Course title	ENGLISH LANGUAGE TEACHING IN INDIA
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MAELEC500
Semester	I&III
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Mondays: 2 pm-4pm; Wednesdays:11am -1pm
Name of the teacher/s	Dr. Madhumeeta Sinha
Course description	Include the following in the course description i) A brief overview of the course **Course Description** India is a country that is societally and individually multilingual; but owing to colonization and imperialism the teaching of English in India has been fraught with socio-political problems. This course will be both reflective and theoretical in its orientation. Students will be asked to reflect on their own language learning experiences and use that as a base to engage with the existing practices. The four modules for the course are: 1) English Language: Historical Contexts and Modern Debates; 2) Frameworks for Language Teaching; 3) ELT Practices in the Classroom; 4) Presentations: this module is research oriented and allows students to identify and pursue a topic of their interest and learn more about it in a small peer groups. ii) **Objectives of the course in terms of Programme Specific Outcomes** (PSO of the Programme under which the course is being

	offered)
	1. Reflect on their educational experiences as a learner of English and learn the pre and post-independence History of English in India (PO1)
	2. Understand the multilingual framework in which English language is housed (PO 3 and PO 4)
	3. Analyze the existing practices of English Language Teaching (PO 8)
	4. Apply knowledge of theoretical constructs of ESL learning to conduct research (PO 10)
	Learning outcomes* attached in a table below
	a) domain specific outcomes b) value additionc) skill-enhancement
	d) employability quotientiii) Learning outcomes—
	a. Domain specific outcomes : PO1, PO 2 & PO3
	b. Value addition : PO13 & PO14
	c. Skill-enhancement : PO4&PO 8
	d. Employability quotient : PO 11 PO 12
Course delivery	Lecture/Seminar/Experiential learning – All the three
Evaluation scheme	**Internal (modes of evaluation):** Written assignment and Presentation (40%)
	End-semester (mode of evaluation): Project/Final sit-down Exam (60%)
	*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	**Essential readings:**
	1. Agnihotri, R, et al. (2010). "Multilinguality and Teaching of English in India."
	2. Howatt, A. P. R. Howatt, & Smith, R. (2014). "The history of teaching English as a foreign language, from a British and European perspective."
	3. Ilaiah, K (2011). "Dalits and English."
	4. Kachru, B. (1986). "World Englishes and culture wars."
	5. Krishnaswamy, N., & Krishnaswamy L. (2006). The story of English in India. Foundation Books.
	6. Kumaravadivelu, B. (2002). "From coloniality to globality:

(Re)visioning English language education in India".
7. Lange, C. (2010). ""Hindi never, English ever": Language nationalism and linguistic conflicts in India."
8. Mohanty, A.K. (2017). "Multilingualism, education, English and development: Whose development?"
9. Mukherjee, J. (2010). "The development of English in India."
10. Padwad, A. (2012). "Towards understanding rural ELT."
11. Pennycook, A. (2000) "The social politics and the cultural politics of language classrooms."
12. Ravinder, G. (2013). "Some aspects of pre-service and in-service teacher training in India."
13. Sriprakash, A. (2011) "Being a teacher in contexts of change: education reform and the repositioning of teachers' work in India."
14. Reddy, D. (2013). "To teach or not to teach grammar."
Additional readings:
1. National Council of Education Research and Training (NCERT) (2006). "Position paper on the teaching of English."
2. Phillipson, R. (2009/2011). "The tension between linguistic diversity and dominant English."

2.

Course title	**PRACTICUM**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision. 20 percentage of revision (**Worksheets-based submission and School visit**).
Course code	MAELEC629
Semester	III
Number of credits	5
Maximum intake	20
Day/Time	Mondays: 11am -1 pm; Wednesdays: 11 am – 1 pm
Name of the teacher/s	Mahananda Pathak (MP) & Madhumeeta Sinha (MS)
Course description	The course is designed to help young pre-service teachers learn*how to teachthrough teaching, observation and reflection,*and develop an understanding of the principles of language teaching. The students will have an opportunity to apply previously learned theory and methodology to the ESL classroom through supervised student teaching.The practicum experience thus serves to integrate programme content within authentic teaching and learning environment.

