

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	EVALUATION AND TESTING IN ELT
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BEDE-23
Semester	IV
Number of credits	04
Maximum intake	49
Day/Time	Monday 10-11, Tuesday 2-3, Thursday 11-1
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 To improve and maintain quality in education evaluation is essential and hence it is becoming of increasing interest to the teaching profession. Its part in all aspects of language teaching is undoubtedly very important.</p> <p>This paper tries to look at the major principles of second language testing and assessment. This paper trains the students in the basic concepts and principles of language testing and assessment like types and tools of evaluation and characteristics of a good test. It also deals with types of assessment and tests. Testing of the language skills i.e., listening, speaking, reading and writing are also included in this paper. Alternative assessment is also included in the paper like Portfolios, Journals, and Self/Peer assessment. This course also deals with the general principals of English language test construction and administration. Student teachers are given practical experience in preparing, correcting, analyzing and assessing language tests.</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">• Understand the key concepts and the basic principles of language testing and assessment.• Criticize the relationship of testing to teaching practice and syllabus design.• Understand approaches and techniques in language test development and validation.• Evaluate a test format in terms of purpose and appropriateness.• Construct and design a test for a specific skill

	<ul style="list-style-type: none"> • Demonstrate an understanding of the terminology, concepts, and principles in language testing • Discuss some issues and concerns on the effect of testing on language teaching and learning • Demonstrate an understanding of the major trends in language testing • Evaluate language tests critically • Differentiate among different types of language test for ESL or EFL learners • Evaluate students using appropriate testing tools • Plan and construct language tests with table of specification (TOS) • Analyze and interpret the results of language tests • Explain how test results can be used to describe student performance and/or improve the quality of tests <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> <p>At the end of the semester, a student completing this course should be able to:</p> <ol style="list-style-type: none"> 1. Explain some of the important concepts and issues in language testing 2. Demonstrate knowledge of some approaches in the construction, administration and evaluation of tests 3. Distinguish the basic types of tests used in evaluating ESL learners 4. Plan, design, trial, and administer language tests with table of specifications for listening, speaking, reading, writing, grammar and vocabulary 5. Evaluate language tests critically 6. Analyze and interpret the results of the tests 7. Use test results as a tool to improve teaching and learning
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>Student teacher has to design a short test relevant to the ESL context, on any one of the language skills and evaluate the test in terms of ‘principles of language assessment’ (i.e. validity and reliability) (10 weightage)</p> <p>Student teacher has to compile tests on listening, speaking, reading, writing, grammar and vocabulary with tables of specification and submit. (20 weightage)</p>

	<p>Classroom participation and attendance (10 weightage)</p> <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- Brown, H. D., & Abeywickrama, P. (2010). <i>Language assessment: Principles and classroom practices</i>. New York: Pearson Education. 2- Fulcher, G. (2010). <i>Practical language testing</i>. UK: Hodder Education. 3- Hughes, A. (2003). <i>Testing for language teachers</i> (2nd Ed). Cambridge: Cambridge University Press. 4- Alderson, J. C., Clapham, C., & Wall, D., (1995). <i>Language test construction and evaluation</i>. Cambridge: Cambridge University Press. <p>Additional reading</p> <p>Alderson, C., C. Clapham & D. Wall. 1995. <i>Language test construction and evaluation</i>. Cambridge: CU</p> <p>Bachman, L. 1990. <i>Fundamental Considerations in Language Testing</i>. MA: Addison-Wesley Publishing Company.</p> <p>Brown, H. D. (1987). <i>Principles of language learning and teaching</i> (2nd Ed.) NJ: Prentice Hall Regents.</p> <p>Fulcher, G. & Davidson, F. (2007). <i>Language testing and assessment</i>. NY: Routledge.</p> <p>Go, M.B. and Posecion, O. (2010). <i>Language and literature assessment: A comprehensive guide</i>. Quezon City: Lorimar Publishing, Inc.</p> <p>Hughes, A. (1989). <i>Testing for language teachers</i>. UK: Cambridge University Press.</p> <p>Lado, R. (1961). <i>Language testing</i>. London: Longman.</p> <p>Oller, J.W. (1983). <i>Language test at school: A pragmatic approach</i>. London: Longman.</p> <p>Salvia, J. and Ysseldyke, J. (1988). <i>Assessment in special and remedial education</i>. Boston: Houghton Mifflin Company.</p>

