



## Sardar Patel University Vallabh Vidyanagar

### Framework of B.Ed. (English) Programme for Two Years (CBCS)

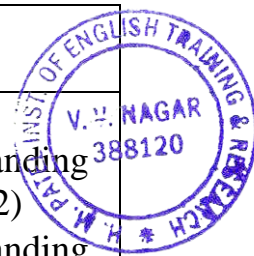
- Total working days for one semester would be 100+7 days for self study.  $107 \times 6 = 642$  Hours.  $642 \times 4$  semesters = 2568 hours
- 20 hours are allotted for each credit . so, for 2568 hours , 128 credits are allotted for two year B.Ed. (English) Programme.
- Total credits of the programme is 128.
- The total marks of the B.Ed. (English) Programme is 3200.
- Total working days for each semester would be 107 days.
- There will be four semesters in B.Ed. course.
- **Each semester would carry 32 credits** (theory and practical work) as shown below

Semester	Theory Credit	Practical Course	Total Credit
<b>I</b>	16	16	32
<b>II</b>	16	16	32
<b>III</b>	02	30	32
<b>IV</b>	12	20	32
<b>Total</b>	46	82	<b>128</b>

#### Classification of Theory Papers

Semester	Perspectives in Education (PE)	Curriculum And Pedagogic Studies (CPS)	Enhancing Professional Capacities (EPC)
1	<ul style="list-style-type: none"> <li>• Childhood and Growing up (4)</li> <li>• Contemporary India and Education (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Disciplines and subjects – 1 (2)</li> <li>• Pedagogy of School Subject (Teaching English to Young Learners) (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and Reflecting On Texts (2)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Learning and Teaching (4)</li> <li>• Knowledge and Curriculum-Part I (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for Learning (4)</li> <li>• Language Across the Curriculum (2)</li> <li>• Understanding Disciplines and Subjects – 1 (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Literature in the Classroom (2)</li> </ul>
3	-	<ul style="list-style-type: none"> <li>• Pedagogy of School Subject (Teaching</li> </ul>	-

		English to Advanced Learners) (2)	
4	<ul style="list-style-type: none"> <li>•Gender, School and Society (2)</li> <li>•Knowledge and Curriculum-Part II (2)</li> <li>•Creating an Inclusive School (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Optional Course (2)* (Any one from the list mentioned in Semester 4)</li> </ul>	<ul style="list-style-type: none"> <li>•Critical Understanding of ICT (2)</li> <li>•Understanding the Self(2)</li> </ul>



Note: The figure in brackets indicates the credit of the each paper

### Classification of Lessons

Semester	Total Number of Lessons	Credit
<b>1</b>	Micro 8 + Macro 1 (Each lesson carries 20 marks) + 02 Creative Lesson Submission (10 Marks each) (Total 11 Lessons )	8 (200 marks)
<b>2</b>	Block Teaching (07 Lessons)(Each lesson carries 20 marks)+ 01 Creative Lesson Submission (10 Marks) (Total 08 Lessons )	6 (150 Marks)
<b>3</b>	Lessons in Internship (30 Lessons )*(Each lesson carries 05 marks)	6 (150 Marks)
<b>4</b>	E-lessons (4)	4 (100 marks)
<b>Total</b>	50 lessons + 3 Creative Lesson Plan Submissions	24 ( 600 marks)

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Lessons with \*mark will have to be observed and evaluated by school teachers during internship.

### List of Assignments and Tasks:

1. Survey of five children( Observation and interview based report)
2. Visit to an Innovative Learning Centre
3. Computer Portfolio
4. Preparing Teaching Learning Materials
5. Analysis of Textbook/ Children's Literature/ Teacher's Handbook
6. Work shop on Lesson Planning
7. Book Review
8. Seminars/Tutorials on Various Theories of Learning and Teaching
9. Study and Analysis of NCF 2005
- 10.Design and Preparation of a test for LSRW Skills
- 11.Writing Skills in English
- 12.Group Discussion and Interview (English Phonology)
- 13.Preparing Remedial Tasks (2) for English Language Learners
- 14.Preparation of Script ( For Drama/Street Theatre/Mono acting/ Play/ Anchoring)
- 15.Critical Analysis of Media with Reference to Gender Issues

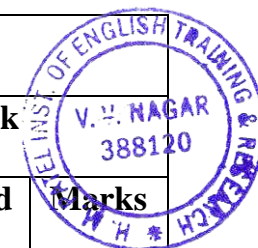
- 16.Preparing Syllabus for a Need based Course on English Language Learning
- 17.Field Visit
- 18.Psychological Experiments
- 19.Action Research
- 20.Preparation of E-lessons (2)
- 21.Analytical study of a film/documentary/ Famous personality
- 22.Reflective Diary (To be Done in Internship)
- 23.English Club Formation and club related activity (To be Done in Internship)
- 24.Observation of a Teacher (preferably subject related teacher) (To be Done in Internship)
- 25.Awareness Programme (To be Done in Internship)
- 26.Project Work (to be done with school Students) (To be Done in Internship)
- 27.Case Study of the School (To be Done in Internship)
- 28.PTA activity (To be Done in Internship)
- 29.Interview of a management authority/ Principal/ Supervisor (To be Done in Internship)
- 30.Literacy programme(To be Done in Internship)
- 31.Mentoring (To be Done in Internship)
- 32.Study of School Registers (To be Done in Internship)
- 33.Maintenance of Log book (To be Done in Internship)
- 34.Bulletin Board (To be Done in Internship)
- 35.Assembly Programme (To be Done in Internship)
- 36.Cultural Programme (To be Done in Internship)
- 37.Maintenance of CCE of 5 students (To be Done in Internship)
- 38.Preparation of School Calendar (To be Done in Internship)
- 39.Co-curricular Activities (To be Done in Internship)
- 40.Annual Lessons (2 - English) (External Evaluation)
- 41.External viva cum Portfolio Evaluation ( External Evaluation)



### Semester wise Internal & External Marks

Semester		Internal Marks	External Marks (Uni. Exam)	Total Marks
<b>I</b>	Theory	120	280	400
	Practical	400	-	400
<b>2</b>	Theory	120	280	400
	Practical	400	-	400
<b>3</b>				
	Practical	650	100	750
<b>4</b>	Theory	90	210	300
	Practical	400	50	500
<b>Total</b>				<b>3150</b>

