

# **Saurashtra University**

## **FACULTY OF EDUCATION**

### **B.Ed. ENGLISH PROGRAMME**

#### **Choice Based Credit System**

#### **OBJECTIVES**

- (1) To prepare professional personnel required for primary, upper-primary, secondary and higher secondary schools.
- (2) To prepare professional administrators and administrators for position of responsibility in educational institutes.
- (3) To prepare teachers dedicated and devoted to social services.
- (4) To prepare skilled teachers for working with advanced educational technology and scientific development.
- (5) To prepare highly motivated ENGLISH teachers to teach at various levels.
- (6) To inculcate values necessary in the field of English Education in Indian settings.

#### **O.B.Ed.ENG.1**

A candidate for the degree of Bachelor of Education (ENGLISH) (B.Ed.English) who has passed Bachelor of Arts degree examination of this University or an examination recognized as equivalent thereto with English as Principal subject with at least 50% marks in the aggregate will be eligible for B.Ed. ENGLISH degree course in this University.

#### **O.B.Ed.ENG.2**

To pass the whole B.Ed English Examination a student should pass both the Semester examination within a period of five years from the date of his/her registration, on expiry of five years he/she shall be required to register himself/herself as a fresh candidate and keep the attendance and appear and pass in both the examination afresh from first term onward in order to obtain the degree of Bachelor of Education. (English).

Provided however that a candidate who is not able to pass the whole examination within the period of five years from the date of first registration as stipulated above may be given re-registration on payment of prescribed fee.

Provided that such a candidate passes the remaining semester examination/s within two academic years of re-registration.

Provided further that such a candidate will not be eligible for exemption in individual papers.

However if the examination consists of papers and practical works the candidate may be allowed to keep exemption in only in theory papers.

### **O.B.Ed.ENG.3**

A candidate desiring to appear for the B.Ed English Examination shall undergo a regular course of study (both theory and practice of English Education) at the Institute of Language Teaching, Jamnagar which is recognised by NCTE and is affiliated to Saurashtra University, Rajkot, and Gujarat.

### **O.B.Ed. ENG.4**

The B.Ed ENGLISH programme of Semester I & II is of one year programme consists of total 10 courses (four compulsory courses and one elective course for each semester). The following tables give the details of internal and external evaluation of each both semesters.

### Distribution of Theoretical Evaluation (Semester – I)

Course	Paper(Code)	External Marks(70)	Internal Marks (30)				Grand Total
			Seminar	Assignment	Pre.Sem. Exam	Total	
Core- 1	ENG.101	70	10	10	10	30	100
Core- 2	ENG.102	70	10	10	10	30	100
Core-3	ENG.103	70	10	10	10	30	100
Core-4	ENG.104	70	10	10	10	30	100
Elective	ENG.105 or						
	ENG.106 or	70	10	10	10	30	100
	ENG.107						
		350	50	50	50	150	500

## Distribution of Theoretical Evaluation (Semester – II)

Course	Paper(Code)	External Marks(70)	Internal Marks (30)				Grand Total
			Seminar	Assignment	Pre.Sem. Exam	Total	
Core- 1	ENG.201	70	10	10	10	30	100
Core- 2	ENG.202	70	10	10	10	30	100
Core-3	ENG.203	70	10	10	10	30	100
Core-4	ENG.204	70	10	10	10	30	100
Elective	ENG.205 or						
	ENG.206 or	70	10	10	10	30	100
	ENG.207						
		<b>350</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>150</b>	<b>500</b>

### Practicum (Semester I & II)

No.		Aspects	Hours/Week	Credits	Total Credits	Marks
1	a.	Practice Teaching				
	b.	Micro Lessons (5)	12	7.0	7.0	
	c.	Bridge Lessons (5)				20
	d.	Practice Lessons (5)				50
	e.	Stray Lessons (10)				100
	f.	Unit Lessons (2×5)				100
	g.	Observation (30)				30
2		Projects				
	a.	Action Research	01	0.5	3.0	15
	b.	Design and Production of a Test	01	0.5		15
	c.	TLM Production	04	02		50
3		Field Specific Activities				
	a.	Off Campus	02	1.0	04	25
	b.	Internship	06	3.0		25
4		Co-curricular activities and Community work.	02	1.0	01	20
5		Computer Practical	04	2.0	2.0	50
6		Practical Lessons (2)	04	2.0	2.0	50
7		Internal Viva	03	1.0	1.0	50
		<b>Total</b>	<b>35</b>	<b>20</b>	<b>20</b>	<b>600</b>

