Saurashtra University

FACULTY OF EDUCATION

Institute of Language Teaching

Jamnagar, Gujarat, India

(NCTE Reg.No.WRC/313040/2015/143488/31-05-2015)

B.Ed. ENGLISH PROGRAMME (TWO YEAR-Four semesters)

(New Syllabus Effective from June 2015, Based on NCTE Guidelines.)

Choice Based Credit System(CBCS)

Saurashtra University

FACULTY OF EDUCATION

Institute of Language Teaching, Jamnagar.

(NCTE Reg.No.WRC/313040/2015/143488/31-05-2015)

B.Ed. ENGLISH PROGRAMME (TWO YEAR-Four semesters)

(New Syllabus effective from June 2015) Based on NCTE Guidelines.

Choice Based Credit System (CBCS)

OBJECTIVES

(1) To prepare professional personnel required for secondary and higher secondary schools.

(2) To prepare teachers dedicated and devoted to social services.

(3) To prepare skilled teachers for working with advanced educational technology and scientific development.

(4) To prepare highly motivated ENGLISH teachers to teach at various levels.

(5) 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 all four Semester examinations 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.India.

O.B.Ed. ENG.4

The B.Ed ENGLISH programme of Semester I, II, III and IV is of TWO year programme consists of total 15 courses (three compulsory courses, one elective course and one foundation course for each semester). The following tables give the details of courses and internal and external evaluation of each semester.

Total Credits (100) and Marks (2500) for B.Ed English (Four semesters)

Semester	Curriculum	Hours	Credits	Internal	External	Total
I	Theory	16	16	120	280	400
	Practicum and Activities	09	09	225	00	225
	Total	**25**	**25**	**345**	**280**	**625**
II	Theory	16	16	120	280	400
	Practicum and Activities	09	09	225	00	225
	Total	**25**	**25**	**345**	**280**	**625**
III	Theory	16	16	120	280	400
	Practicum and Activities	09	09	225	00	225
	Total	**25**	**25**	**345**	**280**	**625**
IV	**INTERNSHIP**	**16 Weeks**	**25**	**225**	**400**	**625**
	Total	**0**	**25**	**225**	**400**	**625**
	Grant total	**00**	**100**	**1260**	**1240**	**2500**

- **All semesters are of 25 credits and 625 marks each.**

B.Ed. English. Two year Programme (New Syllabus in force from June 2015)

Total Credit 100 (Theory and Practice) Total Marks 2500

Semester –I   Required courses: 5 and required credits: 16 (theory) Practice 09

FC Foundation Course: Required Credits: 2

Basics of Practice Teaching   Credits: 2

Core Courses: Required credits: 12

CC-1.   Sociological and Philosophical Foundations of Education   Credits: 4
CC-2.   Psychological Development and Language Learning.   Credits: 4
CC-3.   Methods of Teaching English Language   Credits: 4

Elective Courses: (Any One): Required credits: 2

  A.   Introduction to Linguistics   Credits: 2
  B.   Communicative English.   Credits: 2
  C.   Computer skills in Education.   Credits: 2

Semester-II Required courses: 5 and required credits: 16 (theory) Practice 09

FC Foundation Course: Required Credits: 2

English for Academic Purpose (EAP)   Credits: 2

Core Courses: Required credits: 12

CC-4.   School Management and Administration.   Credits: 4
CC-5.   Modern English Grammar   Credits: 4
CC-6.   Materials for Teaching Language Skills.   Credits: 4

Elective Courses: (Any One): required credits: 2

  A.   Introduction to Sociolinguistics.   Credits: 2
  B.   Teaching Language through Literature.   Credits: 2
  C.   Educational   Technology.   Credits: 2

Semester-III Required courses: 5 and required credits: 16 (theory) Practice 09

FC Foundation Course: Required Credits: 2

Phonetics and Phonology of English.   Credits: 2

Core Courses: Required credits: 12

CC-7   Education in 21st Century   Credits: 4

CC-8   Task Based Language Teaching (TBLT)   Credits: 4

CC-9.   ESL Assessment and Evaluation   Credits: 4

Elective Courses: (Any One): required credits: 2

    A. Introduction to Psycholinguistics   Credits: 2
    B. Computer Assisted Language Learning   Credits :2
    C. Introduction to Educational Research   Credits: 2

SEMESTER IV Credits: 25

Sr.No	Course	Hours	Credits	Internal	External	Total
1	**Internship**	16 weeks	12	-------	300	300
			09	225	-------	225
2	**Annual lesson**	2	02	-------	50	50
3	**Computer practical**	1	01	------	25	25
4	**Viva Voce**	1	01	-------	25	25
	Total		25	225	400	625

Core Courses					Marks		
Code	Course	Hours Per week	**Credits**	Total Credits	Internal	External	Total
ENG 101	Sociological and Philosophical Foundations of Education	4	4.0	16	30	70	100
ENG 102	Psychological Development and Language Learning	4	4.0		30	70	100
ENG 103	Methods of Teaching English Language	4	4.0		30	70	100
Foundation Course(FC) Credits:2							
ENG-FC 1	Basics of Practice Teaching	2	2.0		15	35	50
Elective Course(EC) (Any one)Credits: 2							
ENG –EC-1 A	Introduction to Linguistics	2	2.0		15	35	50
ENG –EC-1B	Communicative English	2	2.0		15	35	50
ENG –EC-1 C	Computer Skills in Education	2	2.0		15	35	50
	Total Credits and Marks for Semester I (Theory)	**16**	**16**		**120**	**280**	**400**

SEMESTER – II Theory: Credits 16

Core Courses					Marks		
Sr.No.	Course	Hours Per week	**Credits**	Total Credits	Internal	External	Total
ENG 201	School Management and Administration	4	4.0		30	70	100
ENG 202	Modern English Grammar	4	4.0	16	30	70	100
ENG 203	Materials for Teaching Language Skills	4	4.0		30	70	100
Foundation Course(FC): Credits : 2							
ENG-FC 2	English for Academic Purpose (EAP)	2	2.0		15	35	50
Elective Courses (EC)(Any One) Credits: 2							
ENG –EC-2A	Introduction to Sociolinguistics	2	2.0		15	35	50
ENG –EC-2B	Teaching Language Through Literature	2	2.0		15	35	50
ENG -E207 2C	Educational technology	2	2.0		15	35	50
	Total Credits and Marks for Semester II (Theory)	**16**	**16**		**120**	**280**	**400**

