Saurashtra University

FACULTY OF EDUCATION

B.Ed. ENGLISH PROGRAMME

Choice Based Credit System

OBJECTIVES

(1) To prepare professional personnel required for primary, upper-primary, secondary and higher secondary schools.

(2) To prepare professional administrators and administrators for position of responsibility in educational institutes.

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

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

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

(6) To inculcate values necessary in the field of English Education in Indian settings.

O.B.Ed.ENG.1

A candidate for the degree of Bachelor of Education (ENGLISH) (B.Ed.English) who has passed Bachelor of Arts degree examination of this University or an examination recognized as equivalent thereto with English as Principal subject with at least 50% marks in the aggregate will be eligible for B.Ed. ENGLISH degree course in this University.

O.B.Ed.ENG.2

To pass the whole B.Ed English Examination a student should pass both the Semester examination within a period of five years from the date of his/her registration, on expiry of five years he/she shall be required to register himself/herself as a fresh candidate and keep the attendance and appear and pass in both the examination afresh from first term onward in order to obtain the degree of Bachelor of Education. (English).
Provided however that a candidate who is not able to pass the whole examination within the period of five years from the date of first registration as stipulated above may be given re-registration on payment of prescribed fee.

Provided that such a candidate passes the remaining semester examination/s within two academic years of re-registration.

Provided further that such a candidate will not be eligible for exemption in individual papers.

However if the examination consists of papers and practical works the candidate may be allowed to keep exemption in only in theory papers.

**O.B.Ed.ENG.3**

A candidate desiring to appear for the B.Ed English Examination shall undergo a regular course of study (both theory and practice of English Education) at the Institute of Language Teaching, Jamnagar which is recognised by NCTE and is affiliated to Saurashtra University, Rajkot, and Gujarat.

**O.B.Ed. ENG.4**

The B.Ed ENGLISH programme of Semester I & II is of one year programme consists of total 10 courses (four compulsory courses and one elective course for each semester). The following tables give the details of internal and external evaluation of each both semesters.
# Distribution of Theoretical Evaluation (Semester – I)

<table>
<thead>
<tr>
<th>Course</th>
<th>Paper(Code)</th>
<th>External Marks(70)</th>
<th>Internal Marks (30)</th>
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## Practicum (Semester I & II)

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<td>1</td>
<td>a. Practice Teaching</td>
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<td>c. Bridge Lessons (5)</td>
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<td>g. Observation (30)</td>
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The Course titles are:

Semester –I Required courses: 5 and required credits: 20 (theory)

Core Courses: Required credits: 16

1. Modern English Grammar and Usage Credits: 4 (45 hrs.)
2. Education in Emerging India. Credits: 4 (45 hrs.)
3. Psychology of Language Learning. Credits: 4 (45 hrs.)
4. Methods of Teaching English. Credits: 4 (45 hrs.)

Elective Courses: (Any One): required credits: 4

A. Phonetics and Phonology of English. Credits: 4 (45 hrs.)
B. Communicative English. Credits: 4 (45 hrs.)
C. Computer in Education. Credits: 4 (45 hrs.)

Semester-II Required courses: 5 and required credits: 20 (theory)

Core Courses: Required credits: 16

1. School Management and Administration. Credits: 4 (45 hrs.)
4. Introduction to Linguistics. Credits: 4 (45 hrs.)

Elective Courses: (Any One): required credits: 4

A. Sociolinguistics. Credits: 4 (45 hrs.)
B. Educational Technology. Credits: 4 (45 hrs.)
C. Teaching Language through Literature. Credits: 4 (45 hrs.)
**O.B.Ed.ENG 5**

Each trainee is required to fulfil the following practice teaching work within the time span of two semesters and is supposed to keep necessary records.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
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<td>02</td>
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<tr>
<td></td>
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</tbody>
</table>

**O.B.Ed.ENG.6**

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

**Project-1.** Under this project a trainee has to undertake an action research on any classroom problems relating to teaching or learning and submit its report in a proper format.

**Project-2.** Under this project a trainee has to select any one popular standardized psychological test and administer in a class of 30-40 students and concerned report should be submitted within required time period.

**Project-3.** Under this project a trainee has to prepare Teaching Learning Materials (TLM) which can be used for teaching English at various levels and submit its details.

**O.B.Ed.ENG.7**

A trainee is required to participate in seminars and is required to submit 4 assignments for each course within the required time period.
O.B.Ed.ENG.8

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

O.B.Ed.ENG.9

A trainee is required to attend the following field specific activities:

1. **Off Campus**: Under this aspect trainees are supposed to perform academic as well as co-curricular activities in the practising schools. During off campus period the trainees are supposed to stay at the selected place.