**The Course titles are:**

**Semester –I Required courses: 5 and required credits: 20 (theory)**

**Core Courses: Required credits: 16**

1. Modern English Grammar and Usage	Credits:	4	(45 hrs.)
2. Education in Emerging India.	Credits:	4	(45 hrs.)
3. Psychology of Language Learning.	Credits:	4	(45 hrs.)
4. Methods of Teaching English.	Credits:	4	(45 hrs.)

**Elective Courses: (Any One): required credits: 4**

A. Phonetics and Phonology of English.	Credits:	4	(45 hrs.)
B. Communicative English.	Credits:	4	(45 hrs.)
C. Computer in Education.	Credits:	4	(45 hrs.)

**Semester-II Required courses: 5 and required credits: 20 (theory)**

**Core Courses: Required credits: 16**

1. School Management and Administration.	Credits:	4	(45 hrs.)
2. Materials for Teaching Language Skills.	Credits:	4	(45 hrs.)
3. Computer Assisted Language Learning.	Credits:	4	(45 hrs.)
4. Introduction to Linguistics.	Credits:	4	(45 hrs.)

**Elective Courses: (Any One): required credits: 4**

A. Sociolinguistics.	Credits:	4	(45 hrs.)
B. Educational Technology.	Credits:	4	(45 hrs.)
C. Teaching Language through Literature.	Credits:	4	(45 hrs.)

### **O.B.Ed.ENG 5**

Each trainee is required to fulfil the following practice teaching work within the time span of two semesters and is supposed to keep necessary records.

No.	Aspect	Total
1.	Micro Lessons	04
	Bridge Lessons	05
	Practice Lessons	05
	Stray Lessons	10
	Unit Lessons	02
	Observation of Lessons	30

### **O.B.Ed.ENG.6**

Each trainee is required to complete the following projects within the time span of two semesters.

**Project-1.** Under this project a trainee has to undertake an action research on any classroom problems relating to teaching or learning and submit its report in a proper format.

**Project-2.** Under this project a trainee has to select any one popular standardized psychological test and administer in a class of 30-40 students and concerned report should be submitted within required time period.

**Project-3.** Under this project a trainee has to prepare Teaching Learning Materials (TLM) which can be used for teaching English at various levels and submit its details.

### **O.B.Ed.ENG.7**

A trainee is required to participate in seminars and is required to submit **4 assignments for each course** within the required time period.

### **O.B.Ed.ENG.8**

A trainee is required to appear both the pre-semester examinations. Further specified that the students will be getting concrete weightage of marks/grades as stipulated in the format of the course.

### **O.B.Ed.ENG.9**

A trainee is required to attend the following field specific activities:

1. **Off Campus:** Under this aspect trainees are supposed to perform academic as well as co-curricular activities in the practising schools. During off campus period the trainees are supposed to stay at the selected place.

2. **Internship:** under this aspect trainees are supposed to work in a school selected by the College principal as a full time trainee teacher for minimum 14 working days and to learn academic as well as administrative works.

### **O.B.Ed.ENG.10**

Trainees are supposed to appear and give annual practical lessons (any two English Language Skills) in schools selected by the concerning authority. They are supposed to bring with them the journals of practice teaching and the lesson plans in the required formats.

### **O.B.Ed.ENG.11**

Trainees are supposed to appear and give the computer practical exam as specified in the syllabus.

### **O.B.Ed.ENG.12**

Trainees are supposed to appear with all necessary record of practical works done by them during the internal/external viva-voce and submit the same on demand by the examiners.



## **B.Ed ENGLISH NEW SYLLABUS**

### **Course 1.Modern English Grammar and Usage**

Objectives:

- (1) To have a formal knowledge of English Grammar
- (2) To acquire command over sentence construction in English
- (3) To acquire competence in both spoken and written English

#### **Unit One: Grammar and Usage**

- 1.1.0 Grammar : Implicit and Explicit
- 1.2.0 Prescriptive and Descriptive Grammar
- 1.3.0 Learners' grammar and Teacher's grammar
- 1.4.0 Grammar and Usage
- 1.5.0 Criteria for Acceptability
- 1.6.0 Idioms and collocations
- 1.7.0 Indian English: features.

