

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Psychology of Education: Cognition, Language and Learning
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none">a. Existing course with 50% Revisionb. New chapter included:<ul style="list-style-type: none">1. Understanding Self, Identity and Personality2. Psychology of Adjustment3. Psychology Practicals<ul style="list-style-type: none">a. Personality Inventoriesb. Sociometry & Sociogram
Course code	BEDE FE 305
Semester	II
Number of credits	04
Maximum intake	50
Day/Time	Monday 11-12, Wednesday 2-3, Thursday 2-3, Friday 10-11
Name of the teacher/s	Dr. Repudi Vijayalatha
Course Description	<p>i) A brief overview of the course</p> <p>This course enables students to raise questions about the relationship of language to thinking and most importantly how this relationship is inscribed and manifested in the dynamics of human development (biological, physical, socio-cultural, cognitive, emotional etc.). This course facilitate students to examine the development of cognition, thinking, and language in children, with implications for education. Leading learning theories will be presented and applied to better understand how to facilitate children's learning and individual differences in cognition.</p> <p>The course is aimed towards helping student-teachers understand various theories about how children learn and how learning and cognition are understood by various theorists. This would lead student-teachers to construct an understanding of learning for their own selves which they would be able to use in the classroom. This, it is hoped would help the teacher become more of a supporter and facilitator rather than an instructor. Another pertinent aim is to enable the students develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students would use some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means.</p>

	<p>This implies strengthening linkages between theory and practice through various field-based assignments.</p> <p>ii. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> • To understand the process of thinking, language and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process. <i>(aligns with PO2,PO3,PO6)</i> • To understand how different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural, universal. <i>(aligns with PO4, PO12)</i> • To bring the implications of theory into the center of the study of children; to provide for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children. <i>(aligns with PO6, PO8, PO12)</i> <p>iii. Learning Outcomes</p> <ol style="list-style-type: none"> 1. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science Demonstrate knowledge of some approaches in the construction, administration and evaluation of tests <i>(Domain Specific outcome)</i> 2. Student-teachers will engage theoretically and through observation with the notion of learning as construction of knowledge. <i>(Domain Specific outcome)</i> 3. They will also investigate the differences and connections between learning in school and learning outside school <i>(Skill enhancement)</i> 4. Student teachers develop a strong images of what powerful learning in a classroom can be, its relationship with learners’ motivation, and develop analytical tools to understand such learning. <i>(Skill enhancement)</i> 5. Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching Analyze and interpret the results of the tests. <i>(Value addition)</i> 6. They will explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques. <i>(Value addition)</i> 7. Student-teachers will analyze teaching as a profession, reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth <i>(Employability Quotient)</i>
Course delivery	<ul style="list-style-type: none"> • Classroom discussions for developing conceptual understanding. • Individual and group presentations of issues and concerns raised in assignments • Theoretical and practical activities/exercises/investigations; and analysis interpretation of collated observations, systematic data.

Evaluation scheme	<p>Internal (modes of evaluation):</p> <ol style="list-style-type: none"> 1. Field based assignments 2. Group / paired project works / presentations } 30 weightage 3. Psychology practicals 4. Classroom participation and attendance (10 weightage) <p>End-semester (mode of evaluation): 60 weightage</p> <p>Sit and write exam</p>
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1. Crain, W. (1992). Theories of Development: Concepts and Applications (3rd Edition). New Jersey: Prentice Hall. 2. Elkind, D. (1976). Child Development and Education. Oxford University Press. 3. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. 4. Lefrancois, G. (1991). Psychology for Teaching. Wadsworth Publishing Co. 5. Mukunda, Kamala, V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. 6. Snowman, B. R. and Snowman, J. (1996). Psychology Applied to Teaching. 8th edition. Boston: USA: Houghton Mifflin. 7. Santrock, John W. (2011), Educational Psychology, Tata McGraw-Hill : New Delhi. 8. Woolfolk ,Anita (2011) ,Educational Psychology, Pearson:New Delhi

Course title	English Language Pedagogy - II
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>Existing course with revision 30%</p> <ol style="list-style-type: none"> a. New themes: Continuous Professional Development of English Teacher b. Communication Skills in English
Course code	BEDE DC 308
Semester	II

