

# P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631  
(Govt. Aided Teacher Education Institution affiliated to Kannur University)  
Recognized by NCTE included under UGC 2(f) & 12(B) category  
Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

**2.4.1: Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

## **DEVELOPING COMPETENCIES AND SKILLS**



1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration

## Institution Strategies and Practices

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### INSTITUTIONAL STRATEGIES AND PRACTICES for developing Competencies and Skills of Student Teachers.

P.K.M. College of Education with its vision "Excellence and committed service in every realm of teaching endeavour" and with its mission "To nurture the holistic development of prospective teachers for a just and humane society" provides enormous opportunities for developing competence and skills in different functional areas through innovative and specially designed activities/experiences for Student teachers.

The two year B.Ed Programme with four semesters through its core courses, pedagogical courses, elective courses, EPC courses and value added courses provides the theoretical foundation for the development of the professional skills and competencies of student teachers.

The various institutional strategies and practices specially designed by the institution spreads over the *pre internship period, internship and post internship period.*

#### *I. Pre-Internship period*

During the pre-internship period, focus is on developing skills and competencies in

- *Organising Learning*
- *Developing Teaching Competencies*
- *Assessment for learning.*

#### **A. ORGANISING LEARNING (LESSON PLAN)**

The institution offers many activities and experiences to generate competencies and skills in developing and implementing lesson plans. As per our college Internship policy, from the first semester onwards students acquire a foundational understanding of the lesson plan and recognise its significance. As a continuous process in the second semester a wide knowledge over the internship is provided with identical objectives in all optional class.



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The entire process of Organising Learning includes 4 phases.

**PHASE 1**

**Theoretical Orientation in Planning of Instruction, Year plan, Unit plan, Modular plan and Lesson plan, and TPCKA.**

Effective transaction of educational theories is done in the classroom to empower learners to effectively apply them in their teaching experience. Theoretical orientation encompassing various levels of organization such as year plans, modular plans, unit plans and lesson plans is given. The teacher educators provide corrections and detailed guidance at every step and necessary support to develop improved lesson plans for an organized and effective teaching learning process.

For bridging technology, pedagogy, and content knowledge, Techno Pedagogic Content Knowledge Analysis (TPCKA) is vital. Each optional classes in our institution provide platforms for sharing innovative ideas, resources, and best practices, creating collaborative environment that improves TPCKA development among educators.

To integrate Techno Pedagogic Content Knowledge Analysis (TPCKA) into educational practices, our institution offers workshops and training focusing on TPCKA; provides resources and tools that align with TPCKA principles and helps student teachers to incorporate technology effectively into pedagogy and in content delivery.

**PHASE 2**

**Activities to explore Content and Pedagogic Analysis.**

In optional classes, thorough exploration of content by engaging in content analysis through textbook examination, product analysis, and process analysis is done. Similarly, through discussions, exchange of innovative ideas and use of diverse strategies, pedagogic analysis is done. Effective understanding of various content areas is made possible through discussions. Instructional approaches and their effectiveness are also evaluated in this phase.

**PHASE 3**

**Designing Learning Objectives, Learning Activities, Assessment Strategies, year plan, unit plan, lesson plan and Micro lesson plans.**

In this phase of instructional planning process, student teachers along with the teacher educators, engage in defining learning objectives, designing learning activities, creating year plans, modular plans, unit plans, lesson plans, micro lesson plans and designing assessment strategies. The cyclic nature of this phase involves repetition of various steps including drafting, correction and refinement.

**PHASE 4**



  
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**Discussion Lesson -in -groups -Correction and Remediation. Criticism Class Lesson Plan- Individual Correction and Remediation**

In this phase, collaborative discussions within groups and with educators are made for refining instructional strategies. Timely correction and remediation enable student teachers to prepare well-drafted lesson plans.

Individual refinement is addressed through the Criticism Class Lesson Plan, where correction and remediation are personalized to cater to specific learning needs. Each student's lesson plan encompasses peer evaluation, teacher assessment, and self-criticism.

**B. DEVELOPING TEACHING COMPETENCIES**

The series of activities undertaken by the institution during Pre-internship period for developing teaching competencies can be categorized under two phases.

**PHASE I**

The theoretical orientation for developing teaching skills is initiated from the initial semester of the course itself. Workshops are meticulously designed to pinpoint and comprehend essential teaching skills such as instructional strategies, classroom management, and student engagement. This foundational phase sets the stage for subsequent practical applications and skill development.

**PHASE II**

The second phase involves Demonstration classes, which are usually held during the middle of the second semester. This phase continues with micro teaching and link practice which spans for a month. The designing of lesson plans based on the models of teaching, towards the end of the second semester, focuses on developing diverse instructional strategies. The subsequent criticism classes, during the beginning of third semester, facilitate a comprehensive evaluation process. The pre-internship orientation by Teacher Educators, Alumni and External Experts, usually conducted just before the internship, serves as a crucial bridge to the upcoming practical teaching experiences.

**C. ASSESSMENT FOR LEARNING**

Initially Theoretical and Practical Orientation for Assessment is given with the help of expert orientation classes on a series of Assessment processes such as:

- Achievement Test Construction
- Assessment Tools Preparation



  
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- Diagnostic Test Analysis
- Criteria Preparation for Different Assessment Tools
- Performance Test
- Statistical Analysis of Data
- Preparation of Rubrics
- Development of Portfolios

Understanding the theoretical framework helps teacher students to align assessments with educational goals, ensuring evaluations are relevant and effective in measuring learning outcomes.