#### **Unit Two: Word and Sentences**

- 2.1.0 Elements of word study
  - 2.1.1 Word and Lexeme
- 2.2.0 Word and Case paradigm
- 2.3.0 Types of sentences: simple, complex and complex
- 2.4.0 Form and Function: Formal labels and Functional labels
- 2.5.0 Basic sentence/clause patterns
  - 2.5.1 Clause elements: subject, object, complement and adjunct
- 2.6.0 Concord: Grammatical, notional and proximity

### **Unit Three: Time, Tense and Aspects.**

3.1.0 Main Verbs and Auxiliaries

3.2.0 Finite and non -finite verbs

3.3.0 Tense, aspects and voice

3.4.0 Use of modal verbs

3.5.0 Multi-word verbs: phrasal verbs, prepositional verbs, phrasal prepositional verbs

3.6.0 Verb phrase: Tree diagrams

### **Unit Four: The Noun Phrase**

4.1.0 Form and function of Noun Phrase

4.1.1 Constituents of Noun Phrase

4.1.2 Determiners

4.1.3 Pre-determiners

4.1.4 Relative clauses and other post modifiers

4.1.5 Tree diagrams for Noun phrases.

### **Unit Five: The Relationals**

5.1.0 Adjectives: structural classes

5.1.1 Adjectives: functional classes

5.2.0 Adverbs: Clausal and cohesive

5.3.0 The Prepositional phrase

### **ESSENTIAL READING:**

1. Leech,G : A Communicative Grammar of English
2. Quirk,R : A University Grammar of English
3. Murphy : Essential English Grammar
4. Quirk,R : A Grammar of Contemporary English
5. Parasher, S.V. : Indian English: functions and form

## **COURSE TWO: EDUCATION IN EMERGING INDIA**

Objectives: To enable the student teacher to:

1. Understand the meaning and purpose of Education both at individual and at schools level.
2. Understand education as a sub-system in the total social structure.
3. Learn the contribution to education made by different thinkers.
4. Understand the role of education in national and international affairs.

### **Unit One: Education, Society and Culture.**

- 1.1.0 Meaning, Scope, Aims and Functions of Education
- 1.2.0 Factors Influencing Education.
- 1.3.0 Social change and cultural transmission.

### **Unit Two: Philosophical Foundations of Education**

- 2.1.0 Naturalism-Rousseau's Philosophy of Education
- 2.2.0 Idealism- Mahatma Gandhi and Basic Education
  - 2.2.1 Swami Vivekananda, Rabindranath Tagore and Shri Aurobindo.
- 2.3.0 Pragmatism-Dewey's Experimental Version

### **Unit Three: Education in Modern India.**

- 3.1.0 Regional Imbalances regarding patterns of Education
- 3.2.0 Universalization of Elementary Education
- 3.3.0 Universalization of School Education: issues
- 3.4.0 Implications of National and International Understanding
- 3.5.0 National Integration

#### **Unit Four: Sociological Foundations of Education**

- 4.1.0 Social functions of Education
- 4.1.1 Education and Culture
- 4.1.2 Agencies of Education
- 4.1.3 Formal and non-formal Education
- 4.1.4 Education and Social justice
- 4.1.5 Indian society and Education
- 4.1.6 Minorities and women
- 4.1.7 Child rights and the concepts of free and compulsory education

#### **Unit Five: Education and Social Change**

- 5.1.0 Globalization and Education
- 5.2.0 Privatization of Education
- 5.3.0 Influence of media on Education
- 5.4.0 Human Resource development (NSS, NCC, Scouts and Guides)

#### **ESSENTIAL READING:**

1. Agrawal, J.C. Landmarks in the History of Modern Indian education. New Delhi: Vikas Publishing House P.Ltd.
2. Das K K Education in the Emerging Indian Society. Cuttack: Kitab Mahal
3. Ruchela and Vyas. Sociological Perspectives in School Education: Indian Publishers
4. Dewey, J. Experience and Education. New York. Macmillan
5. Pathak. C.K. Human Rights Education. New Delhi: Rajasthan Publishers
6. Sahu, Bird. The New Educational Philosophy. New Delhi: Sarup and Sons.