Number of credits	04
Maximum intake	50
Day/Time	Monday 10-11, Tuesday 2-3, Thursday 11-1, Friday 11-12
Name of the teacher/s	Prof. C. Jangaiah
Course description	<p>Curriculum should not simply be seen as a kind of super syllabus, since there is a qualitative difference between the two ‘<u>syllabus</u>’ refers to the content or subject matter of a course designed to achieve the set objectives where as ‘<u>Curriculum</u>’ refers to the totality of all activities supposed to be carried out. The main components of the curriculum are purposes, content, methodology and evaluation. Different models of curriculum are the expression of different value systems. Two broad kinds of goals within the scope of the teacher education are often identified, Training and Development. It often involves examining different dimensions of a teacher’s practice as a basis for reflective review and can hence be seen as ‘bottom up’. One of the major concerns in the field of education is to improve its qualitative standards. When a teacher is engaged in improving and modifying the working system of classroom through research. Infact, it is considered as a research in action, i.e. Action Research. The nature of action research, however, with its cycle of observing, analyzing, acting and reviewing, indicates that it is an activity that takes time to carryout and hence requires a considerable time commitment. Besides Action Research discussions on the concepts of Remedial Teaching, Reciprocal Teaching, Reflective Teaching and Communication skills would take place in order to take the students for further self development. A teacher is supposed to posses the knowledge about types of educational evaluation and its related components information available on every topic under the sun that no one can hope to carry all of it in his head. It is the responsibility of the subject teacher to ensure that his student has this familiarity with the relevant source materials and the effective use of them. The language teacher can help the student in acquiring various purposes, referred to study skills.</p> <p><u>Objectives:</u> Enabling the students</p> <ol style="list-style-type: none"> 1. to understand the importance of ELT and its curriculum aspects like principles, approaches and models of curriculum development. (aligns with PO1, PO2) 2. to acquire the knowledge of Teacher Training and Development – their role in continuous professional development of English teachers. (aligns with PO3) 3. to get introduced to find out the workable solutions for Teaching Learning problem in English. (aligns with PO3, PO4) 4. to use alternate strategies in improving the quality of learning in the process of <u>Remediation-Reflection</u> and Reciprocation. (aligns with PO4, PO6, PO8)

	<p>5. to acquire knowledge about the concepts of Testing, Measurement and evaluation and Analysis of English Text Book at secondary level. (aligns with PO5, PO8)</p> <p>6. to get orientation on various Study Skills, special focus on Communication Skills in English. (aligns with PO11, PO12)</p> <p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> 1. The learners will become professionally competent in content and pedagogy of ELT (aligns with PO1 <i>Knowledge and Understand</i>) 2. Students / will be able to involve in critical and creative thinking processes that lead to innovative strategies. (aligns with PO3, PO4) 3. Students will participate in certain meaningful remediation activities- composition exercises, self reflective practices and ultimately become self-reliant in teaching learning process (aligns with PO6, PO8) 4. Students themselves plan, prepare and present various pedagogical concepts in the form of Monolog, Dialogue, Group discussion, Panel discussion etc. (aligns with PO9, PO10, PO11, PO12) 5. Students intensively participate in peer learning, peer coaching practices under the supervision of methods masters. (aligns with PO9, PO10, PO11, PO12) 6. Students ultimately become professionally competent English Teachers to excel themselves at secondary stage. (aligns with PO9, PO11, PO12)
Course delivery	Lecture –Discussion–Demonstration-Experiential Learning-Teacher-student collaboration
Evaluation scheme	Internal 40% Test-Assignments-Presentations End-semester 60% Written Exam
Reading list	<p>Essential:</p> <ol style="list-style-type: none"> 1. Brean M (1984). Process in Syllabus Design and Classroom Language Learning –British Council. 2. Brum fil C.J. (1984) Key issues in Curriculum and Sy Kabus Design for ELT-British Council 3. Skil back M. (1984) – School based Curriculum Development- London, Harper and Row 4. Tyler R.W – 1949 / 1973, Basic Principles of Curriculum English Language Syllabus Design-Johnson and Porter (1983) 5. Jack. C. Richards and Thomas S.C. Farrell – Professional Development for language Teachers – Cambridge University Press- New Delhi 6. Anne Burns – Jack C. Richards (2011) The Cambridge guide to Second Language Teacher Educators - Cambridge University Press- New Delhi 7. Anand Mahanand – Amit Kumar (2016) Learning to learn – Study skills in English Viva Books Private Limited – New Delhi. 8. I.V. Chalapati Rao (1999) Communication and Leadership: Book links Corporation, Hyderabad, India.