# **Framework for B.Ed. (English) Programme Semester -1**



No.	Subjects / Curriculum Components						Assignment/Task/ Practical Work		
		Instru. H/W	Cred it	Total Marks			Title	Cred it	Marks
				Interna l	Extern al	Total			
PE 1	Childhood and Growing up	4	4	30	70	100	Survey of five children( Observation and interview based report)(Assignment to be submitted in the form of a Report)	1	25
PE 2	Contemporary India and Education	4	4	30	70	100	Visit to an Innovative Learning Centre in India	1	25
CPS 1	Pedagogy of a School Subject (Teaching English to Young Learners)	4	4	30	70	100	Computer Portfolio TLM	2 1	50 25
CPS 2	Understanding Disciplines and Subjects	2	2	15	35	50	Analysis of Textbooks / Children’s Literature/ Teacher’s Handbook	1	25
							Work shop on Lesson Planning	1	25
EPC 1	Reading and Reflecting on Texts	2	2	15	35	50	Book Review	1	25
							Lessons Micro 8 + Macro 1 (20 marks each) + 02 Creative Lesson Submissin (10 Marks each) (Total 11 lessons)	8	200
Total			16	120	280	400		16	400

**Framework for B.Ed. (English) Programme Semester -2**



Framework for B.Ed. (English) Programme Semester -2									
No.	Subjects / Curriculum Components						Assignment/Task/ Practical Work		
		Instr u. H/W	Cred it	Total Marks			Title	Credit	Marks
				Intern al	Extern al	Total			
PE 3	Learning and Teaching (4)	4	4	30	70	100	Seminars/tutorials on various Theories of Learning and Teaching	2	50
PE 4	Knowledge and Curriculum-Part I (2)	2	2	15	35	50	Study and Analysis of NCF 2005	1	25
CPS 3	Assessment for Learning (4)	4	4	30	70	100	Design and Preparation of a Test for LSRW skills	2	50
CPS 4	Language Across the Curriculum (2)	2	2	15	35	50	Writing Skills in English Group Discussion and Interview	1 1	25 25
CPS 5	Error Analysis and Remedial Teaching (2)	2	2	15	35	50	Preparing Remedial Tasks (2) for English Language Learners	2	50
EPC 2	Literature in the Classroom (2)	2	2	15	35	50	Preparation of Script ( For Drama/ Play/ Street Theatre/ Mono Acting Anchoring)	1	25
							Lessons: Block Teaching (07 Lessons)(Each lesson carries 20 marks) + 01 Creative Lesson Submission (10 Marks)	6	150
Total			16	120	280	400		16	400

### Framework for B.Ed. (English) Programme Semester -3



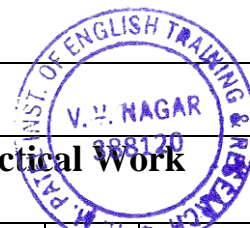
No.	Subjects / Curriculum Components	Instru. H/W	Credit	Total Marks			Assignment/Task/ Practical Work Title	Credit	Marks
				Internal	External	Total			
CPS6	Pedagogy of a Subject (Teaching English to Advanced Learners)	2	2	15	35	50	-----	-----	-----
<b>Internship</b>									
<b>Work to be done ( evaluated by School personnel)</b>				<b>Assignment/Task/ Practical Work</b>					
<b>Title</b>		<b>Credit</b>	<b>Marks</b>	<b>Title</b>			<b>Credit</b>	<b>Marks</b>	
Maintenance of Log book*		1	25	Reflective Diary			1	25	
Bulletin Board*		1	25	English Club Formation and English Club related Activity(Assignment to be submitted in the form of a Report)			1	25	
Assembly Programme*		2	50	Observation of a Teacher (preferably subject related teacher) (Assignment to be submitted in the form of a Report)			1	25	
Cultural Programme*		1	25	Awareness Programme (Blood donation/ public Health/environment/consumer protection/civic Responsibilities etc) (Assignment to be submitted in the form of a Report)			1	25	
Maintenance of CCE of 5 students*		1	25	Project Work (to be done with school Students) (Assignment to be submitted in the form of a Report)			1	25	
Preparation of School Calendar*		1	25	Case Study of the School			1	25	
Co-curricular Activities*		1	25	PTA activity (Assignment to be submitted in the form of a Report)			1	25	
<b>Lessons (30 Lessons)</b>		6	150	Interview of a management authority/ Principal/ Supervisor/ Senior teacher (Assignment to be submitted in the form of a Report)			1	25	
				Literacy programme			1	25	

			(Assignment to be submitted in the form of a Report)		
			Mentoring of a school student (Assignment to be submitted in the form of a Report)	1	25
			Study of School Registers (Assignment to be submitted in the form of a Report)	2	50
			Viva + Portfolio Evaluation (External Evaluation)	4	100
<b>Total</b>	<b>16</b>	<b>400</b>		<b>16</b>	<b>400</b>

**Note for Sem III :** One week for theory paper CPS 6 - **2 credits**. Total Practical Work of 96 Days (16 Week) (576 hours ) for 30 Credits. Total Credit - 32. Submissions with \* mark indicates that the evaluation to be done by principal/mentor teacher/ concerned teacher of the school where the student teacher is doing internship.



# **Framework for B.Ed. (English) Programme Semester – 4**



No.	Subjects / Curriculum Components	Instru. H/W	Credit	Total Marks			Assignment/Task/ Practical Work		
				Total Marks			Title	Credit	Marks
				Internal	External	Total			
PE 5	Gender, School and Society	2	2	15	35	50	Critical Analysis of Media with reference to gender issues	2	50
PE 6	Knowledge and Curriculum-Part II	2	2	15	35	50	Preparing a syllabus for a need based course on English Language Learning	1	25
PE 7	Creating an Inclusive School	2	2	15	35	50	Field Visit (Assignment to be submitted in the form of a Report)	1	25
							Psychological Experiments/Test	1	25
CPS 7	Optional Course <b>Any one from</b> ➤ Methods of Teaching Sanskrit ➤ Methods of Teaching Computers ➤ Integral Education ➤ Materials Development and Evaluation ➤ Value Education ➤ School Administration and Management	2	2	15	35	50	Action Research (Assignment to be submitted in the form of a Report)	2	50
EPC 3	Critical Understanding of ICT (2)	2	2	15	35 **	50	Preparation E-lessons (2 Submission + 2 to be	4	100



							delivered in the peer groups )		
EPC 4	Understanding the Self(2)	2	2	15	35	50	Analytical study of a film/documentary/ Famous personality	1	25
							Lessons: Block Teaching : 10 Lessons	4	100
							Annual Lessons (External Evaluation)	4	100
Total			12	90	210	300		20	500

Note :\*\* For EPC 3, the external evaluation will be divided into Theory (25 Marks )+ Practical (10 Marks)



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**Semester – 1**

**PE - 1 : Childhood and Growing up (4 credits)**

**Objectives:**

- ✓ To develop understanding about children of different age groups through observation and interaction
- ✓ To enable the student teachers to arrive at an understanding of how different socio-cultural realities construct different childhoods, within children's lived contexts
- ✓ To allow the student teachers to have access to the theories of child development, childhoods and adolescence as constructed in different socio-economic and cultural settings.