### **COURSE THREE: PSYCHOLOGY OF LANGUAGE LEARNING**

Objectives: To enable the student teacher to understand

1. The meaning, scope and importance of Educational Psychology.
2. The learner problems with specific reference to children and adolescents
3. The individual differences, group dynamics and their implications for the classroom behaviour.
4. The basics of psychological testing and its application in academic settings.

#### **Unit One: Growth and Development**

- 1.1.0 Nature, meaning and scope of Educational Psychology
- 1.2.0 Development during early childhood
- 1.3.0 Development during adolescence
- 1.4.0 Development of language- the sequence of language development, pattern of language development
- 1.5.0 Language and thought
- 1.6.0 Language Acquisition- L1 and L2.

#### **Unit two: Theories of Learning**

- 2.1.0 Behaviourism: Thorndike, Pavlov, Skinner, Kohler's insightful learning
- 2.2.0 Cognitive theories: Piaget's theory of cognitive development
- 2.3.0 Social Learning theories: Vygotsky's social constructivism

#### **Unit Three: Thinking and memory**

- 3.1.0 Thinking and problem solving
- 3.2.0 Stages of memory
- 3.3.0 Forgetting, causes of forgetting
- 3.4.0 Strategies for improving memory

#### **Unit Four: Intelligence**

- 4.1.0 Binet's test of intelligence, concept of IQ
- 4.2.0 Wechsler's test of Intelligence WIAS, WISC
- 4.3.0 Other Individual and Group tests of Intelligence
- 4.4.0 Exceptional Children – Giftedness, Learning Disabilities-dyslexia, autism, Asperger's syndrome, aphasia.
- 4.5.0 Howard Gardener's theory of Multiple Intelligence
- 4.6.0 Emotional Intelligence (EQ)

#### **Unit Five: Motivation and Group Dynamics**

- 5.1.0 Instincts, drives
- 5.2.0 Need for achievement
- 5.3.0 Group Dynamics

#### **ESSENTIAL READING:**

1. Hergenhahn, R.1976. An introduction to Theories of Learning. New Jersey: Prentice Hall
2. Sharma R.N. Educational Psychology
3. Skinner B.F. Educational Psychology
4. Williams, Marion and Burden, Robert L.1997. Psychology for Language Teachers. Cambridge University Press.
5. Vygotsky, Lev 1962. Thought and Language, Cambridge: MIT Press.

## **COURSE FOUR: METHODS OF TEACHING ENGLISH LANGUAGE**

Objectives: To enable the student teacher to

1. Understand the main approaches to teaching English as a second language
2. Understand the nature and purpose of language teaching
3. Appreciate the problems of learning a second language
4. Develop insight and competence in planning and preparation of varieties of lessons
5. Put to use the techniques/skills acquired for teaching in the classroom.

### **Unit One: Approaches and Methods to ELT**

- 1.1.0 Discriminating an approach, method and technique
- 1.2.0 Grammar Translation Method
- 1.3.0 Dr.West's Reading Method
- 1.4.0 Structural Approach and Situational Language Teaching
- 1.5.0 Communicative Approach
- 1.6.0 Humanistic Approaches: Community Language Learning

### **Unit Two: Participatory approaches and methods**

- 2.1.0 Content Based Instruction
- 2.2.0 Whole Language Approach
- 2.3.0 Task Based Instruction
- 2.4.0 Multiple Intelligence
- 2.5.0 Constructivism

### **Unit Three: Teaching Language skills**

3.1.0 Comprehension skills

3.1.1 Nature of listening and reading

3.1.2. Developing listening and reading skills

3.2.0 Production Skills

3.2.1 Nature of speaking and writing

3.2.2 Developing speaking and writing skills

### **Unit Four: Introduction to Testing Language skills**

4.1.0 Types of tests

4.2.0 Notions of validity, reliability and practicality

4.3.0 Formative and summative evaluation

4.4.0 Norm and criterion referenced testing

### **Unit Five: Status of English in India**

5.1.0 Objectives of Teaching English in India

5.1.1 Study of status of English and its future

5.1.2 Bilingual approach to ELT in India

5.1.3 Research in ELT in India

### **ESSENTIAL READING:**

- |                                  |   |
|----------------------------------|---|
| 1. Howatt.A.P.R                  | A history of English Language Teaching .OUP |
| 2. Richards and Rodgers.         | Approaches and methods in Language Teaching |
| 3. Jack C.K.                     | The Context of Language Teaching            |
| 4. Rivers. W                     | Teaching Foreign Language Skills            |
| 5. Grellet, F.                   | Developing Reading Skills                   |
| 6. Krishna swami, N. & Sriraman. | English Teaching in India                   |
| 7. Prabhu N.S.                   | Second Language Pedagogy                    |