Detailed practical sessions are done in the respective pedagogical classes as part of the pedagogic course BED P202. Assessment for Learning.

### **2. Internship period**

During the internship period of four months in the third semester of the course, student teachers are provided opportunity for direct experience with school practices. The internship phase involves class observation by teacher educators at regular intervals, ensuring a comprehensive assessment of the student teachers' progress and serve as checkpoints for refining teaching techniques and addressing challenges.

Remedial classes are integrated into the internship activities, allowing student teachers to identify and address individual or group learning gaps. Opportunities for Direct Interaction with experienced teachers fosters mentorship and knowledge exchange contributing to their professional growth.

### **3. Post-Internship period**

In continuation with the general orientation done in the pre internship period, a detailed study into *facilitating inclusive education and preparing individualised educational plans* are done during the post internship period as part of the core courses of the semester- BED C401 Gender, School and Society and BED C 403 Creating an Inclusive School.

### **C. FACILITATING INCLUSIVE EDUCATION**

As an inclusive friendly campus with barrier free infrastructural facilities and positive attitude towards the marginalized the TEI adopts various measures to facilitate inclusiveness among the student teachers.



  
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In addition to the curricular provisions of the B.Ed. Programme the Institution initiated a movement *Share Your Span*-one of the best practices aiming at facilitating gender inclusion and differently abled inclusion among the stake holders.

Several initiatives are undertaken to develop awareness, understanding, and practical implementation of inclusive practices in the institution.

- Theoretical Orientation and Practical sessions for Inclusive Education and gender inclusion under core course
- Special School Visit
- Interaction with Differently abled Children
- Seminars and workshops to address the inclusive education and gender inclusion
- 

#### PREPARING INDIVIDUALISED EDUCATIONAL PLAN (IEP)

To create a personalized educational plan (IEP), effective strategies encompass the development of spoken text, engaging with professionals in inclusive education, and crafting individualized lesson plans which helps students with intellectual and developmental disabilities (IED).

Strategies and practices include:

- Preparation of Talking Text
- Interaction with Resource persons working in the field of inclusive education
- Preparation of Individualised Education Plans and practicing in school internship

#### TECHNOLOGY USE AND INTEGRATION

For *Technology use and Integration*, Strategies and practices include:

- Theoretical and practical orientation through Enhancing Professional Competency course (EPC ICT) on ICT
- Workshop on Cyber Ethics
- Value Added Course in Techies/Multimedia/Digital Media
- Seminar on Virtual Teaching
- Academic Project on Preparation of Talking Text
- Technological integration in the college activities such as development of Brochure, Video presentations, Online sharing, Digital publications etc
- E-Content Development by faculty and student teachers
- Use of Latest apps in support of teaching and learning
- Use of Latest devices (smart boards, flat interactive panel computers)



  
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- Social media and Mass media networking by faculty and student teachers
- Adopting Learning Management Systems such as Google classroom and ERP
- Managing YouTube channels (Class and Personal)

For *Organizing Field Visits, Conducting Outreach/ Out of classroom Activities, Community Engagement* Strategies and practices include

- *Model school visit*
- *School Acclimatization*
- *Field trips*
- *National priority programmes*
  - ✓ *Swachh Bharath*
  - ✓ *Yoga*
  - ✓ *Digital India*
  - ✓ *Gender sensitivity*
  - ✓ *Azadi ka Amrith Mahotsav*
  - ✓ *National Water Mission*
- *Share your spare programmes*
  - ✓ *Laptop for All*
  - ✓ *Share your Sight*
  - ✓ *Oppam: Community Intervention Programme*
  - ✓ *Aksharakhoottam: Book Collection Campaign*
  - ✓ *Punarvayana: Online Remedial package*
- *Urjaktran- Energy conservation awreness campaigns*
- *Organising National Seminars*
- *Academic and Cultural Exchange*
- *Day Observance*
  - ✓ *World Environmental Day*
  - ✓ *National Science Day*
  - ✓ *Ozone Day*
  - ✓ *Aids Day*
  - ✓ *Human Rights Day*
  - ✓ *Mother Language Day*



  
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## Programme of Action of Each Department (Website Link)

1. [English](#)
2. [Malayalam](#)
3. [Mathematics](#)
4. [Natural Science](#)
5. [Physical Science](#)
6. [Social Science](#)
7. [Education](#)
8. [Physical Education](#)

### 5. Organizing Field Visits

### 6. Conducting Outreach/ Out of Classroom Activities

### 7. Community Engagement

#### List of Programme

Year	Name of the activity	Nature of the activity	Date/s
2018-19	Kuttanadinoppam	Flood Relief Campaign	03-08-2018
	International Ozone Day	Day Observance	17-09-2018
	Milma Malayora Dairy Visit	Industrial Visi	21-11-2018
	Field Trip to Puthukaad estate	Field Visit	29-11-2018
	Urjakiran	Awareness Programme	14-01-2019
	Orientation Programme - Teachers as Peace Builders	Orientation Programme	18-02-2019
	National Science Day-Science for all generation	Day Observance	25-02-2019
	INNOLIT Expo-Blaze Trailors Theater Day Observance at ALPS Chulliyad	Awareness Programme	27-03-2019
2019-20	Mannu, Manushyan, Mahatmav - A Workshop on Care our Earth Initiatives	Workshop	15-10-2019 to 16-10-2019
	Institutional Twinning Programme: Peace - Nagaland	Knowledge Exchange	05-12-2019
	Trekking to Ranipuam	Field Visit	03-03-2020
	Field Trip-Physical Science Department	Field Visit	16-12-2019
	Pain and Paliative care awareness and training programme	Awareness and Training Programme	12-11-2019
	Field Trip-Departments of English, Malayalam and Natural Science	Field Visit	18-01-2020
	Gandhi Smrithi: Yathra	Day Observance	15-01-2020
	Punarvayana-Online Study Classes for 10th Standard Students	Online Classes for School Students	03-05-2020

