demonstration by Physical director on different type of physical exercise and practice by the student.)

UNIT – V: ORGANISING COMPETITIONS

Intramural and extramural competitions – Meaning, Definition - Organising and Conducting - Sports meet – types: Standard, Non-standard, Organising and Conducting, Tournaments: Single league and Single League and Single Knock Out– Preparation and drawing fixtures, merits and demerits.

(Suggested instructional approaches/ methods:

- i. Seminar on Intramural and Extramural Competitions
- ii. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.)

TASKS AND ASSIGNMENTS

1. Prepare a report after critically evaluating the views of at least any three Physical directors on importance of Yoga for health life.
1. Plan a state level sports and cultural meet and prepare a programme schedule.

SUGGESTED READINGS:

1. Gupta D.K. (2005). Health Education for Children, New Delhi; KheelSahitya Kendra.
2. Nagendra H.R. and Nagaratna, R. (2008). Yoga Prcatices. Bangalure: Swami Vivekananda Yoga Prakashana,

3. Swami Satyananda. (1999). Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi. Munger: Bihar school of Yoga.
4. Thomas.J. P. (1967). Physical Education Lesson. Chennai: Gnanodaya Press.
5. Venugopal B and Dr.Ranganayaki. (2010). Yoga and Yoga Practices, Hyderabad: Neelkamal Publications.
6. Yoga Education (Bachelor of Education B.Ed). (2015). National Council for Teacher Education, New Delhi: St. Josheph Press.
7. Pandit Lakshmi Doss. (2002) Yogasana for Everybody, Chennai: Balaji Publications.
8. <http://www.tutorvista.com/content/biology/biology-i/food-nutrition-health/classification-food.php>.
9. <http://www.redcross.ca/training-and-certification/first-aid-tips-and-resources-/first-aid-tips/Kit-contents>.
10. <http://www.glopalhealth.gov/global-health-topics/communicable> diseases.

PART - IV
EDUCATION

Subject Code :

**OPTIONAL COURSE
ENVIRONMENTAL EDUCATION
(60 Hours)**

OBJECTIVES

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

1. realize the importance of environmental education;
2. list out the natural resources and its associated problems;
3. appreciate the international initiatives to protect the environment;
4. realize the importance of management and protection environment;
5. develop curriculum for environmental education;

UNIT 1 - ENVIRONMENTAL EDUCATION

Concept and meaning of Environment – Focal aspects of Environmental Education - Goals and Objectives of Environmental Education – Need and Importance of Environmental Education – Core Themes of Environmental Education – Scope of Environmental Education.

(Suggested instructional approaches/methods:

1. Teacher talk on Need and importance of Environmental Education
2. Seminar on Focal aspects and Functions of environmental Education)

UNIT 2 - NATURAL RESOURCES, PROBLEMS AND SOLUTIONS

Natural Resources: Land Resources, Prevention of Soil Erosion – Forest Resources, Prevention of Deforestation – Water Resources, Prevention of Water Scarcity – Mineral Resources, Prevention of Exploitation of Minerals – Food Resources, Food Crisis and Increasing Food Production – Energy Resources – Alternative Energy Resources.

(Suggested instructional approaches/methods

- i. Discussion on Land resources, Forest resources and Water resources.
- ii. Seminar on Mineral and Energy resources.)

**UNIT 3 - INTERNATIONAL EFFORTS FOR ENVIRONMENTAL
PROTECTION**

Environmental Issues and Global Community: Stockholm Conference (1972) – Brundtland Commission (1983) – The Earth Summit or Rio Conference (1992) – Kyoto Conference (1997) – Copenhagen UN Climate Change Conference (2009) – Doha Climate Change Conference (2012).

(Suggested instructional approaches/methods:

- i. Talk by experts on Efforts for Environmental Protection by international communities.
- ii. Seminar on the outcomes of Environmental Conferences.)

UNIT 4 - MANAGEMENT AND PROTECTION OF ENVIRONMENT

Environmental Management: Need, Dimensions, Approaches – Impact of Human Activities on Environment – International NGOs and Environmental Protection: Environmental Foundation for Africa, World Wide Fund for Nature, Conservation International, Green Peace – [International Union for Conservation of Nature](#) (IUCN) - Environmental Protection Strategies initiated in India: National Green Tribunal – Central and State Pollution Control Board.