- |                            |                                    |
|----------------------------|------------------------------------|
| 8. Spratt, P and Williams. | The TKT course, Cambridge.CUP      |
| 9. Hughes, A.              | Testing for Language Teachers. CUP |
| 10. Anandan.K.N.           | Tuition to Intuition. Transcend.   |

## **Elective Courses: (Any One)**

### **A. Phonetics and Phonology of English.**

Objectives: to enable the student teachers to understand:

1. The nature of English Speech
2. The functions of various organs of speech
3. The importance of a neutral accent
4. A constructive study of sounds of L1 and English along with remedial suggestions and remedial materials.

#### **Unit One: Organs of speech**

- 1.1.0 The respiratory system
- 1.2.0 The phonatory system
- 1.3.0 The articulatory system
- 1.4.0 Active and passive articulators

#### **Unit two: Description and classification of speech sounds**

- 2.1.0 Vowels and consonants
- 2.2.0 Classification of Vowels
- 2.3.0 Classification of Consonants
- 2.4.0 Diphthongs

### **Unit Three: Phonetic transcription**

3.1.0 International phonetic alphabet

3.2.0 Phonetic transcription: RP

3.3.0 Uses of phonetic transcription

### **Unit Four: The Phoneme**

4.1.0 The phoneme: definition and meaning

4.1.1 Allophones

4.1.2 The syllable

4.1.3 Division of words into syllables

4.1.4 Types and structure of syllables

4.1.5 Syllabic consonants

4.1.6 Consonants clusters

### **Unit Five: Supra-segmental features**

i. Word accent

ii. Functions of word accent in English

iii. Accent and rhythm

iv. Weak forms

5.2.0 Intonation types and uses.

**ESSENTIAL READING:**

- |                          |  |
|--------------------------|--|
| 1. Daniel Jones          | Pronunciation of English                 |
| 2. J D O Conner          | Better English Pronunciation             |
| 3. Dhamija and Sasikumar | A Course in phonetics and spoken English |
| 4. Peter Roach           | Phonetics and phonology of English       |

**B. Communicative English.**

Objectives: To enable the student teachers to understand:

1. The process of communication
2. The importance of interpersonal skills
3. The significance of attitudes in a profession
4. Goal setting and achieving
5. Leadership qualities

### **Unit One: Process of Communication**

- 1.1.0 Communication – a process
- 1.2.0 Verbal and non-verbal communication
- 1.3.0 Barriers to communication

### **Unit Two: Communication Situation**

- 2.1.0 Presentation skills
- 2.2.0 Group Discussions/meetings/conference skills
- 2.3.0 Interview skills
- 2.4.0 Conversation skills

### **Unit Three: Language for Communication**

- 3.1.0 Proficiency in grammar and vocabulary
- 3.2.0 Proficiency in spoken English
- 3.3.0 Writing CV/Resume
- 3.4.0 Writing Reports
- 3.5.0 Writing agenda/notice/minutes/invitations

### **Unit Four: Personality Development**

- 4.1.0 Personality: meaning
  - 4.1.1 Attitude building
  - 4.1.2 Accountability and professionalism
  - 4.1.3 Self-esteem (attitude towards self)
  - 4.1.4 Values and self- assessment
  - 4.1.5 Time management

### **Unit Five: Interpersonal skills**

- 5.1.0 Attitude towards others, towards change
- 5.2.0 Team work and group dynamics
- 5.3.0 Leadership qualities
- 5.4.0 Motivating, delegating, decision making

#### 5.5.0 Facilitation skills

##### **ESSENTIAL READING:**

1. Butterworth, John and Jeoff Thwaites.2005. Thinking Skills. Cambridge Uni.Press.
2. Feldman, Daniel A. 2004. Critical Thinking. New Delhi: Viva.
3. Harmer, Jeremy.2006. How to Teach English. New Delhi, Longman.
4. Johnson, Karen.1996. Understanding Communication in Second Language Classrooms. Cambridge Uni. Press.
5. Richards, Jack C. 2005. Professional Development for Language Teachers. Cambridge Uni.Press.
6. Stevens, Michael.1999. How to be better at giving presentations. London: Koran Press.
7. Vyavahare.G and N.V.Bose.2009. English for Social Interaction .Anand Press. Anand.