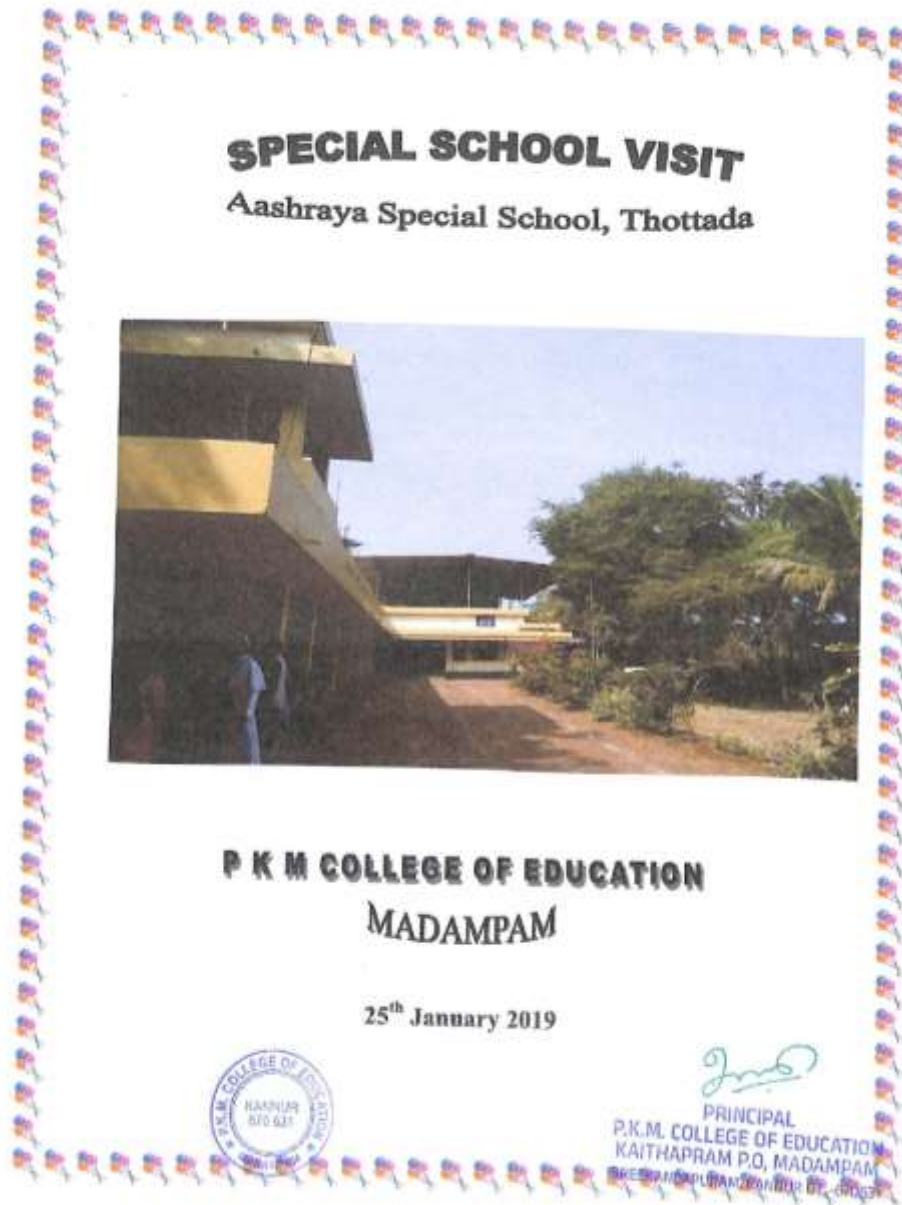
	Online Quiz Competition for Womens of Local Community	Women Empowerment	16-04-2020 to 25-04-2020
	Online Quiz Competition to Sreekandapuram region	General Awareness	01-05-2021
	Video Competition on One Day in My Lockdown Days for the nearby students	Online Skill Development	06-05-2020
	Seven Day National Webinar on Digital Platform for Teaching and Learning	Digital Initiatives	19-05-2020 to 25-05-2020
	Single Act Play Competition	Skill Development	21-05-2020
2020-21	Ozone Day Celebration:- Ozone for Life	Awareness Programme	16-09-2020
	Shaping Peace together: Peace Debate	Promotion of Peace	21-09-2020
	Housing for all:- A Better urban future	Awareness Programme	05-10-2020
	Gandhi Smrithi:2k20	Day Observance	02-10-2020 to 10-10-2020
	Covid-19 Help Desk Activity	Covid-19 Kit Distribution	28-05-2021
2021-22	Oppam 2021	Covid Intervention Programme	02-06-2021
	Art of Living: -Covid Care	Awareness Programme	07-06-2021 to 09-06-2021
	Hand Sanitizer distribution	Welfare Programme	09-06-2021
	CRACKET Free Online Preparations for Competitive Exams	Promotion of Competitive Exams	22-06-2021
	Sports Training at Podikkalam English Medium School	Training Programme	08-10-2021
	Orphanage Visit: Mother Theresa Bhavan, Perumbadav	Promotion Social Values	19-08-2021
	Pan India Awareness and Outreach Programme	Awareness Programme	16-11-2021
	Urjakiran 2021-22:Alex Nagar	Field Visit	04-12-2021
	Flag Day Rally	Awareness Programme	19-11-2021
	Post Covid Fitness Training Programme, Perikkalloor	Awareness and Training Programme	07-03-2022
	Trekking to Ranipuam	Field Visit	26-03-2022
	Post Covid fitness training programme-Vellamunda	Awareness and Training Programme	14-03-2022
	2022-23	Street Play:-Yodhavu	Awareness Programme
Anti-Drug Rally		Awareness Programme	13-12-2022
Energy Conservation Rally and Signature Campaign		Awareness Programme	15-12-2022
Paper presentation at International Seminar: Higher Education:Emerging Trends Challenges and Innovations		Promotion of Research	28-07-2022 to 29-07-2022