Course title	Contemporary India and Political Economy of Education
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes

Course code	BEDE 22
Semester	IV
Number of credits	04
Maximum intake	52
Day/Time	Tuesday 10-11 Wednesday 11-12 Friday 10-11
Name of the teacher/s	Dr. S. Nageswara Rao
Course description	<p>The course on Contemporary India and Political Economy of Education aims to develop an understanding of Indian Economy, Policies, and Education related to Economic aspects, fundamental concepts of Economics, Theory of Human Capital, Education as an investment, Cost benefit analysis in Education, Economic growth and development, different methods for assessing growth input and output relating to efficiency in Education, concept of national income, Educational Policy, Planning and Finance, objectives, structure and steps of Educational Planning, Critical appraisal of Educational Policies, Planning & Finance and Contemporary India and finally Policy aspects of Economy reforms and Education in connection with Liberalization, Privatization, Globalization, Privatization of State Education, role of international institutions (IMF, World Bank, and WTO), unemployment and Industrial Policy. This Paper provides an overview about Political Economy of Education.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To make the student understand the Economic concepts generally used in our daily life and the Economic importance of Education. • To make the student understand the influence of Economic thought on Education. • To make the student acquainted with the relationship between Education and Economy. • To develop understanding about the benefit and costs of the Education and its role in Human and Economic development. • To develop understanding about Education both as investment and consumption. • To enable them to understand the contemporary developments in Economics of Education. • To enable them to understand Educational Policies, Planning, and Finance Management. • To enable them to understand the impact of reforms initiated in India and their implications in the field of Education.
Course delivery	Lecture –Discussion–Demonstration-Experiential Learning-Teacher-student collaboration

Evaluation scheme	Internal 40% Test-Assignments- Project work & Presentation End-semester 60% Written test
Reading list	Essential: <ol style="list-style-type: none"> 1. Economics: An Introductory Analysis, Samuelson 2. The Economics of Education, Chon.E., Lexington Mass – D.C. Health Company(1972) 3. Economics of Education, Mark Blaug, Penguin, London (1970) 4. Introduction to Economics of Education, S. Natarajan 5. Economics of Indian Education, Baljit Singh 6. Economic aspects of Education, M.D. Joshi 7. Contemporary Economics, Spencer, Milton.H. 8. Principals of Economics, Marshall 9. General Economics, G. Subramanyam 10. Economics of Welfare, Pigou 11. Introduction to Economics, Cairn Cross 12. The Nature and Significance of Economics, Robbins 13. National Income Analysis, Schlutz C.L. 14. History of Economic Thought, Haney L.H. 15. Human Capital, Gray, S.Becker 16. Contribution of Education to Economic growth, Edward F. Dennison 17. Educational Planning in India, Naik J.P. 18. Education Planning–An Introduction, Prof. K. Chalam 19. Introduction to Indian Economy, Meera Naidu, A. Srivalli, S. Merolyan, Tasleem Sulthana 20. Research in Economics of Education, Panchamuchi, Fifth Survey of Educational 21. Research 1988-92: Trend Reports Vol I, New Delhi, NCERT 22. Investment in Education, V.K.R.V. Rao