SEMESTER– III Theory: Credits 16

Core Courses					Marks		
Code	Course	Hours Per week	**Credits**	Total Credits	Internal	External	
ENG 301	Education in 21st Century	4	4.0	16	30	70	100
ENG 302	Task Based Language Teaching	4	4.0		30	70	100
ENG 303	ESL Assessment and Evaluation	4	4.0		30	70	100
Foundation Course(FC) Credits:4							
ENG-FC 3	Phonetics and Phonology of English	2	2.0		15	35	50
Elective Courses (EC)(Any One):Credits:4							
ENG –EC-3A	Introduction to Psycholinguistics	2	2.0		15	35	50
ENG –EC-3B	Computer Assisted Language Learning	2	2.0		15	35	50
ENG-EC-3C	Introduction to Educational Research	2	2.0		15	35	50
	Total Credits and Marks for Semester-IV(Theory)	**16**	**16**		120	280	400

SEMESTER-IV   (Internship and Practice Teaching): Credits 25

ENG-IPT	Practicum/Tasks/Activities (Internal)	Marks	Credits	Practicum/Tasks/Activities (External)	Marks	Credits
	Classroom Teaching: Lesson Planning Journal and diary **	100	04	Action Research	50	02
	Participation in Assembly and co-curricular activities **	25	01	Student Portfolio	50	02
	Cultural programme**	25	01	Psychological test	25	01
	Preparation and Analysis of Result**	25	01	School-Society Project Work/Literacy Programmes	25	01
	Planning & Execution of CCE Activities **	25	01	Extension and In service training programme	25	01
	Maintenance of Log book and Bulletin Board**	**25**	**01**	Reflections on Virtual/Online Classroom Teaching	25	01
				Peer Observation	25	01
				E- Material Production, ESL Blog posting and assessment.	25	01
				SWOT Analysis of school	50	02
	**Internal evaluation by school authority	225	**09**		**300**	**12**
	Total	**225**	**09**	**225+300**	**525**	**21**
	Annual lessons	**50**	**02**		**50**	**02**
	Computer Practical	**25**	**01**		**25**	**01**
	Viva voce	**25**	**01**		**25**	**01**
	Grant Total	**325**	**13**		**625**	**25**

O.B.Ed.ENG 5

Each trainee is required to fulfil the following practice teaching work within the time span of four semesters and is supposed to keep necessary records (Journal, Observation diary and Portfolio).

No.	Aspects	Number of lessons	Marks	Credits
1.	Demonstration Observation and Discussion	06	00	00
	Stage Teaching/Peer Teaching	10	50	02
	Practice Lessons (Different varieties)	50	500	20
	Observation and self reflections	50	50	02
2.	Total Number of Practice Teaching Lessons (Excluding Observations)	**50**	**600**	**24**

O.B.Ed.ENG.6

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

Portfolio: Each student teacher has to keep a record of all his/her teaching learning materials and progress reports in a Portfolio which should be submitted at the time of viva.

O.B.Ed.ENG.7

A trainee is required to participate in seminars and workshops and is required to submit **3/4 assignments for each course** within the required time period. It is mandatory for all trainees to participate in visits to ELT Institutes/ Educational Institutes during the period of training.

O.B.Ed.ENG.8

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

O.B.Ed.ENG.9

A trainee is required to attend the following field specific activities and Community services.

1. **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 80 to 100 working days and to learn academic as well as administrative works.

2. **Co-**curricular Activities and other social services: The trainees are supposed to organise and participate cultural programmes, Yoga and other programmes under the supervision of trainers.

O.B.Ed.ENG.10

Trainees are supposed to appear and give annual practical lessons in semester IV (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 their **Portfolios** and all necessary records of practical works done, during the internal/external viva-voce and submit the same on demand by the examiners.

B.Ed.ENGLISH

Practicum (Semester I, II, III and IV)

Total credits 52 Total Marks: 1300

No.		Aspects	Number	Credits	Total Credits	Marks
1A	F1	**Practice Teaching and Annual Lessons(Credits: 26) Mark 650**				
			Number	**Credits**		**Marks**
	a	Stage teaching/Peer Teaching and Observations	10	02	24	50
	b	Practice Teaching (Sem. I, II, III and IV)	50	20		500
	c	Observation and self reflections	50	02		50
		Total 1 A				**600**
1B	a	**Annual Lesson**(Any Two Variety)	01	01	01	25
			01	01	01	25
		F1 (Total IA and 1B)		**26**	**26**	**650**
2	F2	**School Internship and Field Activities (SIFA)**	**Credits & Marks**	**24**		**600**
	a	Internship **Internal**		09		225
	b	Internship **External**		12		300
	c	Community services and Yoga		01		25
	d	Projects and TLM		02		50
3	F3	Computer Practical		**01**		**25**
4	F4	Viva		**01**		**25**
		Total (F2,F3,F4)		**26**		**650**
		Total (F1,F2,F3,F4)		**52**		**1300**

O.B.Ed.ENG.13

Every candidate must have 80% attendance in each of the courses.

O.B.Ed.ENG.14

The performance of each candidate in all the Courses will be evaluated in terms of grades. The details regarding grade along with its grade points and equivalent range of grade points and percentages and class are as under:

Grade	Grade Points	Range of Grade Points	Ranges of Percentages	Division	Description
O	10	9.01 to 10.00	90.1 to 100.0	First Class with Distinction	Out standing
A	9	8.01 to 9.00	80.1 to 90.0	First Class with Distinction	Excellent
B	8	7.01 to 8.00	70.1 to 80.0	First Class with Distinction	Very Good
C	7	6.01 to 7.00	60.1 to 70.0	First Class	Good
D	6	5.01 to 6.00	50.1 to 60.0	Second Class	Fair
E	5	4.01 to 5.00	40.1 to 50.0	Pass Class	Average
F	4	Up to 4.00	Below 40.0	F	Fail/Dropped

Note: Equivalent Percentage should be calculated with only ONE Decimal precision.