(Suggested instructional approaches/methods:

- i. Discussion on Need, Dimensions and Approaches to Environment Management
- ii. Seminar on Environmental protection initiatives in India.)

UNIT 5 - ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

Status of Environmental Education in School Curriculum – Environmental Education at different levels of School Education -- Innovative Methods of Teaching Environmental Education – Problems faced in Teaching Environmental Education – Role of UNEP, CEE and NCERT in Promoting Environmental Education.

(Suggested instructional approaches/methods

- i. Seminar on Role of different agencies in promoting Environmental Education
- ii. Seminar on innovative methods of teaching Environmental Education)

Tasks & Assignments

1. Prepare a study report on Clean and Safe Environment of Your locality
2. Prepare a study report on Reducing the effects of Pollution in your village/community

REFERENCES

1. Archana Tomar. (2011). *Environmental education*. Delhi: Kalpaz Publications.
2. Goleman, Daniel. (2012). *Eco literate*. United States: Jossey-Bass.
3. Gruenewald, D.A. (2004). A foucauldian analysis of environmental education: Toward the socioecological challenge of the earth charter. *Curriculum Inquiry*, 34(1): 71-107.
4. Joshi, P.C., & Namita Joshi. (2012). *A text book of environmental science*, New Delhi: A.P.H. Publishing Corporation.
5. Palmer, J.A. (1998). *Environmental education in the 21st century: Theory, practice, progress, and promise*. [Routledge](#).
6. Patil, C. S. & Prabhu M. Biradar. (2013). *Environmental education*. New Delhi: A.P.H. Publishing Corporation.
7. Sony Havilah, N. (2013). *Environmental education*. New Delhi: A.P.H. Publishing Corporation.
8. Trivedi, P.R. (2011). *Environmental education*. New Delhi: A.P.H. Publishing Corporation.

WEB RESOURCES

1. <http://www.conserve-energy-future.com/current-environmental-issues>
2. www.ewindia.com/internationalconferencesonenvironmenthtml/
3. <http://www.yourarticlelibrary.com/environment/forest/forest-resources-in-india-use-over-exploitation-causes-and-effects/28196/>

PART - IV**EDUCATION**

**OPTIONAL COURSE
VALUES AND PEACE EDUCATION
(60 Hours)**

OBJECTIVES:

The student teachers will be able to:

1. understand the concept of values education.
2. explain the role of values.
3. understand the concepts and importance of Peace education.
4. discuss the ways of fostering culture of peace through education.
5. identify and apply the practices for value inculcation and clarification.

UNIT I: Values Education

Values: meaning and definitions-Values of development: periods of development- Kohlberg's stages of moral development – Aims of Value education -Types of values - Need and importance of Value education- Sources of Values- Socio-cultural traditions, religion and constitution - Values education in school curriculum

(Suggested instructional approaches /methods

- i. Teacher talk on Kohlberg's stages of moral development
- ii. Talk by experts on values education in school curriculum.)

UNIT II: Fostering values

Development of Values: Attitudes and personal qualities- core values- ways of fostering values in children and Role of parents – Teachers Society – Peer groups, Religion – Government – Mass media – Voluntary organization – Rath's process of valuing-Methods of fostering values: storytelling, dramatization-Role plays –Personal examples-value crisis - value development and clarification- Family values- character education- science of living

(Suggested instructional approaches /methods

- i. Group discussion on fostering values in children
- ii. Teacher talk on Rath's process of valuing.)

UNIT III: Peace Education

Peace education: meaning and definition, concepts, aims and objectives of Peace Education - at different level of Education – Importance of Peace Education in the present scenario - Peace education as conflict resolution training-democracy education- human rights education.

(Suggested instructional approaches /methods

- i. Seminar on aims and objectives of peace education
- ii. Seminar on Human rights Education.)

UNIT IV: Promoting Culture of Peace

Meaning of culture of peace and non-violence- conflict prevention and resolution –Fostering culture of peace through education - promoting inner peace, understanding, tolerance, solidarity –Education for non-violence- UNESCO culture of peace programmes- International peace and security.