Course title	Critical Psychology of Education Exploring Self, Identity and Personality
Category (Mention the appropriate category (a/b/c) in the course description.)	<ol style="list-style-type: none"> a. Existing course with 50% Revision b. New chapter included : <ol style="list-style-type: none"> 1. Psychology of Motivation
Course code	BEDE 21
Semester	IV
Number of credits	04
Maximum intake	50
Day/Time	Monday 3-4 Wednesday 10-11 & 12-1

	Friday 12-1
Name of the teacher/s	Dr. Repudi Vijayalatha
Course description	<p>i) A brief overview of the course</p> <p>The primary aim of this course is to develop understanding of student teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode. One of the objectives of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Student teachers are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and individuality. Student teachers also develop sensitivity, effective communication skills and ways to create harmony within one’s own self and society. This course is also aimed at equipping the student teachers with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.</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 help student teachers discover and develop open-mindedness, the attitude of a self- motivated learner, having self-knowledge and self-restraint. <i>(aligns with PO1, PO6)</i> • To make them understand the complexities of self-formation and identity. <i>(aligns with PO8)</i> • To introduce them to different approaches and theories of personality. <i>(aligns with PO1, PO8)</i> • To enable them to comprehend social self and fundamental concepts in social psychology. <i>(aligns with PO1, PO12)</i> • To prepare them to participate in the discussions and debates on psychology of power, violence and technologies of self. <i>(aligns with PO4, PO12)</i> • To develop the capacity to facilitate personal growth and social skills in their own students. <i>(aligns with PO4, PO6)</i> • To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony. <i>(aligns with PO8, PO11)</i> <p>iii. Learning Outcomes</p> <ul style="list-style-type: none"> • The student-teachers will develop a holistic and integrated understanding of the human self and personality <i>(Domain Specific outcome)</i> • The student-teachers will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humor, creative movement, aesthetic representations, etc. <i>(Skill enhancement)</i> • The Student teacher shall also focus on revisiting one’s childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one's peers. <i>(Value addition)</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. • Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation. • Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
Evaluation scheme	<p>Internal (modes of evaluation):</p> <ol style="list-style-type: none"> 1. Field based assignments 2. Group / paired project works / presentations 3. Psychology practicals 4. Classroom participation and attendance (10 weightage) <p style="text-align: right;">} 30 weightage</p> <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. Adams, G., & Markus, H. R. (2001). Culture as patterns: An alternative approach to the problem of reification. <i>Culture and Psychology</i>, 7, 3, pp. 283-296. 2. Ainslie, G. (2001). The warp in how we evaluate the future. <i>Breakdown of Will</i>. New York : Cambridge University Press. Chapter 3, with emphasis on section 3.2.2. 3. Althusser, Louis. "Ideology and Ideological State Apparatuses." <i>Lenin and Philosophy and Other Essays</i>. New York: Monthly Review Press. 4. Baars, B. J. (1988). "Model 7: Self as the dominant context of experience and action." In <i>A Cognitive Theory of Consciousness</i>. Cambridge University Press. Chapter 9, pp. 325-344. 5. Baudry, Lean-Louis. "Ideological Effects of the Basic Cinematic Apparatus." <i>Film Theory and Criticism</i>. Mast, et al, Eds. New York: Oxford University Press, 1992. 6. Batra, Poonam (2005).Voice and Agency of Teachers: The missing link in the National Curriculum Framework 2005, <i>Economic and Political Weekly</i>, Vol. 11, 4347-4356. 7. Bruner, J. (2002). The Narrative Construction of Self. <i>Making Stories: Law, Literature, Life</i>. Chapter 3, 63-88. 8. Burris, C. T. & Rempel, J. K. (2004). "It's the end of the world as we know it": Threat and the spatial-symbolic self. <i>Journal of Personality and Social Psychology</i>, 86, pp. 19- 42.