#### **C. COMPUTER IN EDUCATION**

Objectives: To enable the student teacher to understand:

1. The various parts of computers
2. The application of various software
3. The uses of computer in language classroom

##### **Unit 1. Introduction to Computers**

- 1.1.0 Computer: origin and evolution
- 1.2.0 Types of Computers
- 1.3.0 Different parts of computer and their uses
- 1.4.0 Input and Output devices

##### **Unit 2. Introduction to MS-Windows**

- 2.1.0 Windows 98 and DOS Compatibility
- 2.1.1 DOS vs. Windows
- 2.2.0 Windows Explorer

2.3.0 Files and Folders

### **Unit 3. Introduction to MS-Word**

3.1.0 Microsoft Word: features

3.1.1 Menus and Dialog Boxes

3.1.2 Creating a Document

3.1.3 Editing and Formatting a Text

3.1.4 Mail Merge

### **Unit 4. Introduction to MS-Excel**

4.1.0 Essentials of a Spread-sheet

4.2.0 Management of functions and views

4.3.0 Basic skills for editing and inserting

4.4.0 Data management charts and graphs

### **Unit 5. Introduction to Power-point and Internet**

5.1.0 The power-point window

5.1.1 Text entering and editing

5.1.2 Design, Template and Presentation

5.1.3 Creating presentation and slides

5.1.4 Introduction to Internet and E-mail

5.1.5 Creating E-mail account

5.1.6 Internet Explorer and browsing web pages

### **ESSENTIAL READING:**

1. **Chapel, C.A.2001. Computer Applications in Second Language Acquisition, Cambridge Uni.Press.**

**B.Ed. ENGLISH Question paper style for New Course.**

**Total Marks: 70**

**Time 3 hours**

**PART I**

- |   |           |
|---|-----------|
| <b>Q1. Answer in one or two sentences. (Any 5 out of 7)</b>       | <b>05</b> |
| <b>Q2. Answer in not more than 50 words (any 5 out of 7)</b>      | <b>15</b> |
| <b>Q3. Attempt any two (out of 3) in not more than 300 words.</b> | <b>20</b> |

**PART II**

- |  |           |
|--|-----------|
| <b>Q4. Answer in one or two sentences. (Any 4 out of 6)</b>    | <b>04</b> |
| <b>Q5. Answer in not more than 100 words. (Any 2 out of 3)</b> | <b>10</b> |
| <b>Q6. Write short notes: any 4 out of 6</b>                   | <b>16</b> |

## B.Ed. English

TIME TABLE (8.00 to 1.30)

Pr.No.	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.00 to 8.30	Prayer	and	Post-prayer	activities		
1.	ENG.102	ENG.102	ENG.103	ENG.103	ENG.102	ENG.103
2.	ENG.101	ENG.101	ENG.101	ENG.104	ENG.104	ENG.104
10.30-11.00	R	E	C	E	S	S
3.	ENG.103	ENG.103	ENG.102	Library	ENG.106	ENG.105
4.	ENG.104	ENG.105	ENG.105	ENG.101	Library	Practicum
5.	ENG.106	ENG.106	ENG.106	Computer	Practicum	Practicum
6.	Practicum	Computer	Practicum	Practicum	Practicum	Practicum

1. ENG.101 MEG&U Dr.N.V.Bose

2. ENG.102 EEI Prof.P.M.Trivedi

3. ENG.103 PLL Prof.P.M.Trivedi

4. ENG.104 MTE Dr.N.V.Bose

5. ENG.105 PPE Dr.N.V.Bose

6. ENG. 106 CE Mr.Jaydeep

7. ENG.107 COMP.ED Self- study.