(Suggested instructional approaches /methods

- i. Seminar on Education for non-violence and international peace and security
- ii. Seminar on methods of fostering values)

UNIT V: Approaches and strategies

Approaches to values development– Values inculcation, analysis and clarification –Strategies: Curricular and co-curricular activities – Field trips, Curricular club activities- whole school approach- pedagogy of values-Role plays – Stories –Anecdotes – Group singing – Group activities- questioning, reflective process.

(Suggested instructional approaches /methods

- i. Discussion on different approaches to value development
- ii. Teacher talk on Pedagogy of values and Whole school approach)

Tasks & Assignments

1. Prepare a school curriculum for development of values education
2. Prepare a school curriculum for promoting peace education

REFERENCES

1. Chadha, S.C. (2008) Education Value& Value Education, Meerut: R. Lall Books.
2. Chand, J. (2007) Value Education, Delhi: Anshah Publishing House.
3. Gavriel Solomon; Baruch Nevo (2002) Peace Education : The concept, Principles and Practices around the World, Lawrence Erlbaum Associates.
4. Lincoln, Melinda G. (2001) Conflict Resolution Education : A Solution for Peace, Communications and the Law, vol.23, No.1.
5. Page, James S. (2008) Peace Education: Exploring Ethical and Philosophical Foundations. Chapter 1. Charlotte: Information Age Publishing.
6. www.ncert.nic.in
7. <http://www.ei.ie.org/en/websections/content-detail/5411>
8. <http://en.wikipedia.org/wiki/value>

PART - IV
EDUCATION

EPC 4 - UNDERSTANDING THE SELF
(60 Hours)

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious ongoing reflections.

OBJECTIVES:

To enable the student-teachers:

1. to develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
2. to develop social-relational sensitivity and effective communication skill such as listening and observing.
3. to develop a holistic and integrated understanding of the human self and personalities.

How to Prepare a Student-teacher for understanding the self

The teachers in the College of Education should:

1. provide opportunities to listen to case studies / biographies / stories of different children who raised in different circumstances and how this affected their sense of self and identity formation.
2. screening movies / documents where the protagonists (the main character in play, film, movie and book) undergoes trials and finally discovers her / his potential despite odds.
3. discuss the issues of contemporary adolescents / youths to enable the student-teachers to understand themselves, with students and classroom situations.
4. provide opportunities to student-teachers to express themselves through different modes that they are comfortable with them.
5. arrange sessions for resource persons / experts and the family to reflect back whether all modes of expression have been used by the student-teachers to express themselves.
6. give exercises to the student-teachers for 'developing reflective journals' and providing regular feedback on those reflective thoughts and experiences.
7. provide opportunities to student-teachers for story making to reflect their self.
8. encourage student-teachers to disclose their self, through art, dance and theatre exercises.
9. conduct nature walk / field visit / adventure to enable the student-teachers to realise the importance of team work.
10. conduct small group interactions on a task with people to enable the student-teachers to understand the social structure and role of individuals and to participate and / or lead in the activities of the family, college and community.

Tasks and Assignments

1. Every student-teacher should write one's autobiography, and biography of a child who has grown up in different socio-economic and cultural backgrounds.
2. Every student-teacher should write a report on their experiences gained through art, dance and theatre exercises undertaken by them.

PART - IV
EDUCATION
INTERNSHIP (4 WEEKS)
(144 Hours)

SUBJECT CODE:

- | | |
|--|---------|
| 1. Lesson plan writing and Achievement Test construction | 2 weeks |
| 2. Teaching skills Practice (Mini Teaching) | 1 Week |
| 3. Visit to Innovative schools | 1 Week |

4 weeks

SEMESTER - VIII

Subject Code :

PART - IV

EDUCATION

PEDAGOGY OF A SCHOOL SUBJECT – PART II ENGLISH

(CONTENT MASTERY)

(60 Hours)

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level -I is pertaining to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

Level II is pertaining to standard IX & X and is compulsory for all the student- teachers. At level-II, the student-teachers should get mastery in their own chosen and related school subject.

Note:

The content for Level I (Std. VI to VIII) and Level II (Std. IX to X) are as per the syllabus prescribed by the Government of Tamil Nadu.