	<p>9. <i>Danger school</i>, (1996). Mapusa, Goa, India: Other India Press.</p> <p>10. DSERT, 2015. D.Ed II Year. <i>Education for Peace</i>. Source book material. Bangalore: GoK</p> <p>11. Friere, Paul (1992). <i>Pedagogy of Hope</i>. London, UK: Continuum pub. Co.</p> <p>12. Gupta, Latika (2008). Making of a Teacher, <i>Seminar</i>, No. 592, 22-27.</p> <p>13. Krishnamurti, J. (2000). <i>Life Ahead, To parents, teachers and students</i>, Ojai, California, USA: Krishnamurti Foundation Trust.</p> <p>14. Wood, David (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. <i>Anthropology and Education Quarterly</i>, 31(4), 426- 448.</p> <p>15. James, W. (1892/1961/1985). <i>Psychology: The Briefer Course</i>. G. Allport (Ed.). Notre Dame, IN, University of Notre Dame Press. Chapter 3, pp. 43-83.</p> <p>16. Crick, F. (1994). <i>The Astonishing Hypothesis: The Scientific Search for the Soul</i>. New York, Simon and Schuster. Chapter 1, pp. 3-12.</p>
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Course title	Phonetics and English Language Pedagogy
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with revision. b. Quantum of Revision: 20 %
Course code	BEDE - 25
Semester	IV
Number of credits	04
Maximum intake	50
Day/Time	Monday (11 am - 1pm), Wednesday (2pm - 4pm)
Name of the teacher/s	Prof. Komali Prakash

<p>Course description</p>	<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; 6. develop their Spoken English skills to augment their employability; and 7. experience teaching English pronunciation skills in the Indian classroom.
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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> <ul 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> <ul style="list-style-type: none"> a. Jones, D. 2011. <i>Cambridge English Pronouncing Dictionary</i>, 18th ed. Cambridge: Cambridge University Press.

Course title	AESTHETIC EDUCATION
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	BEDE 26
Semester	IV

Number of credits	04
Maximum intake	50
Day/Time	Monday 2-3, Tuesday 3-4 Thursday 10-11, Friday 2-3
Name of the teacher/s	Prof. C. Jangaiah
Course description	<p>It has been felt for long that school education ought to have an integrated approach to different issues of social, cultural, economic and technological concerns to promote ideals in society. In modern education, along with the core subjects like science and, humanities, Art Education is equally necessary for an integrated development of the learners. The approach of teaching art education varies at different stages of school education. In the primary stage, children can copy efficiently but their imagination starts manifesting in creative work only at the upper primary stage. Exploration of their surroundings and reasoning also begin at this stage due to expansion of their mental abilities. At this stage they start expressing their imagination and personal experiences in the form of arts, in other words ‘Art Experience ‘which in turn help germinating aesthetic sensibility in their mental vicinity.</p> <p>Emphasizing the role art plays in liberating the personality, Herbert Read says: A Child’s art, therefore, is its Passport to freedom to the full fruition of all its gifts and talents, to its true and stable happiness in adult life. Art leads the child out of itself. It may begin as a lonely individual activity, on the self-absorbed scribbling of a baby on a piece of paper. But the child scribbles in order to communicate its inner world to a sympathetic spectator, the parent from whom it expects empathetic and meaningful response. Too often, it receives only indifference or ridicule. Nothing is more crushing to the infant spirit of expression. That is one aspect of a process which disgraces the whole of our intellectualized civilization and which, is the root cause of our social disintegration. We sow the seeds of disunity in the nursery, and the classroom, with our superior adult conceit. We divide the intelligence from the sensibility of our children, create split men and then discover that we have no social unity. Tagore wrote about the growth of human unity through the growth of love beginning from the love of the mother and the baby to the love for the immediate family, then to the extended family and ultimately to universal love. If the educational processes are created to aim for the units of</p>

the whole of human kind, the process will be a gradual one, i.e. the unity of the family should be extended to the school, and by stages to the community and then to life as a whole. But foundations of this unity are laid in creativity which is the most important aim of Aesthetic Education. The source of creativity is in nature and we discover it by being creators ourselves; as artists, painters, dancers, carpenters, sculptures etc. We also discover that our creativity manifests itself in its best form when it is carried out in the spirit of togetherness-working together and living together, as this too in the pattern of nature. With these natural ideas kept in mind, the following objectives have been framed to actualize the natural creating abilities and aesthetic sensibilities of the learners.