1. First division with Distinction   CGPA 7.00 onwards

2. First division   CGPA 6.00 up to 6.99

3. Higher second Division   CGPA 5.50 up to 5.99

4. Second Division   CGPA 5.00 up to 5.49

5. Pass Division   CGPA 4.00 up to 4.99

B.Ed ENGLISH Two year programme: Syllabus

CBCS

SEMESTER – I

Foundation Course (FC)   **Credits: 2**

BASICS OF PRACTICE TEACHING

Unit 1: Learning to Teach

    1.1.0   Characteristics of a good teacher

    1.2.0   The role of the teacher in the classroom

    1.3.0   Simulated Environments: Peer teaching

    1.4.0   Teaching Skills and Techniques

    1.5.0   Phases of practice Teaching: Stage Teaching (Micro) Block Teaching, Internship

    1.6.0   Observation and reflections

Unit 2: Introduction to Lesson Planning

    2.1.0   Aims and Objectives of Lesson Planning

    2.2.0   What to plan? Content Analysis

    2.3.0   How to plan? Aspects of a lesson plan

    2.4.0   Lesson Plans for Teaching Language Skills

    2.5.0   Time management in lesson planning and Implementation

Unit 3: Learning through Demonstrations

    3.1.0   Reading Comprehension and Poetry

    3.2.0   Grammar and Vocabulary

    3.3.0   Listening and Speaking

    3.4.0   Writing (Composition)

    3.4.0   Student Teacher Interaction: Concepts and types

** ** **There will three assignments based on this course**

Reference:

1. Parrott, Martin (1993). Tasks for Language Teacher Training. Cambridge: CUP

2. Borich, Gary D. (1990). Observation Skills for Effective Teaching. Ohio: Merrill Publishing Company.

3. Parrott, Martin (1993). Tasks for Language Teachers Cambridge: CUP

4. Harmer. J. (1981). The Practice of English Language Teaching. London: Longman

5. Gower, R and S. Walters. (1983). Teaching Practice Handbook. London. Heinemann.

CC- 1: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION (4 credits)

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. Educational Implications for curriculum and school

5. Understand the role of teachers and learners in national and international affairs.

Unit One: Education and Philosophy

1.1.1   Definition, Meaning, Scope, Aims and Functions of Education

1.1.2   Meaning and branches of Philosophy

1.1.3   Relationship between philosophy and education.

Unit Two: Indian and Western Educational Thinkers

2.1.0   Swami Vivekananda, Rabindranath Tagore

2.2.0   Mahatma Gandhi, J. Krishnamurthy

2.2.1   Naturalism-Rousseau

2.3.0   Pragmatism-John Dewey

2.4.0   Evan Elich

Unit Three: Sociological Aspects of Education

3.0.1   Concepts and socialization, culture, democracy and educational sociology.

3.0.2   Education and Social justice

3.0.3   Indian society and Education

3.0.4   Minorities and women empowerment

3.0.5   Child rights and the concepts of free and compulsory education

Unit Four: Education in Modern India.

    4.1.0   Regional Imbalances regarding patterns of Education

    4.2.0   Universalization of Elementary Education

    4.3.0   Universalization of School Education: issues

    4.4.0   Implications of National and International Understanding

** There will four assignments based on this course

Reference:

1. Agrawal, J.C.(1993) Landmarks in the History of Modern Indian education. New Delhi: Vikas Publishing House P.Ltd.

2. Das K K(2003) Education in the Emerging Indian Society. Cuttack: Kitab Mahal

3. Ruchela and Vyas.(2005) Sociological Perspectives in School Education: Indian Publishers

4. Dewey, J.(1987)   Experience and Education. New York. Macmillan

5. Pathak. C.K.(2011) Human Rights Education. New Delhi: Rajasthan Publishers

6. Sahu, Bird.(2009) The New Educational Philosophy. New Delhi: Sarup and Sons.

CC-2.   : PSYCHOLOGICAL DEVELOPMENT AND LANGUAGE LEARNING   (Credits 4)

Objectives: To enable the student teacher to understand

1. The meaning, scope and importance of Educational Psychology in language learning and acquisition.

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.

Unit two: Theories of Learning

 2.0.0 Concepts and Nature of Learning Process.

 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.

 2.4.0 Thinking and memory

 2.4.1 Stages of memory

 2.4.2 Causes of forgetting and strategies for improving.

Unit Three: Intelligence

 3.1.0 Binet's test of intelligence, concept of IQ

 3.2.0 Wechsler's test of Intelligence WAIS, WISC

 3.3.0 Other Individual and Group tests of Intelligence

 3.4.0 Howard Gardener's theory of Multiple Intelligence

 3.5.0 Emotional Intelligence (EQ)

Unit Four: Application of Educational Psychology

 4.1.0 Guidance and Counselling: Concepts and Comparison

 4.2.0 Adjustment: Meaning and need. Need for achievement

 4.3.0 Exceptional Children – Giftedness, Learning Disabilities-dyslexia, autism, Asperger's syndrome, aphasia.

 4.4.0 Group Dynamics: Group behaviour.

** There will four assignments based on this course (One will be construction of a psychological test)

Reference:

1. Hergenhahn, R.(1976.)An introduction to Theories of Learning. New Jersey: Prentice Hall

2. Sharma R.N.(2008) Educational Psychology, Atlantic Publishers & Distributors Pvt Ltd.

3. Skinner B.F.(1958) Educational Psychology, Prentice Hall

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.