**Unit 1 : Basic Concepts in Educational Psychology**

- a. Educational Psychology : Meaning, definitions, nature and scope
- b. Motivation : Concept, Its Role in Learning, Characteristics of Achievement Motivation
- c. Personality : Concept and Types

**Unit 2 : Adolescence Period**

- a. Difference between Growth and Development
- b. Growth and Development during Adolescence
- c. Special Characteristics and Problems of Adolescence and role of Teachers, Parents and School

**Unit 3 : Learning Process**

- a. Concept and Nature of Learning Process
- b. Learning Theories:
  - a) Learning by Trial and Error
  - b) Learning by Conditioning(Operant & Classical)
  - c) Learning by insight
- c. Factors Affecting Learning Process, Learning and Acquisition

**Unit 4 : Memory**

- a. Concept and types of Memory: Short-term vs Long-term memory
- b. Factors Influencing Memory
- c. Effective Memorisation

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**Unit 5 : Habit**

- a. Meaning, definitions, characteristics of Habit
- b. Formation of Desirable Habits
- c. Breaking Bad Habits

**Unit 6 : Application of Educational Psychology**

- a. Guidance and Counseling : Concept and Comparison
- b. Adjustment: Meaning and need
- c. Group Behaviour : Types, Characteristics of Group

**References**

1. Mangal S. K., Essentials of Educational Psychology, PHI Learning Private Limited, New Delhi.
  2. Mathur, S.S. 2008. Educational Psychology. Agra: Agrawal Publications.
  3. Bhatia, H. R. 1977. A Textbook of Educational Psychology. New Delhi: Macmillan India Ltd.
  4. Dandekar, W. N. and Makhija, S. 2002. Psychological Foundations of Education. New Delhi: Macmillan India Ltd.
  5. Pandey, K. P. 1998. Advanced Educational Psychology. New Delhi: Konark Publishers.
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**PE - 2 : Contemporary India and Education (4 credits)**

**Objectives:**

- ✓ To enable trainee teachers to engage with studies on Indian society and education.
- ✓ To make them understand educational administration
- ✓ To enable trainee teachers to understand directive principles of State and National Policies
- ✓ To make them understand school set up and its management
- ✓ To make them understand teachers role, skills and competences

**Unit: 1 : Education in Developing Society**

- a. Education and Modernization
- b. Social change and Education
- c. National and Emotional Integration

**Unit 2 : Introduction to Educational Administration**

- a. Concept of Educational Administration and Educational Management.
- b. Administrative set up for implementing school education at the National/State/District level.
- c. Role and Duties of DEO/DPEO/Educational Inspector

**Unit 3 : Recent Trends in Indian Education**

- a. Professional Approach to Education: Competences of a Professional Teacher, characteristic, role.
- b. Importance of various Boards: CBSC/ ICSE/ NIOS/IB
- c. National Curriculum Framework (NCF), Right to Education (RTE)

**Unit 4 : Policy and Management of Education**

- a. Education Department of Gujarat: Functions, Branches, Activities
- b. National Policy of Education 1986 (NPE)
- c. Kothari Commission

**Unit 5 : Role and Functions of Advisory and Autonomous Bodies**

- a. NCERT, NCTE
- b. GCERT & GSHSEB
- c. DIET

**Unit 6 : Professional Development of a Teacher**

- a. Teacher Education and Training
- b. Teaching Skills and Teacher Competency
- c. Status and code of Ethics for Teachers

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**References**

1. Pandey, Dr. Ramshakal (2006), Teacher in Developing Indian Society, Vinod Pustak Mandir, Agra- 2.
  2. Pandey, Dr. Ramshakal (2007), Education in Emerging Indian Society, Vinod Pustak Mandir, Agra- 2.
  3. Narayana (2006). Inspiring and Responsible Teacher. Ahmedabad Management Association
  4. S. S. Chandra, Rajendra K. Sharma (2008), Principles of Education, Atlantic, New Delhi
  5. J C Aggarwal (2004) Teacher and Education in a Developing Society, Vikas Publishing House, New Delhi.
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**CPS – 1 : Methods of Teaching English to Young Learners (4 credits)**

**Objectives:**

- ✓ To become aware of the status of ELT in Gujarat and its various perspectives
- ✓ To know four skills (LSRW) in language learning and to learn to develop these in the students
- ✓ To know the concept and characteristics of young learners and their educational implications for English language learning
- ✓ To enable the learner to use interactive strategies and materials for English language teaching and learning
- ✓ To learn to teach English grammar and vocabulary
- ✓ To use literature for teaching English language
- ✓ To enable the learners to prepare English language test items for assessment and evaluation

**Unit 1 : Introduction to Teaching English to Young Learners**

- a. Status of ELT in Gujarat and India
- b. Psychological, linguistic and sociological perspectives on ELT
- c. Second Language Acquisition

**Unit 2 : Skills in language Learning and Use**

- a. Defining “Methods”
- b. Natural order of Acquisition LSRW
- c. Developing LSRW Skills

**Unit 3 : Basic principles of teaching young learners**

- a. Characteristics of young learners
- b. Techniques of Teaching vocabulary and grammar
- c. Constructivist Psychology of Language Education

**Unit 4 : Interactive Strategies and Materials**

- a. Interactive language teaching
- b. Using songs, rhymes, chants, storytelling, Dramatization & other techniques
- c. CALL for Young Learners

**Unit 5 : Developing Integrated Skills and the Elements of Language**

- a. Developing study skills and the integration of skills
- b. Teaching Grammar, Vocabulary
- c. Teaching Literature

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**Unit 6 : Evaluating Language Teaching and Learning**