Objectives:

After completing the course, the student teachers would be able to:

- Identify the genesis of aesthetics and develop an understanding about Aesthetic Education and its place in school curriculum (aligns with PO1)
- Appreciate aesthetic values of objects, arts and developing sensitivity of the students aesthetic abilities. (aligns with PO1, PO2)
- Conceptualize the significance of Indian Aesthetics
- Use Aesthetic Education for development of cognitive, affective and psycho-motor domains among students (aligns with PO9, PO10, PO11)
- Understand Rasa view of Aesthetics of Arts (aligns with PO5)
- Adopt Linguistic Approach to Aesthetics (aligns with PO2, PO11, PO12)

The course is designed and spread over five units, the details are as follows:

Unit-I: Meaning, Concept and Significance of Aesthetic Education

Unit-II: Genesis of Aesthetics and Linguistic Approach to Aesthetics and Teaching Skills

Unit-III: Indian Art, Culture, Rasa view of Aesthetics and Role of Art in Education

Unit-IV: Behaviour Development and Aesthetic Education

Unit-V: School climate-Role of Teacher-Aesthetic Education

Learning Outcomes:

- Enhancement of understanding on Aesthetic Education and its contribution to the development of creative self expression among the student teaching (aligns with PO9, PO10, PO11, PO12)
- Help student teachers to frame the aims and objectives of Aesthetic Education at secondary level. (aligns with PO9, PO10, PO11, PO12)

	<ul style="list-style-type: none"> • Enabling them to appreciate aesthetic values of objects, arts and nurture the natural sensitivity and aesthetic sensibility. (aligns with PO9, PO10, PO11, PO12) • Development of a comprehensive conceptualization of Indian Aesthetics (National Regional and Local Specific ones) (aligns with PO9, PO10, PO11, PO12) • Being the students of language, a chance for them to adopt linguistic approach to Aesthetics would be provided appropriately. (aligns with PO9, PO10, PO11, PO12) • Student teachers would become capable of modifying the school climate beautifully and add aesthetic flavor to classroom ambience by means of Aesthetic Culture. (aligns with PO9, PO10, PO11, PO12) • They would showcase their original creative ideas and aesthetic potentialities in the form of Teaching Aids at an exhibition. (aligns with PO9, PO10, PO11, PO12)
Course delivery	Lecture –Discussion–Interactive Sessions, Panel Discussion, Presentations, Seminar and Experiential Learning and Sharing
Evaluation scheme	<p>40% Internal Test, Assignments, Presentations, Assessment of Teaching Aid Exhibits (Individual)</p> <p>End-semester 60% Written Exam</p>
Reading list	<p><u>Essential Reading:</u></p> <ol style="list-style-type: none"> 1. Aesthetic Experience according to Abhinavgupta. Rome, Serie Orientale XI, 1956. 2. Anandavardhana’s Dhvanyaloka, tr. By K. Krishnamoorthy. Dhawar: Karnataka University, 1974. 3. Coomaraswamy, A.K. Arts and Crafts of India and Ceylon. London: 4. Elton, William ed., Aesthetics and Language. Oxford, 1959. 5. Kowalchuk, Elizabeth A 1999. “Perceptions of Practice: What Art Student Teachers Say. They 6. Learn And Need To Know.” Studies in Art Education 41 (1):71-90. 7. National Art Education Association. 1999. Standards For Art Teacher 8. Preparation. Reston, Va: National Art Education Association. 9. Ray, Niharranjan, An Approach to Indian Art-Chandigarh: Punjab University Publication, 1974. 10. Raghavan, V., The Number of Rasas. Adyar: Vasanta Press, 1940. <p><u>Additional Reading:</u></p> <ol style="list-style-type: none"> 1. Burke, E., <i>A Philosophical Enquiry into the Origen of our Ideas of the Sublime and Beautiful</i>, ed. J.T. Boulton. London: Riutledge and Kegan paul, 1958. Bussagli, Mario, ‘Universal value of 2. India Aesthetics. <i>East and West</i>, January, 1956.