CC-3: METHODS OF TEACHING ENGLISH LANGUAGE   **(Credits 4)**

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   Structural, Functional and Interactive Approaches to ELT

    1.3.0   Grammar Translation Method : Principles and limitations

    1.4.0   Audio Lingual Method : Principles and limitations

    1.5.0   Communicative Language Teaching (CLT)

    1.6.0   Community Language Learning (CLL)

    1.7.0   Participatory Approaches to ELT: Content Based Instruction and Whole Language Approach

Unit Two: Teaching Language skills

    2.0.0   BICS and CALP

    2.1.0   Comprehension skills

    2.1.1   Nature of listening and reading

    2.1.2   Tasks for Developing listening and reading skills

    2.2.0   Production Skills

    2.2.1   Nature of speaking and writing

    2.2.2 Tasks for Developing speaking and writing skills

Unit Three: Teaching Grammar and Vocabulary

    3.1.0   Traditional methods of teaching grammar and vocabulary

    3.2.0   Contextualized teaching of grammar and vocabulary: Rationale

    3.3.0   Tasks for teaching Grammar and vocabulary at different levels.

    3.4.0   Language Games for teaching grammar and vocabulary.

Unit Four: Teaching English as an International Language (TEIL) in the 21st Century

   4.1.0   Teaching English as International Language**(EIL)**

   4.2.0   Objectives of Teaching English in India and Gujarat

   4.2.1   English Education Policy in India.

   4.3.0   Bilingual approach to ELT in India

   4.4.0   ELT in the Post Method Era.

** There will four assignments based on this course

Reference:

  1. Howatt.A.P.R(1984), A history of English Language Teaching, OUP

  2. Richards and Rodgers.(1986) Approaches and Methods in Language Teaching, CUP

  3. Jack C.K.(1987) The Context of Language Teaching, OUP

  4. Rivers.W.(1982) Teaching Foreign Language Skills, OUP

  5. Grellet, F.(1981) Developing Reading Skills, CUP

  6. Prabhu N.S.(1985) Second Language Pedagogy, OUP

  7. Hughes, A.(2010) Testing for Language Teachers. CUP

  8. Kumaravadivelu, (2012) Understanding Language teaching: From Method to Post-method, New York: Rout ledge

Elective Courses: (Any One)

EC-A   INTRODUCTION TO LINGUISTICS   (Credits 2)

Objectives:

       To enable the student teacher to

   1. Grasp the essential of the science of linguistics

   2. Understand the different aspects of language

   3. Understand the different approaches to language learning process.

Unit 1. Language

   1.1.0   Language : definition and meaning

   1.2.0   Language as defined by modern linguists

   1.3.0   Characteristics of language

   1.4.0   Human and Animal communication.

Unit 2. Linguistics

    2.1.0   Linguistics: definition and meaning

    2.2.0   The traditional approaches to linguistics

    2.2.1   The structural approach to linguistics

    2.2.2   The Cognitive/Functional approach to linguistics

    2.3.0   Branches of linguistics

    2.3.1   Phonology: Introduction

    2.3.2   Morphology : Word building processes

    2.4.0   Syntax and semantics

Unit: 3   Error Analyses and Interlanguage

    3.1.0   Contrastive analysis

    3.1.1   Errors, mistakes and lapses

    3.1.2   Sources of errors

    3.1.3   Methodology of error analysis

    3.1.4   Interlanguage

    3.1.5   L1 Acquisition and L2 Learning

** There will three assignments based on this course

Reference:

1. M.A.K Halliday: The Linguistics science and language learning

2. N.Krishna Swamy: An Introduction to Linguistics for language teachers.

3. John Lyons: Language and Linguistics

4. S.Pitcorder: Introducing Applied Linguistics

5. S.Pitcorder: Error Analysis and Interlanguage

EC-B   COMMUNICATIVE ENGLISH.   (Credits 2)

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

  2.5.0   Personality Development and Interpersonal skills

  2.6.0   Team work and group dynamics

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/Emails

  3.5.0   Writing agenda/notice/minutes/invitations

** **There will three assignments based on this course**

Reference:

  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.

EC- C: COMPUTER SKILLS IN EDUCATION   **(Credits 2)**

Objectives: To enable the student teacher to understand:

1. Basics of computers

2. The application of various software

3. The uses of computer and internet in language classroom

Unit 1. Introduction to Computers

1.1.0   Basics of computers

1.2.0   Types of Computers

1.3.0   Different parts of computer and their uses

1.4.0   Digital English Language Lab

Unit 2. Introduction to MS-Office

2.1.0   Microsoft Office (Word, Excel): features

2.1. 1   Menus and Dialog Boxes

2.1.2   Creating a Document

2.1.3   Editing and Formatting a Text, chart and graph

Unit 3. Introduction to Power-point and Internet

3.1.0   The power-point window

3.1.1   Text entering and editing

3.1.2   Design, Template and Presentation

3.1.3   Creating presentation and slides

3.1.4   Internet in English Classroom

** **There will three assignments based on this course**

Reference:

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

2.   Dudeney,G (2009),The Internet and the Language Classroom. Cambridge

3.   Clive Gifford.(2007),Using Computer in Education, Interforce Publication Ltd. Kensigton High Stress. London.

Foundation Course (FC-2)

English for Academic Purpose (EAP)   **(Credits: 2)**

  Objectives: To enable student teachers to

1. learn types of academic Reading and develop their reading skills

2. To enable the pre-service teachers learn to write accurately

3. To enable the pre-service teachers learn to present their ideas in an organized manner

Unit 1. Concept of Academic reading

 1.1.0 Active Reading

 1.1.1 Reasons for reading

 1.1.2 Silent Reading

 1.1.3 Strategic and Fluent reading

 1.1.4 Surface and Deep approaches to reading

Unit 2. Reading process

 2.1.0 Intensive and extensive reading

 2.1.1 Bottom up, top down and Interactive reading

 2.1.2 Classroom techniques and tasks

 2.1.3 Evaluation and orientation

Unit 3. Concept of Academic Writing

 3.1.0 Writing: Types of Writing

 3.2.0 Features of Effective Writing

 3.3.0 Process writing

 3.4.0 Academic Writing: Preparing Notes, Preparing posters and pamphlets

 3.5.0 Creative writing: articles, welcome speech, stories

 3.6.0 Tasks for developing writing

 ** There will three assignments based on this course**

Reference:
1. Bailey, S.(2006) Academic Writing: A Handbook for International Students, Cambridge House, New Delhi
2. Coffin , C., Curry, M.J., (2012) Teaching Academic Writing,Routledge Taylor& Francis Group New York
3. Swales, J.M. and Feak, C.B.(2000) English in Today's Research World: A Writing Guide, Ann Arbor: University of Michigan Press