2. **Internship**: under this aspect trainees are supposed to work in a school selected by the College principal as a full time trainee teacher for minimum 14 working days and to learn academic as well as administrative works.

O.B.Ed.ENG.10

Trainees are supposed to appear and give annual practical lessons (any two English Language Skills) in schools selected by the concerning authority. They are supposed to bring with them the journals of practice teaching and the lesson plans in the required formats.

O.B.Ed.ENG.11

Trainees are supposed to appear and give the computer practical exam as specified in the syllabus.

O.B.Ed.ENG.12

Trainees are supposed to appear with all necessary record of practical works done by them during the internal/external viva-voce and submit the same on demand by the examiners.
B.Ed ENGLISH  NEW SYLLABUS

Course 1. Modern English Grammar and Usage

Objectives:

(1) To have a formal knowledge of English Grammar

(2) To acquire command over sentence construction in English

(3) To acquire competence in both spoken and written English

Unit One: Grammar and Usage

1.1.0 Grammar : Implicit and Explicit

1.2.0 Prescriptive and Descriptive Grammar

1.3.0 Learners’ grammar and Teacher’s grammar

1.4.0 Grammar and Usage

1.5.0 Criteria for Acceptability

1.6.0 Idioms and collocations

1.7.0 Indian English: features.

Unit Two: Word and Sentences

2.1.0 Elements of word study

2.1.1 Word and Lexeme

2.2.0 Word and Case paradigm

2.3.0 Types of sentences: simple, complex and complex

2.4.0 Form and Function: Formal labels and Functional labels

2.5.0 Basic sentence/clause patterns

2.5.1 Clause elements: subject, object, complement and adjunct

2.6.0 Concord: Grammatical, notional and proximity
Unit Three: Time, Tense and Aspects.

3.1.0 Main Verbs and Auxiliaries
3.2.0 Finite and non-finite verbs
3.3.0 Tense, aspects and voice
3.4.0 Use of modal verbs
3.5.0 Multi-word verbs: phrasal verbs, prepositional verbs, phrasal prepositional verbs
3.6.0 Verb phrase: Tree diagrams

Unit Four: The Noun Phrase

4.1.0 Form and function of Noun Phrase
4.1.1 Constituents of Noun Phrase
4.1.2 Determiners
4.1.3 Pre-determiners
4.1.4 Relative clauses and other post modifiers
4.1.5 Tree diagrams for Noun phrases.

Unit Five: The Relationals

5.1.0 Adjectives: structural classes
5.1.1 Adjectives: functional classes
5.2.0 Adverbs: Clausal and cohesive
5.3.0 The Prepositional phrase

ESSENTIAL READING:

1. Leech, G : A Communicative Grammar of English
2. Quirk, R : A University Grammar of English
3. Murphy : Essential English Grammar
4. Quirk, R : A Grammar of Contemporary English
5. Parasher, S.V. : Indian English: functions and form
COURSE TWO: EDUCATION IN EMERGING INDIA

Objectives: To enable the student teacher to:

1. Understand the meaning and purpose of Education both at individual and at schools level.
2. Understand education as a sub-system in the total social structure.
3. Learn the contribution to education made by different thinkers.
4. Understand the role of education in national and international affairs.

Unit One: Education, Society and Culture.

1.1.0 Meaning, Scope, Aims and Functions of Education
1.2.0 Factors Influencing Education.
1.3.0 Social change and cultural transmission.

Unit Two: Philosophical Foundations of Education

2.1.0 Naturalism-Rousseau’s Philosophy of Education
2.2.0 Idealism- Mahatma Gandhi and Basic Education
2.2.1 Swami Vivekananda, Rabindranath Tagore and Shri Aurobindo.
2.3.0 Pragmatism-Dewey’s Experimental Version

Unit Three: Education in Modern India.

3.1.0 Regional Imbalances regarding patterns of Education
3.2.0 Universalization of Elementary Education
3.3.0 Universalization of School Education: issues
3.4.0 Implications of National and International Understanding
3.5.0 National Integration
Unit Four: Sociological Foundations of Education

4.1.0 Social functions of Education
4.1.1 Education and Culture
4.1.2 Agencies of Education
4.1.3 Formal and non-formal Education
4.1.4 Education and Social justice
4.1.5 Indian society and Education
4.1.6 Minorities and women
4.1.7 Child rights and the concepts of free and compulsory education

Unit Five: Education and Social Change

5.1.0 Globalization and Education
5.2.0 Privatization of Education
5.3.0 Influence of media on Education
5.4.0 Human Resource development (NSS, NCC, Scouts and Guides)

ESSENTIAL READING:

2. Das K K Education in the Emerging Indian Society. Cuttack: Kitab Mahal
COURSE THREE: PSYCHOLOGY OF LANGUAGE LEARNING

Objectives: To enable the student teacher to understand

1. The meaning, scope and importance of Educational Psychology.
2. The learner problems with specific reference to children and adolescents
3. The individual differences, group dynamics and their implications for the classroom behaviour.
4. The basics of psychological testing and its application in academic settings.