	<ol style="list-style-type: none"> 3. Choice, Benedetto, <i>Aesthetic as Science of Expression and General Linguistics</i>, tr. Douglas Anislie. London, Peter Owen, 1965. 4. Coleman, Francis J. ed. <i>Contemporary Studies in Aesthetics</i>. New York: McGraw, Hill. 1968. 5. Dickie, George <i>Art and the Aesthetic: An Institutional Analysis</i>. 6. Day, Micheal D., Ed. 1997. <i>Preparing Teachers Of Art</i>. Reston, Va: National Art Education Association. 7. Goetz, H., <i>India: Five Thousand Years of India Art</i>. London: 8. Goodman, Nelson, <i>Languages of Art: An Approach to a Theory of Symbols</i>. Indianapolis: Hackett Publishing Co., 1976. 9. Parsons, M.J. and Blocker, G.(1993). <i>Aesthetics and Education</i>. Urbana: University of Illinois Press.
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Course title	Critical Understanding of ICT and Language Pedagogy
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	BEDE 24
Semester	IV
Number of credits	04
Maximum intake	50
Day/Time	Tuesday 11-1, Thursday 2-4
Name of the teacher/s	Dr. Kshema Jose
Course description	<p>This course enables participants to critically evaluate a range of 1.0 resources and open source 2.0 tools in terms of how they impact teaching and learning in the ESL classroom. Since the course explores the potential of online tools to complement various pedagogies currently employed, it is expected that participants come equipped with a substantial understanding of L2 teaching/learning theories, and have formed opinions on how people learn, construct personal understandings and acquire knowledge.</p> <p>During the course, we re-explore various theories of classroom language learning, by integrating inputs from theoretical attributes and constructs of frameworks such as collaborative learning, constructivist learning, personalized learning, equity and inclusivity, and autonomy in language learning. By understanding how people</p>

learn, we look at ways in which digital tools can augment and address deficits in a face-to-face classroom; support and enhance teaching practice; and how we might alter instructional processes to ensure optimal language learning conditions in the ESL classroom.

Questions posed during the course aim to understand how ICT tools shape our learning environment, broaden learning contexts and change our experience of learning: how does potential availability of a wider range of resources (human and digital) enhance or impede learning processes? How are learning landscapes altered when social and interactional aspects are allowed? Do ICT tools have the ability to realize fully implications of theoretical frameworks like constructivism, constructionism, and socio and communal constructivism? What are the advantages and frustrations of learner autonomy?

Open educational web 2.0 resources are analyzed for elaboration of concepts of openness, collaboration and sharing, and creating, and to explore the skills and benefits learners gain from using such resources. We also learn new terms borrowed from other disciplines, like artifacts and affordances to better understand user-centeredness of web tools.

In the last part, the course introduces new theoretical inputs from Design theory and Game theory: how concepts of design, innovation and play can be applied to pedagogically sound use of technological tools in the ESL classroom. Since the larger objective of the course is to enable participants to arrive at an understanding of future literacies, we not only examine the strengths and weaknesses of digital tools, we also develop our own understanding of how integration of ICT tools into ESL lesson plans can facilitate newer literacy skills and create pedagogically sound technology-enhanced and blended learning environments.