- a. The nature and scope of evaluation
- b. Evaluation of teaching - learning
- c. Testing Vocabulary and Grammar

**References**

1. Helena Curtain and Carol Ann Dahlberg (2010) Languages and Children, Pearson
  2. Lynne Cameron (2001), Teaching Languages to Young Learners, Cambridge University Press –
  3. R Lalitha Eapen (1995), Methods of Teaching English, EFL University
  4. Marion Williams and Robert L. Burden (2004), Psychology for Language Teachers, Cambridge University Press.
  5. Adrian Doff (1988) Teach English, A Training Course for Teachers, Cambridge University Press
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## **CPS – 2 : Understanding School Curriculum (2 credits)**

### **Objectives:**

- ✓ To enable the trainees to understand national curriculum framework and its importance in education
- ✓ To enable to trainees to understand the structure of school curriculum
- ✓ To allow the trainees to know about various disciplines and subjects in school curriculum

### **Unit 1 : Historical perspective of National Curriculum Framework**

- a. National Curriculum Framework – history & objectives
- b. Guiding principles
- c. The social context of Education, Implications for curriculum & Practice

### **Unit 2 : Structure of school curriculum**

- a. Language Education –Home/ First language or mother tongue, second language acquisition
- b. Social science
- c. Health/ physical Education, Education for peace, Art Education

### **Unit 3 : Construction of learning**

- a. S U P W and activities of S U P W
- b. Practical's & Experiments
- c. Visits & Co- curricular Activities

### **References**

1. (2005). National Curriculum Framework. New Delhi : NCERT.
2. Huda, N. (1992). *Teaching English to Indian Pupils*. New Delhi: Commonwealth Publishers.
3. Kachru, B.B. (1983). *Indianisation of English: the English language in India*. Delhi: Oxford University Press.
4. Krishnamurti, B.H. (1998). *Language, Education and Society*. New Delhi: Sage Publications.
5. Singh, R.P. (ed) (1993). *Indian Education: in-depth studies*. New Delhi: Commonwealth Publishers.



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**EPC 1 : Reading and Reflecting On Texts (2 credits)**

**Objectives:**

- ✓ To develop understanding of concept, types, purposes and sub skills of reading.
- ✓ To enhance meta-cognitive awareness through theories and reading various texts.
- ✓ To enhance their capabilities as readers through practical experiences and discussions.
- ✓ To learn to read effectively and reflect on variety of the selected texts individually.

**Unit 1 : Reading: Concept, Types and Purposes.**

- a. Concept and types of Reading : Oral, silent, Intensive, Extensive
- b. Purpose of Reading: Information, Pleasure, Knowledge
- c. Sub skills of Reading : Scanning, Skimming, Utilizing non-text information

**Unit 2 : Place of Reading in Curriculum**

- a. Models of Reading : William S. Gray's Model, Robinson's Model  
Process of Reflection: Meaning, Importance and Strategies to Enhance Reflection
- b. Cognitive and Metacognitive Strategies for Reading
- c. Enhancing Critical Thinking through Reading: Questioning, Appraising, interpreting the text.

**Unit 3 : Reading and Reflecting on Texts**

- a. Narrative Texts
- b. Educational Texts
- c. Literary, Philosophical and Spiritual Texts

**References**

1. Cameron, L. 2001. *Teaching Languages to Young Learners*: Cambridge: Cambridge University Press
  2. Carter, R. & D. Nunan. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press
  3. Grellet, F. 1981. *Developing Reading Skills*. Cambridge: Cambridge University Press.
  4. Nuttall, Christine. 1982. *Teaching Reading Skills in a Foreign Language*. English Language Book Society:Oxford.
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## **Semester - 2**

### **PE - 3 : Learning and Teaching**

**Objectives:**

- ✓ To develop understanding of learning and teaching with reference to Indian and Western ideologies.
- ✓ To know the various theories of learning and its educational implications
- ✓ To enhance their teaching skills with the help of educational technology
- ✓ To learn to use various models of teaching in the classroom

**Unit 1 : Understanding Learning, Learner, Teaching and Teacher**

- a. Concept of Learning and Learner in Indian and Western ideologies
- b. Concept of Teaching and Teacher in Indian and Western ideologies
- c. Major Shifts in the Concept of Learning, Learner, Teaching and Teacher in 21<sup>st</sup> Century

**Unit 2 : Theories of Learning and its Educational Implications - I**

- a. Behaviourism : Skinner, Pavlov, Thorndike
- b. Social Learning Theory of Bandura
- c. Maslow's Need Hierarchy and its implications for learning

**Unit 3 : Theories of Learning and its Educational Implications - II**

- a. Rogers' Experiential Learning
- b. Theories of Bruner and Ausubel
- c. Constructivist theories of Piaget and Vygotsky

**Unit 4 : Educational Technology : An Introduction**

- a. Educational Technology: concept, nature, scope and objectives
- b. Dale's Cone of Experience and its educational implications
- c. System approach : Concept & Educational implications

**Unit 5 : Models of Teaching**

- a. Concept Attainment Model : Assumptions, Syntax, Effects and Lesson Planning
- b. Syntactic Model : Assumptions, Syntax, Effects and Lesson Planning
- c. Advanced Organizer Model : Assumptions, Syntax, Effects and Lesson Planning

**Unit 6 : Advanced Pedagogy**

- a. Programmed Learning : Principles, Techniques, Process, Classroom Implications
- b. Project Based Learning : Principles, Techniques, Process, Classroom Implications
- c. Cooperative Learning : Principles, Techniques, Process, Classroom Implications

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**References**

1. Mathur, S.S.2008. Educational Psychology. Agra: Agrawal Publications.
  2. Bhatia, H. R. 1977. A Textbook of Educational Psychology. New Delhi: Macmillan India Ltd.
  3. Dandekar, W. N. and Makhija, S. 2002. Psychological Foundations of Education. New Delhi: Macmillan India Ltd.
  4. Pandey, K. P. 1998. Advanced Educational Psychology. New Delhi: Konark Publishers.
  5. Singh, Chitra (2008). Educational Technology. Agra : Agrawal Publications.
  6. Rao, Usha (1991). Educational Technology. Bombay : Himalaya Publishing House.
  7. Kulkarni, S. S. (1986). Introduction to Educational Technology. New Delhi : Oxford and IBH Publishing Co.
  8. Vednayagam, E. G. (1988). Teaching Technology for College Teachers. Bangalore : Sterling Publishers Private Limited.
  9. Mangal S. K., Essentials of Educational Psychology, PHI Learning Private Limited, New Delhi.
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**PE – 4 : Knowledge and Curriculum – I (2 credits)**