Unit One: Growth and Development

1.1.0 Nature, meaning and scope of Educational Psychology
1.2.0 Development during early childhood
1.3.0 Development during adolescence
1.4.0 Development of language- the sequence of language development, pattern of language development
1.5.0 Language and thought
1.6.0 Language Acquisition- L1 and L2.

Unit Two: Theories of Learning

2.1.0 Behaviourism: Thorndike, Pavlov, Skinner, Kohler’s insightful learning
2.2.0 Cognitive theories: Piaget’s theory of cognitive development
2.3.0 Social Learning theories: Vygotsky’s social constructivism

Unit Three: Thinking and Memory

3.1.0 Thinking and problem solving
3.2.0 Stages of memory
3.3.0 Forgetting, causes of forgetting
3.4.0 Strategies for improving memory
Unit Four: Intelligence

4.1.0 Binet’s test of intelligence, concept of IQ
4.2.0 Wechsler’s test of Intelligence WIAS, WISC
4.3.0 Other Individual and Group tests of Intelligence
4.4.0 Exceptional Children – Giftedness, Learning Disabilities-dyslexia, autism, Asperger’s syndrome, aphasia.
4.5.0 Howard Gardener’s theory of Multiple Intelligence
4.6.0 Emotional Intelligence (EQ)

Unit Five: Motivation and Group Dynamics

5.1.0 Instincts, drives
5.2.0 Need for achievement
5.3.0 Group Dynamics

ESSENTIAL READING:

2. Sharma R.N. Educational Psychology
3. Skinner B.F. Educational Psychology
COURSE FOUR: METHODS OF TEACHING ENGLISH LANGUAGE

Objectives: To enable the student teacher to

1. Understand the main approaches to teaching English as a second language
2. Understand the nature and purpose of language teaching
3. Appreciate the problems of learning a second language
4. Develop insight and competence in planning and preparation of varieties of lessons
5. Put to use the techniques/skills acquired for teaching in the classroom.

Unit One: Approaches and Methods to ELT

1.1.0 Discriminating an approach, method and technique
1.2.0 Grammar Translation Method
1.3.0 Dr. West’s Reading Method
1.4.0 Structural Approach and Situational Language Teaching
1.5.0 Communicative Approach
1.6.0 Humanistic Approaches: Community Language Learning

Unit Two: Participatory approaches and methods

2.1.0 Content Based Instruction
2.2.0 Whole Language Approach
2.3.0 Task Based Instruction
2.4.0 Multiple Intelligence
2.5.0 Constructivism
Unit Three: Teaching Language skills

3.1.0 Comprehension skills

3.1.1 Nature of listening and reading

3.1.2. Developing listening and reading skills

3.2.0 Production Skills

3.2.1 Nature of speaking and writing

3.2.2 Developing speaking and writing skills

Unit Four: Introduction to Testing Language skills

4.1.0 Types of tests

4.2.0 Notions of validity, reliability and practicality

4.3.0 Formative and summative evaluation

4.4.0 Norm and criterion referenced testing

Unit Five: Status of English in India

5.1.0 Objectives of Teaching English in India

5.1.1 Study of status of English and its future

5.1.2 Bilingual approach to ELT in India

5.1.3 Research in ELT in India

ESSENTIAL READING:

1. Howatt A.P. R A history of English Language Teaching OUP

2. Richards and Rodgers Approaches and methods in Language Teaching


4. Rivers W Teaching Foreign Language Skills

5. Grellet F. Developing Reading Skills

6. Krishna swami, N. & Sriraman. English Teaching in India

7. Prabhu N.S. Second Language Pedagogy
Elective Courses: (Any One)

A. Phonetics and Phonology of English.

Objectives: to enable the student teachers to understand:

1. The nature of English Speech
2. The functions of various organs of speech
3. The importance of a neutral accent
4. A constructive study of sounds of L1 and English along with remedial suggestions and remedial materials.