10 Days Yoga Training for Nearby Community (Alex Nagar)	Promotion of Yoga	19-08-2022 to 28-08-2022
Charithra Seminar		30-08-2022
Anti-Drug Campaign - Yodhav	Awareness Programme	29-09-2022
Human Chain on Anti-Drug	Awareness Programme	01-11-2022
Energy Conservation Seminar at St. Alphonsa Church, Mundanoor	Awareness Programme	08-01-2022
Field Trip to Calicut	Field Visit	14-01-2022
Tribal Empowerment Programme at Wayanad	Empowerment Programme	03-03-2022 to 04-03-2023

[Annual Report of the Institution by the Principal \(Weblink\)](#)

## 8. Facilitating Inclusive Education

### Special School Visit



## INTRODUCTION

We visited the "Ashrayam Special School" Thottada, Kannur on 25<sup>th</sup> January 2019 at 9.30 am. We reached there at 9.30 am. We got a warm welcome from the hands of the authorities. The principal madam gave a detail description about the functioning of the institute.



## ABOUT THE INSTITUTE

In 1980, the special school was able to make a modest beginning. Ashrayam was started in 1980 as a daycare center & school for mentally retarded children. Basic training in Ashrayam includes the teaching of basic self-care skills such as teeth, toilet training and elementary hygiene. This is followed by training in social behavior and interaction using behavior modification techniques that include mild



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symbolic punishment for misbehavior and simple token gifts as rewards for good behavior.



The second stage of training includes physical training, group games, yoga and physiotherapy sections and these are interspersed with sports competitions and cultural programmes which are conducted periodically. Ashrayam has a speech and hearing unit for assessment and treatment of speech and hearing handicaps. Now this institution is fully grown institution efficiently managed.



#### CLASS VISIT

We divided in to two groups and visited the all classes in that institute. One group was led by Mrs. Jomol Jose, Asst. Prof. in Natural Science and the other group was led by Sr. Caroline, Asst. Prof. in Malayalam. The teachers helped



*Jomol*  
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us to know more about the training which they provide there for the physically and mentally challenged students. There is no special curriculum in the school but they give training to develop physical, mental, social skills individually.



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They get grants from Govt. and other welfare associations and peoples. A total of 121 students were studying in this institute. There is also an adaptive training system I-KYU sponsored by KVR Vehicles, Kannur. There is also a computer room for developing skills among the children. Also visited training in weaving, candle making, soap making etc.



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### CULTURAL ACTIVITIES

After the class visit all students and staff were assembled in the courtyard of the school. Student teachers of PKM College performed different cultural activities like song, group song, dance, games, craft, art etc. The students in special school were also participated and performed. Geetha teacher The HM of the special school distributed the prize to the students. Also a small financial aid from PKM College of education was handed over to the special school principal.



  
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### CONCLUSION

The day was a great experience to all. We got many insights from there. Definitely this experience will reflect in our future teaching career. We were also thankful for the authority and faculties of PKM College of Education, Madampam for organizing such a programme. Afternoon we returned from Ashraya Special School.



  
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## Preparing Individualized Educational Plan (IEP)

# SHARE YOUR SIGHT

A Talking Text Development Project



Curricular Project of  
P.K.M. College of Education

Script of Standard VIII

UNIT 5- SHARE AND CARE

Submitted By  
Department of ENGLISH



  
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General Coordinator  
Dr. Jessy N C

Project Coordinator  
Dr. Prasanth Mathew

Student Coordinators

1. Mr. Sayooj V V
2. Ms. Saranya L

Subject Coordinator

Dr. Rekha K R

Optional Student Coordinators

1. Litty Sunder
2. Rajina M P

List of students and their Contribution

	Content	Name of student
1.	The School for Sympathy	Alby Ann Stephen
2.	The School for Sympathy	Alex Baby
3.	The School for Sympathy	Divyasree Aravind



  
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4.	My Grandmother's House	Rajina MP
5.	The Merchant of Venice	Krishnapriya
6.	The Merchant of Venice	Litty Sunder
7.	The Merchant of Venice	Arun Shaji
8.	Solitude	Sandra Marya Shaji



  
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Script of THE SCHOOL FOR SYMPATHY

Hello my dear children, how are you all?