**Objectives:**

- ✓ To understand the meaning of education in various contexts
- ✓ To know the concept and branches of philosophy and its importance in education
- ✓ To understand the educational ideas of Indian thinkers of education with emphasis on its educational implications for contemporary education system

**Unit 1 : Concept of Education**

- a. Definitions and meaning of Education
- b. Formal, Informal and Non-formal Education
- c. Comparing education with teaching, training, literacy, mentoring, tutoring

**Unit 2 : Philosophical Concerns of Education**

- a. Concept, nature and branches of Philosophy
- b. Understanding the process of knowledge and its comparison with information and skill
- c. Relationship between education and philosophy

**Unit 3 : Indian Educational Thinkers**

- a. Mahatma Gandhi
- b. Rabindranath Tagore
- c. J. Krishnamurti

**References**

1. Bhatia, K. K. & Narang, C. I., *Philosophical and Sociological Basis of Education*, Prakash Brothers, Ludhiana.
  2. Biswas, A. & Agarwal, J. C., *Seven Indian Education*, Asian Prakashan Grugh, New Delhi.
  3. Chaube, S. P. & Chaube, Akhilesh, *Philosophical and Sociological Education*, Vinod Pustak Mandir, Agra-2.
  4. Huda, N. 1992. *Teaching English to Indian Pupils*. New Delhi: Commonwealth Publishers.
  5. Kachru, B.B. 1983. *Indianisation of English: the English language in India*. Delhi: Oxford University Press.
  6. Krishnamurti, B.H. 1998. *Language, Education and Society*. New Delhi: Sage Publications.
  7. Singh, R.P. (ed) 1993. *Indian Education: in-depth studies*. New Delhi: Commonwealth Publishers.
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**CPS 3 : Assessment for Learning (4 credits)**

**Objectives:**

- ✓ To compare and understand the concepts of measurement, assessment and evaluation
- ✓ To enable the learners to use some basic statistical techniques for educational purposes
- ✓ To classify the instructional objectives and incorporate all three major domains; cognitive, affective and psychomotor in their classroom teaching.
- ✓ To understand the types of learner assessment and test items with reference to their subjects of teaching and learning objectives
- ✓ To understand the need and importance of thinking skills in the day-to-day classroom teaching.
- ✓ To learn to develop various thinking skills in the students using various techniques

**Unit 1 : Measurement, Assessment, Evaluation**

- a. Concept and characteristics of measurement and evaluation
- b. Concept and characteristics of assessment
- c. Comparison between measurement, assessment and evaluation

**Unit 2 : Statistics in Education**

- a. Measures of Central Tendency
- b. Percentiles and Percentile Rank
- c. Measures of Variability

**Unit 3 : Taxonomy of Instructional Objectives**

- a. Cognitive Domain
- b. Affective Domain
- c. Psychomotor Domain

**Unit 4 : Types of Assessment**

- a. CRT vs. NRT, Formative vs. Summative
- b. Continuous Comprehensive Evaluation (CCE) : Issues and challenges
- c. Classroom Assessment Techniques

**Unit 5 : Constructing Various types of Test Items**

- a. Multiple Choice Test Items
- b. Types of Questions (length): Very Short Answer, Short Answer, Essay Type
- c. Types of Questions (Content): Factual, Inferential, Referential, Open ended

**Unit 6 : Thinking Skills : concept, characteristics and techniques to develop it.**

- a. Problem Solving
- b. Creative Thinking
- c. Critical Thinking

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1. Mangal, S. K. Statistics in Psychology and education. Tata MacGrow Hill Publication, New Delhi.
  2. Bloom & Krathwohl, Taxonomy of Educational Objectives, Longman Group Limited, London.
  3. Bachman, L.F. 1990. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
  4. Bachman, L.F. and A.S. Palmer. 1996. *Language Testing in Practice*. Oxford: Oxford University Press.
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**CPS – 4 Language Across the Curriculum (2 credits)**

**Objectives:**

- ✓ To make them aware of ESP concept
- ✓ To help them understand linguistic background of the learners
- ✓ To introduce teaching of oral communication across the curriculum

**Unit 1 : English for other Subjects**

- a. English for education and social science
- b. English for science and Technology
- c. English for specific Purposes

**Unit 2 : Language in Social Context and its Implications**

- a. Language, Dialect, Multilingualism and Bilingualism
- b. First Language and Second Language
- c. Language Function for Social Purpose

**Unit 3 : Teaching of spoken English across Carriculum**

- a. Concept and nature of fluency tasks
- b. Role of Listening and other techniques in Learning Spoken English
- c. Activities and Tasks aimed at Promoting Spoken English

**Reference**

1. Peter Trudgill (2000) Sociolinguistics: An Introduction to Language and Society, Penguin
  2. G V Vyavahare (2007) Language Funcations for Social Interaction, Gamdi Press, Anand.
  3. Mary Slattery & Jane Willis (2001), English for the Teacher, Cambridge University Press.
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## **CPS – 5 : Error Analysis and Remedial Teaching (2 credits)**

### **Objectives:**

- ✓ To enable the trainees to understand various types of linguistic errors
- ✓ To enable the trainees to understand ‘what’ and ‘why’ of remedial teaching
- ✓ To allow the trainees to understand the role of error analysis in remedial teaching

### **Unit 1: Definition and Scope of Remedial Teaching**

- a. Regular teaching and remedial teaching
- b. Changing concepts of remedial teaching
- c. Identifying learners problems and designing a remedial programme

### **Unit 2: Role of Error Analysis in a Remedial Programme**

- a. Error vs Mistake
- b. Definition, nature of error
- c. Classification, types and interpretation of errors

### **Unit 3: Scope of Remedial Programmes**

- a. Remedial programmes for language enrichment with focus on grammar and vocabulary
- b. Remedial programmes for study skills
- c. Remedial programmes for improving reading and writing skills

### **Reference**

1. Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
  2. Rivers, W. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
  3. Richards, J. (Ed.), *Error analysis: Perspectives on Second Language Acquisition*. Essex: Longman.
  4. Krashen, S. (1982) *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
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## **EPC – 2 : Literature in the Classroom (2 credits)**

### **Objectives:**

- ✓ To know the role and importance of literature as authentic material
- ✓ To understand various forms of literature and their use in English language teaching
- ✓ To learn to read and interpret the literary texts effectively
- ✓ To prepare need based tasks and materials based on literature for the students

### **Unit 1 : Teaching literature : Why, What and how (Integrating language and literature)**

- a. Teaching literature as authentic material
- b. Cultural and language Enrichment
- c. Discussion of authentic material in the form of dramas, short stories& poems from the internet

### **Unit 3 : Study of form: poetry, drama, prose, fiction**

- a. Reading poetry –Four level of teaching poetry –Phonological level, lexical level, semantic level, syntactic level
- b. Teaching short stories in English language classroom
- c. Preparation of Teaching aids –Charts, collages, puppets, recording.