4. Swales, J.M.and Feak, C.B.(1994)Academic Writing for Graduate Students, Ann Arbor: University of Michigan Press

5. Anderson, N.J. 1999. Exploring Second Language Reading: Issues and strategies.

6. Day, R. R. 1993. New Ways in leaching Reading. Alexandria, VA: TESOL.

7. Day, R. R. andJ. Bamford 1998. Extensive Reading in the Second Language

CC-4. SCHOOL MANAGEMENT AND ADMINISTRATION (Credits 4)

Objectives: to enable the student teacher:

1. To be aware of the concept of administration, organisation and management.

2. To understand the role of teacher, principal and student in the school administration.

3. To understand the physical, academic, and economic aspects of the school.

4. To understand the social and scientific approach to school management.

Unit 1. Recent Trends in Education.

1.1.0 National and Emotional Integration: concepts and activities to develop.

1.2.0 Leadership: Concept, Types, Techniques to develop it in students.

1.3.0 Modes of education: Non-formal education, online education.

1.4.0 Professional Approach to Education: teaching as a profession, competence of a professional teacher.

Unit 2. Educational Administration

2.1.0 Concept of Educational Administration and Educational Management.

2.2.0 Concepts of School management.

2.2.1 Role and duties of management, teachers and principal, supervisors and DEO.

2.2.2 Human and scientific approaches to school management.

Unit 3 Policy and Management of Education.

3.1.0 National Goals as enshrined in the Constitution of India.

3.1.1 NPE- 1986

3.2.0 Agencies with relation to function and their activities

3.2.1 Functions of DIET, GCERT, Continuing Education Centre.

3.3.2 School boards: Functions of GSHSEB, CBSE, CICSE and IBO

3.4.0 Functions of the autonomous bodies: NCERT, GCERT, NCTE, NAAC and UGC

Unit 4. School and Teacher

4.1.0   School: physical amenities

4.2.0   School registers and records

4.3.0   School services and student activities: Student clubs, NCC, NSS, Guidance and Counselling.

4.4.0   Co-curricular activities: Objectives and importance

4.5.0   Teachers involvement in professional and refresher courses, seminars, and workshops.

4.6.0   Service rules and regulation with reference to Secondary Education Act.

4.7.0   Parent Teachers' association: functions

4.8.0   Self- evaluation of teachers and evaluation by the learners.

** **There will four assignments based on this course**

Reference:

1.   Aggarwal:(1999) Educational Administration, Arya Book.

2.   Desai, D.M.(1989) Outline of Educational Administration in India, Ahmedabad.

3.   Pandey, D.(2009),Teacher in Developing Indian Society, Vinod Pushtak Mandir, Agra.

4.   Narayana.(2010),Inspiring and responsible Teacher. Ahmedabad management association.

CC-5   MODERN ENGLISH GRAMMAR   **(credits 4)**

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

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

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 and Relationals

   4.1.0   Form and function of Noun Phrase

   4.1.1   Constituents of Noun Phrase: Determiners and post determiners

   4.1.2   Tree diagrams for Noun phrases.

   4.2.0   Pre-positional Phrase

   4.2.0   Relationals: Structural and Functional (Adjectives and Adverbs)

** There will four assignments based on this course

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

CC-6: MATERIALS FOR TEACHING LANGUAGE SKILLS   (Credits 4)

Objectives: To enable the students-teacher to:

1. Undertake a detailed study of the materials in use

2. Select, assess and supplement materials to suit the needs

3. Be familiar with recent development in materials preparation

Unit 1. Curriculum and syllabus

   1.1.0   Curriculum and Syllabus: definitions

   1.1.1   Syllabus: narrow and broad view

   1.2.0   Syllabus designs: the structural, situational, lexical and functional syllabus

   1.3.0   The predetermined and emergent syllabus

   1.4.1   Notional-Functional syllabus: Components

   1.5.0   Communicative Syllabus: Components

Unit 2. Course books for ELT

   2.1.0   Course books/Text books: definition and objectives

   2.2.0   Course books: assessment criteria

   2.3.0   Review of present day course books (both levels in Gujarat State)

Unit 3.   Materials for developing Listening and Speaking skills.

   3.1.0   Listening: definition and sub-skills

   3.2.0   Tasks for teaching listening skills

   3.3.0   Speaking: sub-skills

   3.3.1   Tasks for developing speaking skills

Unit 4.   Materials for developing reading and writing skills.

   4.1.0   Reading: sub-skills: skimming, scanning/ searching

   4.2.0   Tasks for developing reading skills (SQ3R)

   4.3.0   Writing: sub-skills: sequencing and organizing

   4.4.0   Tasks for developing writing: Process writing

** ** There will four assignments based on this course**

Reference:

1. Nunan ,D.   (2007) Designing Communicative Tasks for the classroom, CUP

2. Prabhu.N.S. (1996) Second Language Pedagogy, OUP

3. Penny Ur (2013)   A Course in English Language Teaching, CUP

4. Brumfit,C.J (ed). (1996)   General English Syllabus Design. Oxford

5. Field,J (2007) Listening in the Language Classroom, Cambridge.

6. Guse,J.(2010) Communicative Activities for EAP, Cambridge.

Elective Course A: INTRODUCTION TO SOCIOLINGUISTICS (credits 2)

Objectives: to enable the student-teacher to:

1. Understand the social background of a language

2. Get acquired with the social factors affecting language

3. Know the factors affecting L2 learning

4. Know the language in social change.

Unit 1. Sociolinguistics

1.1.0   Sociolinguistics: definition and description

1.2.0   Sociolinguistics and linguistics

1.3.0   Sociolinguistics and sociology of language

1.4.0   Speakers and speech communities

1.5.0   Social functions of language.

1.6.0   Factors in communication

Unit 2. Varieties of Language

2.1.0   Language and dialect

2.2.0   Standard and non-standard varieties

2.3.0   Dialects, Register and Styles

2.4.0   Languages in contact

2.5.0   Bilingualism/Multilingualism: code-switching and code-mixing

2.5.1   Diglossia, Pidgin and Creole.

Unit 3 Discourse Analysis and Language teaching

    3.1.0   Discourse and Text

    3.2.0   Cohesion and coherence

    3.2.1   Functions of speech: Speech Acts

    3.2.2   Communicative Competence

    3.1.0   Teaching Language as communication

** There will three assignments based on this course

Reference:

1. Hudson: (1995) Sociolinguistics, OUP

2. Pride J B: (1987) Sociolinguistics, OUP

3. Widdowson H G:(1987) Teaching Language as Communication, CUP

Elective Course B: TEACHING LANGUAGE THROUGH LITERATURE. (Credits 2)

Objectives: The course will enable the student-teacher to:

1. identify different genres of literature

2. analyse a piece of literature for its language content

3. appreciate a piece of literature for its style and use.

4. design some tasks for developing language skills through literature.

Unit.1. Understanding literature

    1.1.0   Objectives of studying literature

    1.2.0   Traditional methods of teaching literature

    1.3.0   Appreciation and comprehension

    1.4.0   Literature and Language teaching

    1.5.0   Tasks in a literature textbooks

Unit2.Developing sensitivity to literature

2.1.0   Motivation-importance, pre-reading activities

2.2.0   Reading-recitation-narration of prose, poem, stories

2.2.1   Importance and types of recitation

2.3.0   Tasks for developing language

Unit 3.Study of form: poetry, drama, prose and fiction

3.1.0   Reading literary texts

3.2.0   Literal and metaphorical meaning

3.2.1   Point of view

3.2.2   Irony, tone

3.2.3   Characterisation and plot

3.3.0   Reading poetry: Levels of appreciations

** There will three assignments based on this course

Reference:

1.   Collie and Slater.1993. Language through literature. London: OUP

2.   Brumfit and Candlin. 1985. Language through Literature. London. OUP

3.   Leech G N.1975. A linguistic Guide to Teaching Poetry. London: Longman

4.   Malay,Alan. 1975. Poem into Poem. Cambridge University Press.

5.   Parkinson,B.1985. Teaching literature in Second Language Acquisition. CUP

Elective Course C. EDUCATIONAL TECHNOLOGY (Credits 2)

Objectives: The course will enable the teacher-student to:

1.   understand the need for using technology for education with special reference to ELT

2.   develop a proper attitude towards use of equipment

1.   3.use computer as a source to supplement teaching

2.   4.become aware of available software for language teaching.

Unit.1.Use and Scope of educational technology

1.1.0   Scope of Educational Technology

1.1.1   Objectives of educational technology

1.2.0   Principles of Programmed Learning

1.2.1   Programmed learning and its types.

1.3.0   System Approach: Concept and Educational implications

Unit -2 Instructional Alternatives-models of Teaching

2.1.0   Concept of Models of Teaching

2.1.1   Types of Models

2.1.2   Mastery Learning Model by B.S Bloom

2.1.3   Advanced Organizer Model by David Ausubel

Unit.3. Unimodal and bimodal apparatus

3.1.0   Materials for use on equipment and their compatibility

3.2.0   Radio and Television for English Language Teaching

3.3.0   Tape slides and videos in classroom

3.4.0   Language lab: types and uses

3.5.0   Web-based learning

** **There will three assignments based on this course.**

Reference:

1. 1.Chapell, C.A. (2001). Computer Applications in Second Language Acquisition

2. Higgins J, and Johns,T.(1984). Computers in Language Learning. Reading.MA : Addison Wesley.

3. Jonassen, D.H. (1985). Programmed Learning and Educational Technology. London, Longman

4. Jones, C and Fortescue,S.(1987). Computers in the Language Classroom. London. Longman.

5. 5.Singh, Chitra (2008) , Educational Technology, Agra : Agarwal publications.

6. 6.Rao,Usha (1994) Educational Technology, Bombay : Himalaya Publishing House.

SEMESTER –III

Foundation Course (FC)

PHONETICS AND PHONOLOGY OF ENGLISH. **(Credits :2)**

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: Speech organs and production of speech sounds

    1.1.0   The respiratory system

    1.2.0   The phonetory 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: Tasks

    2.3.0   Classification of Consonants: Tasks

    2.4.0   Diphthongs and triphthongs: Tasks

Unit three: Phonology

    3.1.0   The phonology: definition and meaning

    3.2.0   Phones and Allophones

    3.3.0   The syllable: Types and structure

    3.3.1   Syllabic consonants and consonant clusters

    3.4.0   Supra-segmental features : Stress and rhythm

    3.4.1   Connected Speech: Weak forms, Assimilation, Elision and Linking

    3.5.0   Intonation: Form and functions

** **There will three assignments based on this course**

Reference:

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

CORE COURSE 7 : EDUCATION IN 21ST CENTURY   (credits: 4)

Objectives: To enable student teachers to

1. understand demands of present education system
2. develop understanding regarding recent educational policies
3. aware about role of teacher in 21st century
4. develop insight and sensitivity for issues and challenges of Indian society
5. modify teaching strategy catering global demand