Now just listen to the audio that I play (an audio that gives an atmosphere of school is being played).

Any guess about the setting of this audio?

Listen now I will play a beautiful song for you. (a melodious song of the famous playback singer Vaikom Vijay Lakshmi is being played to the students.)

Can you guess the singer?

Tell me how is she different from other play back singers.

Yes, she is a famous singer who views the world with her inner sight through the various types of music present around us.

Now tell me what will for your friend who had lost his close relatives in an accident.?

Yes, we will feel sympathy for him.

Have you ever heard about a school for sympathy? why a school for sympathy? Any idea? Is there any school for sympathy? That sounds odd right?

Don't worry, Let's visit The School for Sympathy of Miss Beam along with the writer EV Lucas, who had visited the school and is here with us to share his experience on visiting a school for sympathy.

(The background music is given that gives an atmosphere of a school ..)

The text is being explained to the students in the format of a narration.....

A different kind of school by E. V. Lucas.

I had heard a great deal about miss Beams school but not till last week did the chance come to visit it. When I arrived there was no one in sight but a girl of about 12 her eyes were covered with a bandage and she was being led 'carefully between the flower beds



  
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by a little boy who was about 4 years younger. She stopped and it looked like she asked him who had come. He seemed to be describing me to her. Then they passed on. Miss beam was all that I had expected, middle aged full of authority yet kindly and understanding her hair was beginning to turn gray and she had the kind of plump figure that is likely to be comforting to a home sick child I asked her some questions about her teaching methods which I had heard was simple. No more than is needed to help them to learn how to do things simplest spelling adding subtracting multiplying and writing. The rest is done by reading to them and by interesting talks during which they have to sit still and keep their hands quiet. There are practically no other lessons. The real aim of this school is not so much to teach thought as to teach thoughtfulness kindness to others and being responsible citizens. Look out of the window a minute will you? . I went to the window which overlooked a large garden and a playground at the back. what do you see miss beam asked I see some very beautiful grounds I said and a lot of jolly children. It pains me though to see that they are not also healthy and active looking. when I came in I saw one poor little girl being led about. she has some trouble with her eyes. now I can see 2 more with the same difficulty. And there's a girl with a crutch watching the others play she seems to be a hopeless cripple. Miss beam laughed. Oh No she said she's not really lame this is only her lame day the others are not blind either it is only their blind day. I must have looked very surprised but she laughed again. This is a very important part of our system to make our children appreciate and understand misfortune. We make them share in misfortune too. each term every child has one blind day one lame day one deaf day one injured day and one dumb day. during the blind day their eyes are bandaged absolutely and they are on that honor not to peep. The bandages put on overnight for they wake blind. this means that they need help with everything. Other children are given the duty of helping them and leading them about. they all learned so much this way both the blind and the helpers. There is no mystery about it. miss beam continued everyone is very kind and it is really something of a game before the day is over though even the most thoughtless child realizes what misfortune is. The blind day is of course really the worst. but some of the children tell me that the dumb day is the most difficult. we cannot bandage the children's mouths so they really have to exercise their willpower. coming to the garden and see for yourself how the



  
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children feel about it. Miss beam led me to one of the bandaged girls. Here a gentleman come to talk to you said miss beam and left us. Don't you ever peel, I asked the girl. Oh no she exclaimed that would be cheating. But I had no idea it was so awful to be blind you can't see a thing. You feel you are going to be hit by something every moment. It's such a relief just to sit down. Are your helper's kind to you? I asked. Fairly but they're not as careful as I shall be when it is my turn. those that have been blind already are the best helpers. it's perfectly ghastly not to see. I wish you try. Shall I lead you anyway I asked. Oh yes she said let's go for a little walk only you must tell me about things. I shall be so glad when today is over. The other bad days can't be half as bad as this. Having a leg tied up and hoping about the crutch is almost fun I guess having an arm tied up it's a bit more troublesome because you can't eat without help and things like that. I don't think I will mind being deaf for today at least not months but being blind is so frightening my head aches all the time just from worrying that I'll get hurt. Where are we now. in the playground I said we're walking towards the house Miss beam is walking up and down the garden with a tall girl. What is the girl wearing my little friend asked, a blue cotton skirt and a pink blouse? I think it's Milly she said what color is her head. Very light I said. Yes that's Milly she is the head girl. There's an old man tying up roses I said yes that's Peter, he is the gardener he is of hundred years old and here comes a girl with curly red hair she's on crutches that's Ajitha, she said. And so we walked on gradually I discovered that I was 10 times more thoughtful than I ever thought I could be. I also realized that if I had to describe people and things to someone else it made them more interesting to me. When I finally had to leave I told miss beam that I was very sorry to go. she replied then there is something in my system after all.

Hope all of you have listened to the narration. If you have any doubt just clap your hands and I'll clear your doubt.

Let me ask you few questions, to see how far you understood the lesson.

1. What does the lesson teach us?



  
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### MY GRANDMOTHERS HOUSE

Hello my dear children. How are you all?

Do you remember the help your grandmother did for you when you were a child? What memories do you have of the time you spent with her?

Do you know who Kamala Surayya is?

Kamala Surayya is known by the names Madhavikutty and Kamala Das, she was a gifted bilingual writer who could delight her readers with her inimitable style in both English and Malayalam. She is popular as a poet and short story writer. She was the recipient of awards like Ezhuthachan Puraskaram, Vayalar Award, Sahitya Academy Award, etc. My Story, The Old Playhouse and Other Poems, Padmavati the Harlot and Other Stories, My Mother at Sixty six, etc. are some of her works in English.