### **Unit 4 : Literature in the classroom**

- a. Literature and self-access –Meaning & concept
- b. Worksheets to guide students in their reading
- c. Material design and lesson planning: novels, short stories, plays and poetry

### **References**

1. Collie, Joanne and Slater, Stephen (1987). Literature in the Language Classroom. New Delhi : Cambridge University Press.
2. Lazer, Giliian (2009). Literature and language Teaching. New Delhi : Cambridge University Press.
3. Parkinson, B. (--). Teaching Literature in Second language Acquisition. New Delhi : Cambridge University Press.
4. Jadeja, R. & Joshi, P. (ed.) (2010). Literature Education. Vallabh Vidyanagar : H M Patel Institute of English Training & Research.

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**CPS – 6 : Methods of Teaching English: Advanced Learners (2 credits)**

**Objectives:**

- ✓ To provide historical perspective of language education
- ✓ To make them familiar with latest development in ELT
- ✓ To teach use of ICT, literature and other discipline

**Unit 1 : Methods and Approaches of ELT**

- a. Approaches and methods in language teaching
- b. The oral approach and situational language Teaching
- c. The Audiolingual Method

**Unit 2 : Major Approaches to ELT & Recent Developments in ELT**

- a. Total Physical Response
- b. Community Language Learning, Communicative Language Teaching
- c. Competency-Based Language Teaching, Cooperative Language Teaching

**Unit 3: Recent Trends in ELT**

- a. Materials for ELT
- b. Use of ICT in language Teaching
- c. English for Specific Purposes

**References**

1. Allan, M. 1985. *Teaching English with Video*. Harlow: Longman.
  2. Arneil, S. and Holmes, M. 1999. Juggling Hot Potatoes: decisions and compromises in creating authoring tools for the web. *ReCALL* (11/2): 5-12.
  3. Beatty, K. 2003. *Teaching and Researching CALL*. London: Longman.
  4. Chapelle, C.A. 2001. *Computer Applications in Second Language Acquisition*. Cambridge: Cambridge University Press.
  5. Larsen-Freeman (2000). *Techniques and Principles in Language Teaching*. Oxford.
-

## **Semester – 4**

### **PE 5 : Gender, School and Society (2 credits)**

#### **Objectives:**

- ✓ To understand the gender issues prevailing in the school and society
- ✓ To know about the efforts of the government and non-government agencies to eradicate gender issues from school and society
- ✓ To make them aware of the possible solutions for resolving the gender issues
- ✓ To understand the process of socialization and the role of various agencies in it.

#### **Unit 1 : Gender Issues in the school and Society**

- a. Concept and issues of gender and sex
- b. Gender equality in society and education
- c. Issues of paternity and femininity

#### **Unit 2 : Resolving Gender Issues and Women Education**

- a. Various policies and initiatives by the government
- b. Role of school, society and teacher
- c. Role of Media

#### **Unit 3 : Socialisation Process in School and Society**

- a. Meaning of Socialisation
- b. Process of Socialisation
- c. Agencies of Socialisation : family, school and society

#### **Reference**

1. Mathur, S. S. 2008. A Sociological Approach to Indian Education. Agra. Agrawal Publication
  2. Chandra, S.S. & Sharma R. K. 2008. Principles of Education. New Delhi. Atlantic Publications.
  3. Agrawal, J. C. 2004. Teacher and Education in a Developing Society. New Delhi. Vikas. Publishing House
  4. Sharma, R. N. 2006. Principles and Techniques of Education. Delhi. Surjeet Publications.
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**PE 6 : Knowledge and Curriculum – II (2 credits)**

**Objectives:**

- ✓ To understand the educational ideas of the western thinkers of education and its educational implications
- ✓ To know sociological aspects of education and its importance
- ✓ To understand the process of curriculum process
- ✓ To know the factors influencing curriculum process
- ✓ To understand teachers' role in curriculum development

**Unit 1 : Western Educational Thinkers**

- a. Plato
- b. John Dewey
- c. Martin Buber

**Unit 2 : Sociological Aspects of Education**

- a. Concepts of Socialization, Culture, Democracy
- b. Characteristics of Indian Society
- c. Social change : meaning and role of education.

**Unit 3 : Curriculum : Process, Factors and Teachers' Role**

- a. Meaning and nature of curriculum
- b. Process of framing curriculum, designing syllabus and preparing textbooks
- c. Philosophical, Social, Cultural and Political Factors affecting the curriculum process
- d. Analysis of English Language textbooks and course books

**References**

- 8. Bhatia, K. K. & Narang, C. I., Philosophical and Sociological Basis of Education, Prakash Brothers, Ludhiana.
  - 9. Biswas, A. & Agarwal, J. C., Seven Indian Education, Asian Prakashan Grugh, New Delhi.
  - 10. Chaube, S. P. & Chaube, Akhilesh, Philosophical and Sociological Education, Vinod Pustak Mandir, Agra-2.
  - 11. Huda, N. 1992. *Teaching English to Indian Pupils*. New Delhi: Commonwealth Publishers.
  - 12. Kachru, B.B. 1983. *Indianisation of English: the English language in India*. Delhi: Oxford University Press.
  - 13. Krishnamurti, B.H. 1998. *Language, Education and Society*. New Delhi: Sage Publications.
  - 14. Singh, R.P. (ed) 1993. *Indian Education: in-depth studies*. New Delhi: Commonwealth Publishers.
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## **PE 7 : Creating an Inclusive School (2 credits)**

### **Objectives:**

- ✓ To bring about an understanding of the ‘cultures, policies and practices’ that need to be addressed in order to create an inclusive school.
- ✓ To make them understand inclusive education in Indian and Gujarat context.
- ✓ To make them understand the physically and mentally handicapped with the general community as equal.