Objectives:

Learning objectives:

- Understand teaching approaches implicit in digital resources and evaluate their match with learning pedagogies
- Understand and utilize interaction patterns and meaning construction possible in digital learning environments and align them with learning objectives and outcomes
- Integrate existing digital tools-based tasks into language learning tasks
- Design rubrics for assessment
- Create new tasks using 2.0 tools to suit the needs of specific learner groups and demands of specific language learning environments

Course content:

- I. Introduction to digital literacy: We start with understanding the deictic nature of literacy; a historical perspective of how tools have shaped the nature of literacy and type, amount and dissemination of knowledge produced. The course then provides exploration opportunities to introduce you to ICT and web 2.0 tools available in the digital world. Discussion opportunities are provided to debate the implications of using digital technologies in ESL classrooms.
- II. Analysis and use of tools: Tools are analyzed with regard to their functionality and affordances. Frameworks of Blooms taxonomy, multiple intelligences and Dial-e framework are used to facilitate analyses and implementation of learning tasks available using 2.0 tools.
- III. Understanding new literacies: After developing an understanding of the practical aspects of using 2.0 tools in the language classroom, we pose questions regarding the nature and component skills of new literacies and their impact on second language learning.

Programme Specific Outcomes:

Knowledge	PO2	acquire current and relevant procedural knowledge to teach English
Skills	PO4	acquire analytical and problem-solving skills related to pedagogic transactions
Application	PO7	employ ICT tools for effective classroom transaction
Generic	PO12	pursue autonomous learning practices to become successful lifelong learners

Learning Outcomes:

Students will be able to demonstrate ability to use 2.0 tools in ESL teaching, and express knowledge of the concept of ‘new literacies’.

Students will be able to

- critically evaluate a range of ICT tools in terms of their functionalities and affordances, especially with regard to user-centered design and interface deployment
- understand the relation between nature of tools and quality of literacy
- design tasks and task-appropriate rubrics for a range of 2.0 tools
- locate gaps in design of tools and suggest areas for design modification
- contextualize current ESL teaching practices based on issues emerging from research in digital literacy

	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Contribute to a tool (probably the class Voice thread) 2. Analysis of tasks that use 2.0 tools 3. Assessment of a 2.0 tool 4. Generate rubrics for an existing task that uses a 2.0 tool 5. Build a task using a 2.0 tool and design rubrics 6. Presentations (Podcasts, Blogs, Social networking, GALL, MALL, and Games) 7. An exploratory paper on New literacy's 8. Contribute to other spider graphs, class discussion board, social bookmarking, and class FB <p>Mode of Assessment:</p> <ul style="list-style-type: none"> • Classroom participation, online discussion/ weekly self-reflective writing, paper presentation, 2.0 tools and tasks analysis, and task design: 50 % • Final Evaluation: 50%
Course delivery	Lecture –Discussion–Interactive Sessions, Panel Discussion, Presentations, Seminar and Experiential Learning and Sharing
Evaluation scheme	40% Internal Test, Assignments, Presentations, End-semester 60% Written Exam
Reading list	<p><u>Essential Reading:</u></p> <p>Required reading</p> <p><i>Core reading: Selected excerpts from</i></p> <ol style="list-style-type: none"> 1. Kinzer and Verhoeven (ed) (2008) <i>Interactive literacy education</i>. NJ: Lawrence Erlbaum Associates. 2. Stein. (2008) <i>Multimodal pedagogies in diverse classrooms</i>. NY: Routledge. 3. Juwah (ed) (2006) <i>Interactions in online education</i>. NY: Routledge. 4. Khan (2007) <i>Flexible learning in an information society</i>. Infoscl. 5. Coiro et al (ed) (2010) <i>Handbook of research on new literacies</i>. NJ: Lawrence Erlbaum Associates. 6. Mayer (ed) (2005) <i>The Cambridge handbook of multimedia learning</i>. Cambridge: CUP. 7. Luckin. (2010) <i>Redesigning learning contexts</i>. NY: Routledge. 8. Weller. (2007) <i>Virtual learning environments</i>. NY: Routledge.