Now, let's hear the poem 'My Grandmother's House' by Kamala Das

I received love... That woman died,  
The house withdrew into silence, snakes moved  
Among books, I was then too young  
To read, and my blood turned cold like the moon.  
How often I think of going  
There, to peer through blind eyes of windows or  
Just listen to the frozen air,  
Or in wild despair pick an armful of  
Darkness to bring it here to lie  
Behind my bedroom door like a brooding




  
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2. Who is the author of the chapter?
3. The leg aches all the time on blind day. is it true/false.
4. The \_\_\_\_\_ day was the most difficult day
5. They name of the gardener was \_\_\_\_ (Peter/Robert)

As we end today's class, let's have a recap on today's class: can anyone of you quickly say about what happened in today's class. Anyone of you who wishes to summarize today's class just say aloud name of any important character in the story.



  
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Dog... you cannot believe, darling

Can you, that I lived in such a house and

Was proud and loved... I who have lost

My way and beg now at strangers' doors to receive love,

at least in small change?

After hearing the poem do you understand who the poet refers here?

The poet refers here is the memory of her grandmother, who she had spend her childhood.

Hope all of you listened the poem very well.

Now let us discuss some questions based on the poem, shall we?

1. '...That woman died...' who is the woman referred to here? How is she related to the poet? \_\_\_\_\_

2. What happened to the house after the death of the grandmother?  
\_\_\_\_\_

3. '... to lie Behind my bedroom door like a brooding Dog...' – means that

- (i) The memories will always remain with the poet.
- (ii) The memories will lie uncared for in a corner.
- (iii) The memories are as important as a dog.

4. The poet wants to go back to the house

- (i) To peer \_\_\_\_\_ .
- (ii) To listen \_\_\_\_\_ .
- (iii) To pick \_\_\_\_\_ .



  
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5. Identify the most appropriate meaning for the expression, 'an armful of darkness.'

- (i) sad days. (
- ii) darkness of the past.
- (iii) memories of the grandmother's house.

6. In the last three lines of the poem, the poet thinks of herself as a beggar.

- (a) What is she begging for?
- (b) What does she mean by 'small change'?

7. Why are the eyes of the windows described as blind?

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8. The air in the grandmother's house is frozen. Why?

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9. Which words tell you that the poet is talking to someone? What is she talking about?

---

10. How does the house itself share the grief of grandmother's death?

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I hope all of you have understood the poem. Did you?



  
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SCRIPT FOR THE MERCHANT OF VENICE

Hello my dear children,

How are you all? I hope you all are happy and fine

Do you all remember our previous class. Did you enjoy that lesson?

Okay good, now let us look into a interesting drama.

Have you heard about William Shakespeare? Yes, he is widely regarded as the greatest writer in the English language and as the world's pre-eminent dramatist.

Let's learn more about Shakespeare,

William Shakespeare was an English poet, playwright and actor. He is often called the Bard of Avon. His works consist of 37 plays, 154 sonnets, two narrative poems, and a few other verses, the authorship of some of which is uncertain. His plays have been translated into every major living language and are performed more often than those of any other playwright. Written sometime between 1596 and 1598, The Merchant of Venice is classified as an early Shakespearean comedy.

So today let's hear an introduction about the play 'Merchant of Venice' by William Shakespeare

This is a story that tells the world that the divine quality of mercy is always better than justice. The play is about the result of the rivalry between Shylock, the Jew and Antonio, the young Christian merchant of Venice.

The story, based on ancient tales that could have been drawn from many sources, is actually two stories in one—the plot, involving the choice by the suitor and his reward with Portia, and the other plot, involving the loan and the attempt to exact a pound of flesh. Shakespeare's genius is revealed in the way he combines the two. Shakespeare uses this story to point out the virtues of justice, mercy, and friendship.

Are you all curious to hear the story after hearing the background?

Okay, Let's begin the discussion of the story then,

Bassanio, a young Venetian of noble rank, wishes to woo the beautiful and wealthy heiress Portia of Belmont. Having squandered his estate, he needs 3,000 ducats to



  
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subsidise his expenditures as a suitor. Bassanio approaches his friend Antonio, a wealthy merchant of Venice, who has previously and repeatedly bailed him out. Antonio agrees, but since he is cash-poor – his ships and merchandise are busy at sea to Tripolis, the Indies, Mexico and England – he promises to cover a bond if Bassanio can find a lender, so Bassanio turns to the Jewish moneylender Shylock and names Antonio as the loan's guarantor.

Antonio has already antagonized Shylock through his outspoken antisemitism and because Antonio's habit of lending money without interest forces Shylock to charge lower rates. Shylock is at first reluctant to grant the loan, citing abuse he has suffered at Antonio's hand. He finally agrees to lend the sum to Bassanio without interest upon one condition: if Antonio were unable to repay it at the specified date, Shylock may take a pound of Antonio's flesh. Bassanio does not want Antonio to accept such a risky condition; Antonio is surprised by what he sees as the moneylender's generosity (no "usance" – interest – is asked for), and he signs the contract. With money in hand, Bassanio leaves for Belmont with his friend Gratiano, who has asked to accompany him. Gratiano is a likeable young man, but he is often flippant, overly talkative, and tactless. Bassanio warns his companion to exercise self-control, and the two leave for Belmont.