PART - IV
EDUCATION

SCHOOL INTERNSHIP (16 WEEKS)
(576 Hours)

SUBJECT CODE:

1	Observation of Regular class Teacher in Regular classroom	1 week
2	Intensive teaching practice (Teaching 30 lessons, lesson plan preparation, preparation of teaching-learning materials, conducting test & measurement, knowing the self / psychological tests, conduct of school assembly, organization of PTA meeting, conducting case study)	15 weeks
		16 weeks

SPLIT OFF MARKS FOR PRACTICAL EXAMINATION

PART- A		
Activity No.	Assessment of Teaching Competency	Marks
1.	Teaching Competency Level I	150
2.	Teaching Competency Level II	150
Total		300

PART- B		
Activity No.	Assessment of Teaching Competency	Marks
1.	Observation Record Level I	20
2.	Demonstration Record Level I	25
3.	Lesson Plan Record Level I (30 lesson Plans)	45
4.	Instructional Materials Record Level I	30
5.	Test and Measurement Record Level I	30
6.	Observation Record Level II	20
7.	Demonstration Record Level II	25
8.	Lesson Plan Record Level II (30 lesson Plans)	45
9.	Instructional Materials Record Level II	30
10.	Test and Measurement Record Level II	30
11.	Teaching Skills (Mini-teaching) Practice Record	25

12.	Visit to Innovative schools and Healthy Practices	25
13.	Students Portfolios / CCE Record	25
14.	Reflective Journal - Diary	25
15.	Environmental Education Record	25
16.	Community based Engagement/ Skill Development Record	25
Total		450
Grand Total (300 + 450)		750



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TAMIL NADU TEACHERS EDUCATION UNIVERSITY

INTERGRATED B.A, B.Ed. (2019 - 2020 Batch)

Time: 2 Hours

Max. Marks: 50

Part – A

Answer ALL the questions (10 x 1 = 10 Marks)
(Multiple Choice Questions)
(Two Questions from each Unit)

Part –B

Answer any FIVE questions (5 x 8 = 40 Marks)
(Five out of Eight Question)
(A Unit should not have more than 2 Questions)

INTERNAL MARKS: 25 MARKS

Continuous Internal Assessment I	= 30%
Continuous Internal Assessment II	= 30%
Assignment	= 20%
Seminar/ Classroom Activities/ Quiz	= 20%
Total	= 100%

100% of weightage marks should be converted to 25 Marks.



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TAMIL NADU TEACHERS EDUCATION UNIVERSITY

INTERGRATED B.A., B.Ed. (2019 - 2020 Batch)

Time: 3 Hours

Max. Marks: 70

Part – A

Answer ALL the questions (10 x 1 = 10 Marks)

(Multiple Choice Questions)

(Two Questions from each Unit)

Part –B

Answer ALL the questions (5 x 4 = 20 Marks)

(Five out of Eight Question)

(A Unit should not have more than 2 Questions)

Part –C

Answer any FIVE questions (5 x 8 = 40 Marks)

(Five out of Eight Question)

(A Unit should not have more than 2 Questions)

INTERNAL MARKS: 30 MARKS

Continuous Internal Assessment I	= 30%
Continuous Internal Assessment II	= 30%
Assignment	= 20%
Seminar/ Classroom Activities/ Quiz	= 20%
Total	= 100%

100% of weightage marks should be converted to 30 Marks.



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TAMIL NADU TEACHERS EDUCATION UNIVERSITY

INTERGRATED B.A., B.Ed. (2019 - 2020 Batch)

Time: 1(1/2) Hours

Max. Marks: 35

Part – A

Answer ALL the questions (5 x 1 = 5 Marks)

(Multiple Choice Questions)

(One Question from each Unit)

Part –B

Answer any FIVE questions (5 x 6 = 30 Marks)

(Five out of Eight Question)

(A Unit should not have more than 2 Questions)

INTERNAL MARKS: 15 MARKS

Continuous Internal Assessment I	= 30%
Continuous Internal Assessment II	= 30%
Assignment	= 20%
Seminar/ Classroom Activities/ Quiz	= 20%
Total	= 100%

100% of weightage marks should be converted to 15 Marks.