Unit 1: Understanding 21st Century Education

1.1.0   21st Century Education: Concept and Skills

1.2.0   Challenges of 21st Century Education

1.3.0   Teaching Skills for 21st Century teachers

1.4.0   Syllabus and Curriculum for 21st Century Education

Unit 2: 21st Century Indian Society and Education

2.1.0   Indian Society in 21st Century: Characteristics

2.2.0   Importance of Values in 21st Century Society

2.3.0   Indian Culture: Concept. Importance and Process of acculturation

2.4.0   Modernization: Concept, Significance and Role of Education

Unit 3: Education for Emerging Indian Society

3.1.0   Concept and Characteristics of Emerging Indian Society

3.2.0   International Education: Need of 21st Century Education

3.3.0   Current Social Challenges and Remediation: Illiteracy, Unemployment, Caste discrimination, Media Invasion, Youth Unrest

3.4.0   Multilingual and Multicultural Education

Unit 4: Futuristic Education

4.1.0   21st Century Education: Innovative teaching method

4.2.0   Futuristic Education: Challenges and Solutions

4.3.0   Futuristic Education: Classroom and its Climate

4.4.0   Global Resources: Need and Types

Reference:

1. Dash, B.N. (2004).Teacher &Education in Emerging Indian society. Hyderabad: Neelkamal Pub.House

2. Ahuja R. (2002). Society in India: Concepts, Theories &Changing Trends.Jaipur: Rawat Pub.

3. Aikara J (2004). Education: sociological perspective.Jaipur: Rawat Pub.

4. Aggarwal, J.C. (2004). Teacher & Education in Emerging Indian Society, New Delhi: Vikas Pub.House

5. Pandey, V.C.(2005).Emerging Challenges of Educational system.Delhi:Isha Books

6. Roa,D.B.(1998). Adult learning in the 21st century. Discovery, Publication, House NewDelhi

CC-8. TASK BASED LANGUAGE TEACHING (TBLT)   (Credits 4)

Objectives:

To enable the student teacher to

1. Understand the rationale of TBLT

2. To distinguish the task types

3. To design tasks suitable to various levels

4. To adapt a task based approach in teaching languages

5. To evaluate the tasks with rubrics

Unit One: Learning Tasks and the Language Curriculum

1.1.1   Task Based Teaching: Background

1.1.2   Tasks and Exercise

1.1.3   Goals in TBLT

1.1.4   Task features and components

1.1.5   Types of tasks: Real world and Pedagogic

1.1.6   Task syllabus

Unit Two: Grading and sequencing Tasks

2.1.0   Pedagogic Tasks

2.2.0   Input Factors

2.3.0   Learner Factors

2.4.0   Activity Factors

2.5.0   Task continuity

2.6.0   Integrating Tasks with language lesson

Unit Three: Phases of Task Based Framework

    3.1.0   Methodology of TBLT

    3.1.1   The Pre-task Phase

    3.1.2   The During Task Phase

    3.1.3   The Post Task Phase

    3.2.0   Task difficulty

    3.3.0   Tasks for developing language skills

Unit Four: Task Based Assessment

    4.1.0   Checklist for Evaluating Tasks

    4.1.1   The components of a task-based Test

    4.1.2   Designing a Task Based Test.

    4.1.3   Try-out of a Task Based Test.

    ** **There will four assignments based on this course**

    Reference:

1. Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* White Plains, NY: Longman.
2. Brown, G., and Yule, G. (1983). *Teaching the Spoken Language.* Cambridge: Cambridge University Press.
3. Ellis, R. (2003). *Task-Based Language Learning and Teaching.* Oxford: Oxford University Press.
4. Nunan, D. (1996). *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.
5. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
6. Prabhu, N. S. (1987). *Second Language Pedagogy.* Oxford: Oxford University Press.

CC-9: ESL ASSESSMENT AND EVALUATION   **(Credits:4)**

Objectives:

To enable the student teacher:

Get the basics of second language assessment and evaluation

Prepare sample tests for assessing language skills

Prepare a portfolio for teachers of English

Unit 1. Assessment Meaning

    1.1.0   Needs Assessment

    1.2.0   Definitions of Assessment and Evaluation

    1.3.0   Assessment literacy

Unit 2. Assessment Principles

    2.1.0   Wash back, authenticity, validity, reliability and practicality

    2.2.0   Assessment purposes and types

    2.2.1   Needs assessment, diagnostics, achievement an proficiency

Unit 3. Assessment issues

    3.1.0   Student centred assessment

    3.1.1   Performance based assessment

    3.1.2   Communicative assessment

    3.2.0   Formative and Summative assessment

    3.3.0   Writing Objectives

Unit 4. Assessment Strategies

    4.1.0 Traditional Vs Alternative assessments

    4. 1.1 Strategies and techniques

    4.2.0 Guidelines, rubrics. Checklist, self and peer assessments

    4.3.0   Authentic assessment

    4.3.1   Review assessment process

    4.4.0 Assessing Language Skills

    4.4.1   Integrated skills assessment: Portfolio and project-based assessment

** There will four assignments based on this course

Reference:

1. Coombe,C & Stoynoff,S. 2012. Second Language Assessment. Cambridge University Press.

2. Davies,A.2008. Assessing Academic English. Cambridge University Press.

3. Gottieb,M.2006. Assessing English Language Learners. Corwin Press

4. O'Malley,J.M.1998. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Longman.

5. Wilson,R & Poulter,M. 2015. Assessing Language Teachers' Professional Skills and knowledge. Cambridge University Press.

6. Robert,F.T.1999. Aligning Learning Activities and Assessment Strategies in the ESL classroom, The Internet TESL Journal.

Elective Course A: INTRODUCTION TO PSYCHOLINGUISTICS (Credits 2)

Objectives: To enable the student teacher to:

1. To develop understanding of the relationship between language and the processes of the brain and mind.

2. To develop detailed knowledge of basic sub-fields of psycholinguistics.

3. To understand basic language production and perception data and how these data have contributed to the development of the major theories in psycholinguistics.