Meanwhile, in Belmont, Portia is awash with suitors. Her father left a will stipulating that each of her suitors must choose correctly from one of three caskets, made of gold, silver and lead respectively. Whoever picks the right casket wins Portia's hand. The first suitor, the Prince of Morocco, chooses the gold casket, interpreting its slogan, "Who chooseth me shall gain what many men desire", as referring to Portia. The second suitor, the conceited Prince of Aragon, chooses the silver casket, which proclaims, "Who chooseth me shall get as much as he deserves", as he believes he is full of merit. Both suitors leave empty-handed, having rejected the lead casket because of the baseness of its material and the uninviting nature of its slogan, "Who chooseth me must give and hazard all he hath". The last suitor is Bassanio, whom Portia wishes to succeed, having met him before. As Bassanio ponders his choice, members of Portia's household sing a song that says that "fancy" (not true love) is "engend'ed in the eyes, / With gazing fed".<sup>[2]</sup> Bassanio chooses the lead casket and wins Portia's hand.



  
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At Venice, Antonio's ships are reported lost at sea, so the merchant cannot repay the bond. Shylock has become more determined to exact revenge from Christians because his daughter Jessica eloped with the Christian Lorenzo and converted. She took a substantial amount of Shylock's wealth with her, as well as a turquoise ring which Shylock had been given by his late wife, Leah. Shylock has Antonio brought before court.

At Belmont, Bassanio receives a letter telling him that Antonio has been unable to repay the loan from Shylock. Portia and Bassanio marry, as do Gratiano and Portia's handmaid Nerissa. Bassanio and Gratiano leave for Venice, with money from Portia, to save Antonio's life by offering the money to Shylock. Unknown to Bassanio and Gratiano, Portia sent her servant, Balthazar, to seek the counsel of Portia's cousin, Bellario, a lawyer, at Padua.

The climax of the play is set in the court of the Duke of Venice. Shylock refuses Bassanio's offer of 6,000 ducats, twice the amount of the loan. He demands his pound of flesh from Antonio. The Duke, wishing to save Antonio but unable to nullify a contract, refers the case to a visitor. He identifies himself as Balthazar, a young male "doctor of the law", bearing a letter of recommendation to the Duke from the learned lawyer Bellario. The doctor is Portia in disguise, and the law clerk who accompanies her is Nerissa, also disguised as a man. As Balthazar, Portia in a famous speech repeatedly asks Shylock to show mercy, advising him that mercy "is twice blest: It blesseth him that gives and him that takes". However, Shylock adamantly refuses any compensations and insists on the pound of flesh.

As the court grants Shylock his bond and Antonio prepares for Shylock's knife, Portia deftly appropriates Shylock's argument for "specific performance". She says that the contract allows Shylock to remove only the flesh, not the blood, of Antonio. Thus, if Shylock were to shed any drop of Antonio's blood, his "lands and goods" would be forfeited under Venetian laws. She tells him that he must cut precisely one pound of flesh, no more, no less; she advises him that "if the scale do turn, But in the estimation of a hair, Thou diest and all thy goods are confiscate."

Defeated, Shylock consents to accept Bassanio's offer of money for the defaulted bond:



  
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first his offer to pay "the bond thrice", which Portia rebuffs, telling him to take his bond, and then merely the principal; but Portia also prevents him from doing this, on the ground that he has already refused it "in the open court". She cites a law under which Shylock, as a Jew and therefore an "alien", having attempted to take the life of a citizen, has forfeited his property, half to the government and half to Antonio, leaving his life at the mercy of the Duke. The Duke spares Shylock's life and says he may remit the forfeiture. Portia says the Duke may waive the state's share, but not Antonio's. Antonio says he is content that the state waive its claim to half Shylock's wealth if he can have his one-half share "in use" until Shylock's death, when the principal would be given to Lorenzo and Jessica. Antonio also asks that "for this favor" Shylock convert to Christianity and bequeath his entire estate to Lorenzo and Jessica. The Duke then threatens to recant his pardon of Shylock's life unless he accepts these conditions. Shylock, re-threatened with death, accepts with the words, "I am content."

Bassanio does not recognise his disguised wife, but offers to give a present to the supposed lawyer. First she declines, but after he insists, Portia requests his ring and Antonio's gloves. Antonio parts with his gloves without a second thought, but Bassanio gives the ring only after much persuasion from Antonio, as earlier in the play he promised his wife never to lose, sell or give it. Nerissa, as the lawyer's clerk, succeeds in likewise retrieving her ring from Gratiano, who does not see through her disguise.

At Belmont, Portia and Nerissa taunt and pretend to accuse their husbands before revealing they were really the lawyer and his clerk in disguise. After all the other characters make amends, Antonio learns from Portia that three of his ships were not stranded and have returned safely after all.

How was the story? Have you enjoyed the story?

Now tell me what themes did Shakespeare explain through this play?

Yes, he showed us the importance of greatest quality of mercy and friendship. He also exhibited the effects of Revenge and love for wealth in our lives. Am I right? Let's look how it is represented.



  
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The conflict between Shylock and the Christian characters comes to a head over the issue of mercy. The other characters acknowledge that the law is on Shylock's side, but they all expect him to show mercy, which he refuses to do. So, Shakespeare showed that human beings should be merciful because God is merciful: mercy is an attribute of God himself and therefore greater than power, majesty, or law.