Unit One: Organs of speech

1.1.0 The respiratory system
1.2.0 The phonetory system
1.3.0 The articulatory system
1.4.0 Active and passive articulators

Unit two: Description and classification of speech sounds

2.1.0 Vowels and consonants
2.2.0 Classification of Vowels
2.3.0 Classification of Consonants
2.4.0 Diphthongs
Unit Three: Phonetic transcription

3.1.0 International phonetic alphabet
3.2.0 Phonetic transcription: RP
3.3.0 Uses of phonetic transcription

Unit Four: The Phoneme

4.1.0 The phoneme: definition and meaning
4.1.1 Allophones
4.1.2 The syllable
4.1.3 Division of words into syllables
4.1.4 Types and structure of syllables
4.1.5 Syllabic consonants
4.1.6 Consonants clusters

Unit Five: Supra-segmental features

i. Word accent
ii. Functions of word accent in English
iii. Accent and rhythm
iv. Weak forms

5.2.0 Intonation types and uses.
ESSENTIAL READING:

1. Daniel Jones  
   Pronunciation of English

2. J D O Conner  
   Better English Pronunciation

3. Dhamija and Sasikumar  
   A Course in phonetics and spoken English

4. Peter Roach  
   Phonetics and phonology of English

B. Communicative English.

Objectives: To enable the student teachers to understand:

1. The process of communication
2. The importance of interpersonal skills
3. The significance of attitudes in a profession
4. Goal setting and achieving
5. Leadership qualities
Unit One: Process of Communication

1.1.0 Communication – a process
1.2.0 Verbal and non-verbal communication
1.3.0 Barriers to communication

Unit Two: Communication Situation

2.1.0 Presentation skills
2.2.0 Group Discussions/meetings/conference skills
2.3.0 Interview skills
2.4.0 Conversation skills

Unit Three: Language for Communication

3.1.0 Proficiency in grammar and vocabulary
3.2.0 Proficiency in spoken English
3.3.0 Writing CV/Resume
3.4.0 Writing Reports
3.5.0 Writing agenda/notice/minutes/invitations

Unit Four: Personality Development

4.1.0 Personality: meaning
4.1.1 Attitude building
4.1.2 Accountability and professionalism
4.1.3 Self-esteem (attitude towards self)
4.1.4 Values and self-assessment
4.1.5 Time management

Unit Five: Interpersonal skills

5.1.0 Attitude towards others, towards change
5.2.0 Team work and group dynamics
5.3.0 Leadership qualities
5.4.0 Motivating, delegating, decision making
5.5.0 Facilitation skills

ESSENTIAL READING:


C. COMPUTER IN EDUCATION

Objectives: To enable the student teacher to understand:

1. The various parts of computers
2. The application of various software
3. The uses of computer in language classroom

Unit 1. Introduction to Computers

1.1.0 Computer: origin and evolution
1.2.0 Types of Computers
1.3.0 Different parts of computer and their uses
1.4.0 Input and Output devices

Unit 2. Introduction to MS-Windows

2.1.0 Windows 98 and DOS Compatibility
2.1.1 DOS vs. Windows
2.2.0 Windows Explorer
Unit 3. Introduction to MS-Word

3.1.0 Microsoft Word: features
3.1.1 Menus and Dialog Boxes
3.1.2 Creating a Document
3.1.3 Editing and Formatting a Text
3.1.4 Mail Merge

Unit 4. Introduction to MS-Excel

4.1.0 Essentials of a Spread-sheet
4.2.0 Management of functions and views
4.3.0 Basic skills for editing and inserting
4.4.0 Data management charts and graphs

Unit 5. Introduction to Power-point and Internet

5.1.0 The power-point window
5.1.1 Text entering and editing
5.1.2 Design, Template and Presentation
5.1.3 Creating presentation and slides
5.1.4 Introduction to Internet and E-mail
5.1.5 Creating E-mail account
5.1.6 Internet Explorer and browsing web pages

ESSENTIAL READING:

B.Ed. ENGLISH Question paper style for New Course.

Total Marks: 70
Time 3 hours

PART I

Q1. Answer in one or two sentences. (Any 5 out of 7) 05
Q2. Answer in not more than 50 words (any 5 out of 7) 15
Q3. Attempt any two (out of 3) in not more than 300 words. 20

PART II

Q4. Answer in one or two sentences. (Any 4 out of 6) 04
Q5. Answer in not more than 100 words. (Any 2 out of 3) 10
Q6. Write short notes: any 4 out of 6 16
### B.Ed. English

**TIME TABLE (8.00 to 1.30)**

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1. ENG.101 MEG&U Dr.N.V.Bose
2. ENG.102 EEI Prof.P.M.Trivedi
3. ENG.103 PLL Prof.P.M.Trivedi
4. ENG.104 MTE Dr.N.V.Bose
5. ENG.105 PPE Dr.N.V.Bose
6. ENG. 106 CE Mr.Jaydeep
7. ENG.107 COMP.ED Self- study.