### **Unit 1: An introduction to inclusive School**

- a. Meaning and concept of inclusivity
- b. Concept of an inclusive school
- c. NCF and UNESCO recommendations

### **Unit 2: Inclusive Education and its approach**

- a. Inclusive education in Indian context
- b. Traditional approach vs Inclusive approach
- c. Inclusion and social justice

### **Unit 3: Teachers role in Inclusive school**

- a. Inclusive education with reference to Gujarat
- b. Physically exceptionally children
- c. Psychologically exceptionally children

### **References**

1. Whitney Rapp, Katerina Arndt, 2012, Teaching Everyone: An Introduction to Inclusive Education, Paulh Brooks Publication, USA.
2. Mangal S K. 2012, Essentials of Educational Psychology, PHI learning Private limited, New Delhi.
3. [http://www.ehow.com/info\\_7904811\\_principles-inclusive-education.html](http://www.ehow.com/info_7904811_principles-inclusive-education.html)

**CPS 7 : Optional Courses (2 credits)**

**CPS 7a Methods of Teaching Sanskrit**

**Objectives:**

- ✓ To learn the basic grammar of Sanskrit language, especially covering all the points covered in the textbooks
- ✓ To read and understand some exemplary texts of Sanskrit Literature and learn to utilize them in teaching Sanskrit
- ✓ To know the methods, approaches and techniques in Sanskrit language teaching
- ✓ To prepare lesson plans, tasks, tests for the Sanskrit language learners

**Unit 1 : Basic Sanskrit Grammar (Standard VI to X)**

- a. वर्णमाला –Vowels and consonants in Sanskrit, Numbers and Time in Sanskrit
- b. Noun Forms, Verb Forms and Pronoun Forms in all the three genders  
Formation of Participles ( कृदन्ताः ), Euphony (सन्धि) , Compounds (समासाः)
- c. Review of Sanskrit Textbooks and Sanskrit Sambhashanam

**Unit 2 : Introduction to Sanskrit literature**

- a. Four Vedas, Upanishadas : Introduction and some selected dialogues
- b. Ramayana and Mahabharata, श्रीमद्भगवद्गीता, पञ्चतन्त्रम्, हितोपदेशम् ( some stories), भर्तृहरेः  
नीतिशतकम्
- c. Shankaracharya's Bhajgovindam, Prashnottar Ratnamalika

**Unit 3 : Sanskrit Language Teaching and Assessment**

- a. SLT approaches, methods and techniques
- b. Lesson planning –prose, poetry and grammar lessons
- c. Construction of test items

**References**

1. Narendra. संस्कृतस्य व्यवहारिकस्वरूपम् । Functional Sanskrit: Its communicative aspect.  
Pondicherry: Shri Aurobindo Ashram, Trust
  2. Rao, S. K. (2006). Effective Methods of Teaching Sanskrit. New Delhi : Cyber Tech Publications.
  3. Joglekar, K. M. (1911). Bhartrihari : Niti and Vairagya Shatakas. Bombay : Oriental Publishing Company.
  4. Sanskrit Textbooks from Std. 6 to Std. 12 published by Gujarat State Textbook Board.
  5. Kale, M.R., A Higher Sanskrit grammar
-

## **CPS 7b : Methods of Teaching Computer Skills**

### **Objectives:**

- ✓ To enable the trainees to understand the use of role of technology in 21<sup>st</sup> century
- ✓ To allow the trainees to have access to various computer applications
- ✓ To motivate the trainees to go beyond the textbooks for language teaching

### **Unit 1 : Introduction to Computer**

- a. Basics of computers
- b. Uses of technology in the classroom
- c. Role of technology in fostering student centric learning atmosphere

### **Unit 2 : Computer Application**

- a. MS Office (Word, PPT, Excel)
- b. Internet resources for learning
- c. Social Networking

### **Unit 3 : Computer Instructions**

- a. Methodological issues
- b. Structuring the practical tasks, ICT Integrated – lesson
- c. Internet and lesson planning

### **References**

1. Clive Gifford, Using Computer in Education Infreforce Publication Ltd., Kensigton High Stress, London w. 9 5 NP.
  2. Ahalpara D P and others (2001) Introduction to Computers – Std. 9/10. Gujarat, S. B. S. Textbooks, Gandhinagar.
  3. Chapelle, Carol. Computer Applications in Second Language Acquisition. Cambridge University Press.
-

## **CPS 7c : Fundamental Concepts of Integral Education**

### **Objectives:**

- ✓ To know about the life and works of Shri Aurobindo and the Mother
- ✓ To understand the concept and aims of Integral Education
- ✓ To learn the basic principles of Integral Education and its educational implications

### **Unit 1 : Introduction to Integral Education**

- a. Life and works of Shri Aurobindo and the Mother
- b. Concept of Integral Education
- c. Aims of Integral Education

### **Unit 2 : Some Important Aspects of Integral Education**

- a. Five Elements of Education
- b. Nothing Can be Taught
- c. From the Near to the Far and the Learning Process

### **Unit 3 : Applications of integral education**

- a. Teaching of various subjects through the methods of integral education
- b. Inculcating Discipline
- c. Becoming an Integral Teacher

### **References**

1. Ranade S. (2006). *Introduction to Integral Education*. Auroville : Sri Aurobindo International Institute of Educational Research.
  2. Mukherjee J K. (2008). *Principles and Goals of Integral Education*. Pondicherry : Sri Aurobindo Ashram Trust.
  3. Dowsett, Norman et.al.(ed.)(2009). *The True Teacher*. Pondicherry : Sri Aurobindo Ashram Trust.
  4. Thanki, Jyoti (1991). *Shri Matajini Jeevan Karya*. Vallabh Vidyanagar : Sardar Patel University.
  5. Joshi, Kireet (1999). *Education for Tomorrow*. Delhi, Dharam Hinduja International Centre of Indic Research.
  6. Partho (2007). *Integral Education*. Pondicherry. Sri Aurobindo Society.
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## **CPS 7d : Materials Development and Evaluation (2 credits)**

### **Objectives:**

- ✓ To help trainees understand various types of materials for language teaching
- ✓ To enable the trainees to have firsthand experience of producing and evaluating ELT materials
- ✓ To enable the trainees to understand the significance of need-based materials in teaching learning process

### **Unit 1 : ELT Materials: Types & Use**

- a. Authentic Materials: Advantages and Limitations
- b. CALL Materials and ELT
- c. Printed Materials: Advantages and Limitations