	<p>Additional Reading:</p> <ol style="list-style-type: none"> 1. R.V. White 1988/99. The ELT curriculum, Oxford Bail Black Well Ltd., 2. Freeman. D. & Richards J.C. (Eds) 1996 Teacher Learning in Language Teaching, New York, Cambridge University Press. 3. Green. G. 2002; Training and Development, Oxford, Capstone publishing. 4. Schon D.A. 1983 The Reflective Practitioner - New York: Basic Books 5. Wallace M.J. 1998 Action Research for Language Teachers, Cambridge University Press. 6. Rulin. D. 1983 Teaching Reading and Study Skills in context area, New York, CBS College 7. Teresa 'O' Brien & R.R. Jordon, 1985 Developing Reference Skills, Collins ELT London 8. Richard Denny – 2010: Communicate to win. Kogan Page India Pvt. Ltd. New Delhi. 9. P. Dinakar – 2018 – Communicative English - Neelkamal Publications Pvt. Ltd., New Delhi & Hyderabad.
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Course title	ENGLISH LANGUAGE PEDAGOGY - I
Category (Mention the appropriate category (a/b/c) in the course description.)	c. Existing course without changes
Course code	BEDE DC 307
Semester	II
Number of credits	03
Maximum intake	41
Day/Time	Monday 12-1, Tuesday 10-11, Wednesday 10-12
Name of the teacher/s	Prof. R. V. Anuradha
Course description	<p>Include the following in the course description</p> <p>I. A brief overview of the course Language education in school does not only take place in specific language subjects such as L1, L2 etc., but also in each and every subject , in each and every activity in school and in fact across the whole curriculum. There is a need to provide a central educational experience which is substantial for the learner and which will have a marked effect on the learner's self-perception and learning. This course introduces the trainee teachers to the status of English language and the different language policies of our country. It also makes them understand the bilingual and multilingual contexts of language teaching/learning. Second Language Acquisition theories also</p>

	<p>prepare them to be ready to pursue the various pedagogy courses offered in the B.Ed (English) programme.</p> <p>A distinct feature of the course is its approach to learning and teaching, through which student teachers develop the skills of reflection, reflexivity and critical thinking in a supportive professional environment.</p> <p>II. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>III. Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)</p> <ul style="list-style-type: none"> • Understand the place of English Language Teaching • Appreciate the problems of learning a second language • Become conversant in English language teaching process • Create sensitivity to the language diversity that exists in the classrooms • Appreciate the language background of students
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal (modes of evaluation):</p> <p>Three best practicum tasks would be chosen for assigning internal marks (30)</p> <p>Mini survey for 10 marks</p> <p>End-semester (mode of evaluation):</p> <p>End-semester (mode of evaluation): 60 weightage</p> <p>Sit and write exam</p>
Reading list	<p>Essential reading</p> <ul style="list-style-type: none"> • Richards, J.C., and T Rogers. (1998) Approaches and Methods to Language Teaching, Cambridge, CUP • Doff, A (1981) Teach English, Cambridge, CUP • Krishnaswamy, N, and T Sriraman (1994) Teaching English in India Chennai, T R Publishers • M L Tickoo. (2003) Teaching and Learning English. Hyderabad: Orient Longman Pvt. Ltd. • Ur. Penny (1991): A Course in Language Teaching, Cambridge; Cambridge University Press <p>Additional reading</p>