	PO2:acquire knowledge of pedagogical methods and theories of learning in ESL /EFL contexts
	PO8:select and apply methods, materials, and tools of assessment for classroom teaching
	
	COs and LOs
	   a) domain specific outcomes
	CO1: Toconsolidatestudents' understanding of the principles of language teaching through practical classroom experience,
	CO2: To plan effective lessons targeted to learner needs,
	   b) value addition
	CO3: To gain an understanding of how and when to implement various methods and tasks in teaching,
	CO4: To engagein reflective practice for professional development,
	   c) skill-enhancement
	CO5: To applystudents' knowledge of theories of second language learning and approaches to second language teaching in a classroom context,
	CO6: To adopt an integrated and interactive approach to teaching grammar, vocabulary and language skills,
	
	   c) employability quotient
	CO7: To develop practical skills for analyzing and evaluating effective teaching in ESL contexts.

Course delivery	Lecture: 30% Seminar: 10% Experiential learning: 60%

Evaluation scheme	**Internal (modes of evaluation):40%**
	Three assessments (best of two will be taken)
	1. **Assignment 1:**(September 9 - 13, 2024) **Worksheets-based submission**&Video lesson analysis
	2. **Assignment 2:**(October 7 – 11, 2024) Microteaching activity
	  • Writing a lesson plan in groups
	  • Peer teaching in groups
	  • Participation in post-teaching discussions
	3. **Assessment 3:** (November 4 - 9, 2024) **School visit**
	End-semester (mode of evaluation):60%
	1. Designing an integrated lesson plan, developing materials/tasks and teaching the lesson individuallyfor final assessment
	2. Assessment of Reflective Journals

Reading list	**Essential reading**

Brown, H. D. (2001). *Teaching by principles: An integrative approach to languagePedagogy (2nd ed.).* Longman.

Celecie-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language (3rd ed.).* Heinle.

Harmer, J. (2015). *The practice of English language teaching.* Pearson.

Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking.*Routledge.

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing.*Routledge.

Prabhu, N.S. (2019). *Perspectives on language pedagogy.* Orient Blackswan.

Richards, J. C. & Lockhart, C. (1994). *Reflective teaching in second languageclassrooms.*CUP.

Richards, J.C. & Farell, T. S.C. (2011) *Practice teaching: Areflective approach.* CUP.

Thonpson, C. (2022). *Reflective practice for professional development: A guide for teachers.* Routledge.

Wajnryb, R. (1992). *Classroom observation tasks: A resource for language teachersand trainers.*CUP.

Additional reading

Cambridge Assessment International Education. *Getting Started with Reflective Practice:* https://www.cambridge-community.org.uk/professional development/gswrp/index.html

Crookes, G. (2003). *A practicum in TESOL: Professional development throughteaching practice.*CUP.

Dhanavel, S, P. (Ed.). (2022). *Continuing professional development of English language teachers: Perspectives and practices from India.* Springer.

Doff, A. (1988). *Teach English trainer's handbook: A training course for teachers.*Cambridge University Press.

| | Gebhard, J. G. (2017). *Teaching English as a foreign or second language: A self-development and methodology guide (3rd ed.).* University of Michigan Press.

Gower, R., Phillips, D., & Walters, S. (2005). *Teaching practice: A handbook for teachers in training*. Macmillan.

https://www.facultyfocus.com/uncategorized/the-continuous-quest-integrating-reflective-practices-into-teaching/

Mitchell, H. (2018). *My little reflective teaching journal: Teaching* journal*/diary with prompts for reflection*. CreateSpace Independent Publishing Platform.

NCERT (2021). *Reflective teaching: A handbook towards preparing a reflective   teacher.* https://www.ncert.nic.in/dte/pdf/Reflective_Teaching-13221.pdf
Richards, J. C. (2003). *Curriculum development in language teaching*. CUP. |