The play represents friendship as one of the most intense and important emotional bonds humans can experience and suggests that the bond of friendship between Antonio and Bassanio may even run deeper than romantic love. Did you all feel so? Yes, it is right.

In the play, do you all notice that the dramatist highlights the complexities of wealth?

Yes, the uneven distribution of wealth causes problems for several characters. Antonio is a prosperous merchant on the verge of more financial success, but he still suffers from a sense of melancholy.

We see revenge as a powerful, corrupting, and destructive force in the play. Shylock wants to hurt Antonio because of Shylock's desire for revenge against the entire Christian community, Shylock's desire for revenge makes him behave in an emotional rather than a logical way, and he ends up losing everything as a result.

Now Let us try to answer some questions based on the story, shall we?

Why did Bassanio approach Antonio?

Answer: Bassanio approached Antonio to borrow money as he wanted to dress himself up as a suitor to Portia, the rich heiress.

Who was Shylock and how did he become rich?

Answer: Shylock was a money lender. He became rich by lending money at a very high interest to the merchants.

Why did Shylock hate Antonio?



  
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Answer: Because Antonio used to lend money to the needy without taking any interest.

What was Antonio's attitude towards Shylock?

Answer: Antonio disliked Shylock.

What were the conditions in the bond signed between Antonio and Shylock?

Answer: If he didn't repay the money in time, he would forfeit a pound of flesh, to be cut off from any part of his body.

'No', cried Bassanio, 'you shall run no such risk for me'. What is the risk referred to here?

Answer: The risk is that Antonio may lose his life if they are unable to pay the debt.

What were the caskets made of?

Answer: The first casket was made of gold, the second one silver and third one was made of lead.

Why did Portia arrive in Venice disguised as a lawyer?

Answer: To help Antonio

Why did Shylock insist on having the pound of flesh?

Answer: He wanted to take revenge on Antonio whom he hated.

Why did Shylock refuse the money offered by Bassanio?

Answer: Because he wanted to see Antonio dead.

'Hearing this, Shylock was totally confused'. Why was Shy-lock confused?

Answer: It was utterly impossible for Shylock to cut off the pound of flesh without shedding Antonio's blood.

Why was Shylock ready to take the money?

Answer: Because he was cornered. He had defeated himself in his cruel intent.



  
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I hope all of you have understood the play. Did you? Very good.

#### Script for Solitude

Hello students, how are you all? Hope you're doing fine.

How was your lock down days?

Did you miss your friends?

Being at home for such a long period of time must have made you lonely.

But it's ok, now that you're coming back to school, you'll be able to have fun with your friends.

People tend to get sad and depressed when they're alone but as long as you're strong enough, you can get over anything that weighs you down.

Today we are going to learn a poem that talks about relationship between individual and outside world. It focuses on the contrast between positive and negative aspects of human nature. Let's see how these complex aspects are portrayed in the poem Solitude by the poet Ella Wheeler Wilcox. The poem is a bit sad but nevertheless beautiful. Without waiting anymore let's dive into the poem.

#### Solitude

Ella Wheeler Wilcox

Laugh, and the world laughs with you;  
Weep, and you weep alone;  
For the sad old earth must borrow its mirth,  
But has trouble enough of its own.  
Sing, and the hills will answer;  
Sigh, it is lost on the air;  
The echoes bound to a joyful sound,  
But shrink from voicing care.



  
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Rejoice, and men will seek you;  
Grieve, and they turn and go;  
They want full measure of all your pleasure,  
But they do not need your woe.  
Be glad, and your friends are many;  
Be sad, and you lose them all,—  
There are none to decline your nectared wine,  
But alone you must drink life's gall.

Feast, and your halls are crowded;  
Fast, and the world goes by.  
Succeed and give, and it helps you live,  
But no man can help you die.  
There is room in the halls of pleasure  
For a large and lordly train,  
But one by one we must all file on  
Through the narrow aisles of pain.

Did you all listen to the poem carefully. Now let's try to answer some questions.

What does the opening lines tell us about the present-day world?

Yes, you're right.

Answer:

In the present-day world, people are only interested in sharing happiness and joy with others. Sorrows are to be faced all alone. This shows selfishness.

Even the earth is indifferent to human suffering. Identify lines that hint this idea.

Answer:

For the sad, old earth must borrow its mirth



  
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'Succeed and give and it helps you live. 'Is this line an exhortation to help and support others in need?

Answer:

Yes, the poet means to suggest that success alone can motivate us to live and sharing the joy of our success can promote harmony.

Every human being must undergo pain as a part of life. Which lines give you this idea?

Answer:

'But one by one we must all file on

Through the narrow aisles of pain.'

The poem throws light on the need to be 'self-reliant'. Do you agree? Why?

Answer:

Yes, being self-reliant helps us to overcome the problem of life and gives us confidence to face the challenges in life.'

Does the poem establish the idea that this is essentially a pleasure-seeking world? How?

Answer:


'Yes, the world abides with us only when we are happy. Nobody will be there to share our sorrows.'

What does the poet mean by the expressions 'nectared wine' and 'life's gall'?

Answer:

Nectared wine: the happiest moment of her life. Life's gall: the sorrows of one's life.



  
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Now that we are done with the questions, let me give you a simple task.

Try to read more about the poet Ella Wheeler Wilcox and prepare a profile of her. Will you do this? Yes, good.



  
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