	<ol style="list-style-type: none"> 1. Diane Larsen-Freeman (2010) Techniques and Principles in Language Teaching (Indian Edition), Published by Oxford University Press in India 2. Jill Hadfield & Charles Hadfield (2008) Introduction to teaching English Oxford University Press 3. Ellis, R (1985) Understanding Second Language Acquisition, Oxford, OUP 4. Krishnaswamy, N, and T Sriraman (1994) Teaching English in India Chennai, T R Publishers 5. Bearne, E, Dombey, H. and Grainger, T (eds). 2003. Classroom Interactions in Literacy. Berkshire: Open University Press, McGraw Hill Education 8. 11. Chaudron, Craig. 1988. Second Language Classrooms. Cambridge: CUP.
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Course title	Phonetics and English Language Pedagogy
Category (Mention the appropriate category (a/b/c) in the course description.)	<ol style="list-style-type: none"> a. Existing course with revision. b. Quantum of Revision: 20 %
Course code	BEDE - FE - 309
Semester	II
Number of credits	04
Maximum intake	50
Day/Time	Tuesday (11am - 1pm), Thursday (3pm - 5pm)
Name of the teacher/s	Prof. Salivendra Jayaraju

Course description	<p>Overview:</p> <p>This course is designed to introduce the basics of English phonetics, train students in pronunciation, and make them aware of the issues of intelligibility, through lectures, tutorials, and lab sessions. Some of the topics covered in this course are the speech mechanism, the respiratory-phonatory-articulatory systems, phoneme vs allophone, the IPA chart, the criteria for description of consonants and vowels (with special focus on English – RP (Received Pronunciation)), phoneme distribution, syllable, word accent, and the prosodic systems of rhythm and intonation. The evaluation is based on theoretical knowledge, its application, and the production and perception skills.</p> <p>Course Outcomes:</p> <p>By the end of the course, the students will</p> <ol style="list-style-type: none">1. obtain a sound theoretical knowledge of the Phonetics of English;2. receive thorough training to identify and describe the phonemes of English language;3. appreciate the patterns of word accent, sentence rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use;4. acquire pronunciation skills through the use of English dictionary;5. overcome L1 interference and improve the intelligibility of their speech;
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6. develop their Spoken English skills to augment their employability; and
7. experience teaching English pronunciation skills in the Indian classroom.

Module 1:

- a. Introduction: Language; Learning a Second Language; The English Language; Standards of Pronunciation of English; Spoken English in India; pronunciation and intelligibility
- b. The Speech Chain; The Speech Organs; The Speech Mechanism: Initiation, Phonation, and Articulation
- c. The phoneme; phoneme vs allophone; distribution
- d. Description of speech sounds (in general): consonants & vowels; IPA: the consonant and vowels (cardinal) charts; the use of diacritics

Module 2:

- a. Description of speech sounds of RP (standard British English): Consonants
- b. Description of speech sounds of RP: Vowels
- c. Use of phonetic symbols; broad vs narrow transcription; use of a Pronouncing Dictionary; practice in phonemic (broad) transcription
- d. Practice in Tutorial & Language Lab sessions: Perception and Production exercises on vowels and consonants of RP

Module 3:

- a. Phoneme vs syllable; the syllable structure in RP; Consonant cluster rules
- b. Accent vs Stress; primary vs secondary accent; word-accentual patterns in English (rules)
- c. Sentence rhythm: types of rhythm; sentence rhythm of English; strong vs weak forms (rules); contracted forms
- d. Practice in Tutorial & Language Lab sessions: Perception and Production exercises on Word Accent and Sentence Rhythm

Module 4:

- a. Intonation: melodic contours; three aspects of intonation
- b. Tonality: Tone groups; rules for chunking of information into tone groups; neutral vs marked (basic)
- c. Tonicity: stressed syllable vs tonic syllable; criteria for identifying the tonic syllable; neutral vs marked (basic)
- d. Tones: types of tones (four); pitch contours of these tones
- e. Functions of Intonation: accentual; attitudinal; grammatical
- f. Practice in Tutorial and Language Lab sessions: Intonation patterns; oral reading of passages, including conversations.