### **Unit 2 Need based materials production**

- a. Principles of Needs Analysis
- b. Principles of Materials Production
- c. Materials for teaching LSRW skills

### **Unit 3 Materials Evaluation**

- a. Principles of evaluating different types of materials
- b. Significance of teaching-learning objectives
- c. Evaluating a syllabus/ course

### **Reference**

1. Arnold, Jane. 1998. *Affect in Language Learning*. Cambridge: Cambridge University Press.
  2. Thornbury, Scott. 2003. *About Language*. Cambridge: Cambridge University Press.
  3. Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
  4. Yule, George. Reprint 2003. *The Study of Language*. Cambridge: Cambridge University Press
  5. Byram, Michael & Michael Fleming. (eds) 1998. *Language Learning in Intercultural Perspective*. Cambridge: Cambridge University Press.
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**CPS 7e : Value Education (2 credits)**

**Objectives:**

- ✓ To make them aware about significance of value
- ✓ To make them understand the role of education in inculcating values among the learners
- ✓ To make them understand the significance of imparting value education

**Unit 1 : Introduction to Value Education**

- a. Value education: definitions, nature & scope
- b. Value education vs. value based education: comparison
- c. Types of values : Human, Family, Ethical, Social

**Unit 2 : Primary Concerns for and Approaches to Value Education**

- a. Objectives of value education in modern world
- b. Value teaching vs. value inculcation, Holistic vs. Specific Approach
- c. Value Clarification Approach

**Unit 3 : Value education programme**

- a. Activities and programmes for value education at school/college/state/national levels
- b. Role of various agencies, parents, teachers, principals, school and religious institutes in Value education
- c. Various views on value education: UNESCO, NCF2005&2009, NCERT, NCTE and commissions

**References**

1. Chitakra, M. G. (2003). Education and Human Values. New Delhi : A.P.H. Publishing Corporation.
  2. Chakravarthy, S. K. (1999). Values and Ethics for Organisations. New Delhi : Oxford University press.
  3. Kaul, G. N. (1975). Values and Education in Independent India. Mumbai : Associated Publishers.
  4. Ruhela, S. P. (1986). Human Values and Education. New Delhi : Sterling Publication.
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**CPS 7f School Administration and Management**

**Objectives:**

- ✓ To make them aware about school administration and the controlling authorities
- ✓ To make them understand what is management
- ✓ To make them understand role and duties of stakeholders of education

**Unit 1 : School Administration**

- a. Scope, characteristics and Principles of School administration
- b. Controlling authorities of school: Government and Management
- c. Institutional Planning

**Unit 2 : School Organization and Management**

- a. The Managing Committee: Its Role, Constitution and Functions
- b. Supervision and Inspection
- c. Parent-Teacher Association and Voluntary Organizations

**Unit 3 : Role and Duties of Stakeholders of Education**

- a. Principal, Supervisor
- b. Teacher
- c. Non-Teaching Staff

**References**

1. Pandey, Dr. Ramshakal (2007), Education in Emerging Indian Society, Vinod Pustak Mandir, Agra-2.
  2. S P Chaube & A Chaube, 1995, School Organisation, Vikas Publishing House PVT LTD, New Delhi.
  3. P.V.V Satya Narayan, G Krishna, D. Bhaskara Rao, 2007, School Administration and Management, Sonali Publications, New Delhi.
-

### **EPC 3 : Critical Understanding of ICT (2 credits)**

#### **Objectives:**

- ✓ To prepare the trainees to use technology in language classroom
- ✓ To help trainees interpret and adapt ICTs in line with educational aims and principles
- ✓ To explore ICTs along three broad strands – teaching; learning and administrative

#### **Unit 1: Theoretical Perspective**

- a. Multimedia for ELT and its advantages
- b. CALL: An overview
- c. Bringing Language Teaching to life with Technology

#### **Unit 2: Using Software and Utilities for ELT**

- a. Hot Potatoes
- b. Audacity
- c. Power Point, Interactive Whiteboard

#### **Unit 3: Using web tools for language learning & teaching**

- a. Interactive Platforms
- b. Live sessions
- c. Blogs, Wikis/groups

#### **References**

1. Allan, M. 1985. *Teaching English with Video*. Harlow: Longman.
  2. Arneil, S. and Holmes, M. 1999. Juggling Hot Potatoes: decisions and compromises in creating authoring tools for the web. *ReCALL* (11/2): 5-12.
  3. Beatty, K. 2003. *Teaching and Researching CALL*. London: Longman.
  4. Chapelle, C.A. 2001. *Computer Applications in Second Language Acquisition*. Cambridge: Cambridge University Press.
  5. Dudeney, Gavin. 2000. *The Internet and the Language Classroom*. Cambridge: Cambridge University Press.
  6. Eastment, D. 1999. *The Internet and ELT*. The British Council.
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## **EPC 4 : Understanding the Self (2 credits)**

### **Objectives:**

- ✓ To understand self in the social, cultural and spiritual context.
- ✓ To understand the role and importance of physical and mental health in life and in the teaching profession.
- ✓ To learn to maintain physical and mental health with the help of Yoga.
- ✓ To learn to collaborate and contribute meaningfully in team efforts by developing healthy relationships with the team members.
- ✓ To learn to develop our own vision/philosophy of life.

### **Unit 1 : Concept of Self and Self-development**

- a. Indian concept of self and Self-development
- b. Western concept of self and Self-development
- c. Self and self-development in contemporary world

### **Unit 2 : Knowing your self**

- a. Self-image, Identity of self
- b. Self-awareness : Physical, mental, emotional and spiritual
- c. Techniques for knowing and healing the self : Self-observation, Vipashyana, Meditation, Yoga and Pranayam, Self-healing techniques

### **Unit 3 : Self-development in Education**

- a. Processes and Teaching for Self-development
- b. Concept and types of Personality and Personhood,
- c. Personality Development Programme

### **References**

1. Sinha, Jadunath. 2008. Indian Psychology (Vol. I and II). Delhi: Motilal Banarasidas Publishers Private Limited.
2. Ranjan, Sanjeev. 2013. The Seven Mystical Laws of Self Healing. New Delhi: Life Positive Publications.
3. Joseph, K.S. 2007. Empower Yourself. Mumbai: Better Yourself Books.
4. Parsloe, Eric. 2000. The Manager as Coach and Mentor. Hyderabad: University Press (India) Limited.