4. To introduce and explore the major theories in the area of psycholinguistics.

5. To explore specific issues in psycholinguistics might be examined experimentally.

Unit. 1 Psycholinguistics: Introduction

1.1.0   Psycholinguistics : definition

1.2.0   Theories of Chomsky and Skinner

1.3.0   Competence and performance

Unit. 2 Recognizing words and meaning

2.0.0   The mental lexicon

2.1.0   Models of lexical access

2.1.1   Direct and Search models

2.2.0   Concepts of meaning

Unit. 3 : Psycholinguistics and Language production

3.1.0   Methods of studying language production

3.2.0   The structure of language production

3.3.0   Production and comprehension (Discourse and text)

3.4.0   Word, Syntactic and Message level processor

** There will three assignments based on this course

Reference:

1. Garnham, A.1985. Psycholinguistics. Methuen. London

2. Chomsky,N. 1972. Language and Mind. New York. Harcourt.

3. Chomsky, N. 1957. Syntactic structures. The Hague: Mouton

4. Skinner, B.F.1957. Verbal Behaviour. New York. Appleton-Crofts

5. Warren,P.2012. Introducing Psycholinguistics. Cambridge University   Press.

6. Matthew, J. 2012. Introduction to Psycholinguistics. Wiley-Blackwell

Elective Course B: COMPUTER ASSISTED LANGUAGE LEARNING   (Credits 2)

To enable the student teacher to

1. Understand the rationale of CALL

2. Practise the application of computer and internet in teaching English

3. Use the web 2.0 tools in teaching English

4. Explore the possibilities of using social media in ELT

5. Construct and publish an ESL blog

Unit 1. Computer Assisted Language Learning

1.1.0   Nature and scope of CALL

1.2.0   Uses of multimedia in ELT

1.3.0   Role of technology in learner centred learning

1.4.0   Television, Video and Digital English Language Labs

Unit 2. Computer Application

2.1.0   MS Office (Word, PPT, Excel)

2.2.0   Internet resources for learning

2.2.1   Web tools and software for ELT

2.3.0   Social Networking: Face book, Google group, Teacher Tube

Unit 3. 21st Century skills for ELT teachers

3.1.0   Websites and Blogs for ELT

3.1.1   Learners' and Teachers' blogs

3.1.2   Class blogs: Creating own ESL blog

3.2.0   Web 2.0 tools and E-learning

3.3.0   CBT

** There will three assignments based on this course

Reference:

1. Clive Gifford. 2007. Using Computer in Education, Interforce Publication Ltd. Kensigton High Stress. London.

2. Ahalpara D P and others**.** 2010. Introduction to Computers. Gujarat S B S textbooks, Gandhinagar.

3. Chapelle, Carol. 2012. Computer Application in Second Language Acquisition. Cambridge University Press.

4. Dudeney,G   2010. The Internet and the Language Classroom. Cambridge

ELECTIVE COURSE (EC) C
INTRODUCTION TO EDUCATIONAL RESEARCH   **(Credits 2)**

Objectives: To enable student teachers to

      1. understand the concept and significance of educational research

      2. compare and contrast types and methods of educational research

      3. prepare and use appropriate tools and techniques in data collection

      4. conduct action research on any educational problem

      5. use appropriate sampling methods to conduct research

Unit 1. Introduction to Educational Research

    1.1.0   Research : Concept and Definitions

    1.1.1   Educational Research – Concept , Need and Characteristics

    1.1.2   Areas and Types of Educational Research

Unit 2. Methods of Educational Research

    2.3.0   Historical – Nature and Steps

    2.3.1   Survey – Nature and Steps

    2.4.0   Experimental – Nature and Steps

Unit 3. Population, Sampling and Hypothesis

    3.0.0   Population and Sampling – Concept and Need

    3.1.0   Probability and Non Probability Sampling Techniques

    3.2.0   Hypothesis – Concept, Types and Need

    3.3.0   Tasks for ESL research: Action research

**There will three assignments based on this course

Reference:

1. Best, J. & Kahn, (1959). *Research in Education*. New York: Prentice Hall publication.
2. Cohen, L.& Morrison, K.(2000). *Methods in Education*(5th Edition).Paperback publication
3. Garrett, H. E.( ) *Statistics in Education and Psychology*. American Printing House.

4. *Judith Bell, (1999). A Guide for first-time Researchers in Education and Social Science. Open University Press.*
5. Martler, C.A.(2011). *Introduction to Educational Reseach.* Dorling, Kindersely (India). Pvt. Ltd
6. Nasheema, C.(2011). *Research Methodology in Education and Application in Statistics.* Shipra Publication
7. James Peter.2010. Teachers in Action. Cambridge University press.

B.Ed. ENGLISH Question paper style for New Course. (External)

A. (**For Core courses)**

Total Marks: 70

Time 2.30 hours

PART I   **(40 Marks)**

Q1. Answer in one or two sentences. (Any 5 out of 7)   **1 x 5 = 05**

Q2. Answer in not more than 50 words (any 5 out of 7)   **5 x 3 = 15**

Q3. Attempt any two (out of 3) in not more than 300 words.   **2 x 10 =20**

PART II   **(30 Marks)**

Q4. Fill in the blanks with appropriate words chosen from brackets.(Any 10)1 x 10 = 10

Q5. Answer briefly (100 words) (Any 2out of 4)   **2x 6 = 12**

Q.6. Write short notes : (70 words) Any 2 out of 4)   **2x4=   08**

B. (**For Foundation and Elective courses)**

Total Marks: 35

Time: 1.30 hours

Q1. Fill in the blanks with appropriate words chosen from brackets.(any 6 out of 8) 6 x 1 = 06

Q2. Answer in not more than 50 words (any3 out of 5)   **3 x 3 = 09**

Q3. Attempt any one (out of 2) in not more than 200 words.   **1 x 10 =10**

Q4. Short Note (Any 2 out of 4)   **2 x 5= 10**

ABBREVIATION

NCTE: National Council for Teacher Education
CPD: Continuing Professional Development
CCE: Continuous Comprehension Evaluation
BICS : Basic Interpersonal Communication Skill
CALP: Cognitive Academic Language Proficiency
SWOT: Strengths, Weaknesses, Opportunities, and Threats
ESL: English as a Second Language
CBT: Computer Based Test
MOCC: Massive Open Online Course
WAIS: Wechsler Adult Intelligence Scale
WISC: Wechsler Intelligence Scale for Children