	<p>Module 5:</p> <ol style="list-style-type: none"> a. Methods for Teaching English Pronunciation b. Accent Neutralization in Indian Classroom c. Materials for Teaching English Pronunciation d. Teaching and Testing with reference to English Pronunciation e. Practice teaching English Pronunciation
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal: 40% Mode of assessment: 3 Internals (both theory and tutorials)</p> <p>Final: 60%: Mode of assessment: Written Exam + Ear Training test + Peer-teaching + Orals</p>
Reading list	<ol style="list-style-type: none"> 1. Gimson, A.C. 2008. <i>Gimson's Pronunciation of English</i>, 7th ed. Revised by A Cruttenden. London: Hodder Education. 2. Hewings, M. 2004. <i>Pronunciation Practice Activities: A resource book for teaching English pronunciation</i>, First South Asian Edition, Cambridge: Cambridge University Press. 3. Kenworthy, J. 1988. <i>Teaching English Pronunciation</i>, London: Longman. 4. Martha, C.P. & Pamela, R. 2019. <i>English Pronunciation Teaching and Research: Contemporary Perspectives</i>, London: Palgrave Macmillan. 5. Roach, P. 2009. <i>English Phonetics and Phonology: A Practical Course</i>, 4th ed. Cambridge: Cambridge University Press. <p>Dictionary:</p> <ol style="list-style-type: none"> 1. Jones, D. 2011. <i>Cambridge English Pronouncing Dictionary</i>, 18th ed. Cambridge: Cambridge University Press.

Course title	Sociology of Education (Engagement with the field)
Category (Mention the appropriate category (a/b/c) in the course description.)	c. Existing course with 10% Revision Perspective in Education
Course code	BEDE FE 306

Semester	II
Number of credits	03
Maximum intake	50
Day/Time	Tuesday 2-3, Wednesday 12-1, Thursday 10-11, Friday 12-1
Name of the teacher/s	Dr. S. Nageswara Rao
Course description	<p>The course on sociological perspectives of Education (Engagement with the field) aims to develop an understanding of sociology of educational concepts, society, social equity, culture, socialization, social change, factors that determine social change and education, social stratification, social transformation, national development, modernization, general characteristics of traditional and modern society and certain aspects related to relationship between culture and education, social class, educational implications and functions of educational sociology besides attributes of modernization, general characteristics of traditional and modern society.</p> <p>Education implications of community and society, an emphasis on study the culturally practices prevailing in the local community, the diversities existing in the community, the social stratification in the village and social mobility in a village, ward and its impact on the society.</p> <p>The above aspects are given importance for engagement with the field and to know more about Indian society.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To help students understand and analyze different aspects related to sociology of education • To discuss perspectives in education. • To understand various implications of sociology of education • To understand specific concepts of society • To make the students acquainted with the engagement with the field to conduct survey in a village or ward. • To create awareness with regard to social, economic and political accepts of the society. <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Keen understanding of sociology of educational concept • Being able to analyse different aspects of sociology of education. • Hands-on the specific concept of society, social equity and culture. • Acquaintance with the field work on social change.

Course delivery	Lecture –Discussion–Demonstration-Experiential Learning-Teacher-student collaboration
Evaluation scheme	Internal mode of evaluation Internal 25% Test-Assignments- Project work & Presentation End-semester mode of evaluation 50% Written examination
Reading list	<p>Essential Reading:</p> <ol style="list-style-type: none"> 1. Brown - F.J. Education Sociology 2. Bhatnagar CP- The Crisis In Indian Society 3. Cook L.A and Cook E.F- Sociological approach to Education 4. Dewey John -Democracy and Education 5. Harton Paul B-and Chester L Hunt -Sociology 6. Moore W. E- Social change 7. Ottaway AK –Education and society “an introduction to the Sociology of Education” <p>Additional Reading:</p> <ol style="list-style-type: none"> 1. Ogburn and Nimcoff -A hand book of Sociology • Rose E A-Principles of Sociology • Russell Bergrand- The impact of science on Sociology • Shipman M.D. - Education and modernization • Tumin M.M.- Social stratification 13. N R Swaroop Saxena- Philosophical and Sociological foundation of education 14. D.L. Sharma -Education in emerging Indian society Suresh Bhatnagar -Modern Indian education