

**Pedagogy Course : Part-1**  
**Pedagogy of Language (English)**

Total Marks 50

Contact Hours : 3 Hours per Week

Internal assessment 10

External assessment 40

**Unit 1**

1. **Language and Society : Language and Gender : Language and Identity; Language and Power; Language and Class (Society).**
2. **Language in School : Centrality of language in learning; Critical review of Medium of Instruction; Different school subjects as registers; Multilingual classrooms, Multicultural awareness and language teaching.**
3. **Constitutional Provisions and Policies of Language Education: Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NEP-1986; POA-1992; National Curriculum Framework-2005 (language education).**

*Activities*

Discussion on

- Position paper on 'Teaching of English'.
- Multilingualism as a Resource.

*Project*

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NEP-1986, and POA-1992.
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

*Teaching Practice*

- Talk to the student and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.

**2. Position of English in India**

**Role of English Language in the Indian Context : English as a language of knowledge; Position of English as second language in India; English as a link language in global context; challenges of teaching and learning English.**

*Activities*

- Discuss in groups how the role of English language has changed in the twenty-first century.
- **Topic for Debate : Globalisation and English.**

*Project*

- Do a survey of five schools in your neighbourhood to find out Level of Introduction of English.

## Unit 2

### 3. An Overview of Language Teaching

1. **Different Approaches/Theories of Language Learning and Teaching (MT&SL)** : Constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.)
2. **A Critical Analysis of the Evaluation of Language Teaching Methodologies** : Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Thematic Approach (inter-disciplinary).

#### Activities

- Discussion on the topic 'Mother Tongue and Other Tongue'

#### Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

#### Teaching Practice

- Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

## Unit 3

### 4. Nature of Language

**Aspects of Linguistic Behaviour** : Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.

**Linguistic System** : The organisation of sounds; The structures of sentences; The concept of Universal grammar; Basic concept in phonology, morphology, syntax and semantics; Discourse.

#### Activities

- Have a discussion on the topic 'Difference between Spoken and Written language'.

### 5. Acquisition of Language Skills

#### 1. Grammar in Context; Vocabulary in Context

#### 2. Acquisition of Language Skills : Listening, speaking, reading and writing.

- **Listening and Speaking**; Sub skills of listening : Tasks; Story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- **Reading** : Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.

## हिन्दी शिक्षण

कुल अंक : 50

आन्तरिक मूल्यांकन : 10

बाह्य मूल्यांकन : 40

अन्विति 1

1. भाषा की प्रकृति, भाषा सीखने की प्रक्रिया, भाषा के व्यावहारिक रूप, भाषा के आधार, हिन्दी का मातृभाषा के रूप में महत्व, पाठ्यक्रम में उसका स्थान एवं मातृभाषा शिक्षण के उद्देश्य, हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त।
2. हिन्दी भाषिक तत्वों का शिक्षण, उच्चारण शिक्षण, वर्तनी शिक्षण, शब्द शिक्षण, वाक्य रचना शिक्षण, मौखिक रचना शिक्षण, लिखित रचना शिक्षण एवं पठन शिक्षण, उद्देश्य एवं विधियाँ।

अन्विति 2

भाषा की प्रकृति एवं भाषा का मानवीय मूल्यों के विकास की दृष्टि से महत्व, मातृभाषा एवं अन्य भाषा की अधिगम प्रक्रिया : दोनों में अन्तर तथा भाषा शिक्षण की प्रभावी व्यवस्था के सृजन हेतु उनका निहितार्थ। भाषा शिक्षण के सिद्धान्त आधुनिक शोधों में परिप्रेक्ष्य में।

अन्विति 3

हिन्दी भाषिक तत्वों का शिक्षण : हिन्दी भाषा में ध्वनि विज्ञान, रूप विज्ञान एवं वाक्य विन्यास, हिन्दी के शब्द—पर्यायवाची, तत्सम एवं तद्भव, इनके शिक्षण हेतु अपेक्षित युक्तियाँ, वर्तनी शिक्षण, वाक्य रचना शिक्षण, मौखिक एवं लिखित रचना शिक्षण, सृजनशील रचना हेतु शिक्षण की विधियाँ, पठन शिक्षण—सस्वर एवं मौन पठन—उद्देश्य एवं शिक्षण की विधियाँ।

सत्रीय कार्य

1. हिन्दी के ध्वनि विज्ञान एवं रूप विज्ञान में व्यावहारिक प्रशिक्षण (दस सत्रों में)।

2. हिन्दी की साहित्यिक विधाओं पर आधारित आदर्श पाठ-योजनाओं एवं क्रियात्मक अनुसन्धान की योजनाओं का निर्माण एवं उनका क्रियान्वयन।  
प्रत्येक प्रशिक्षु को दस ऐसी योजनाओं का निर्माण एवं उनका क्रियान्वयन सत्रीय कार्य के रूप में सुनिश्चित करना होगा।

**RECOMMENDED BOOK**

EM066 हिन्दी शिक्षण

—डॉ. रामशकल पाण्डेय

**Pedagogy of Language (Urdu)**

*Total Marks 50*

*Internal assessment 10*

*External assessment 40*

**Unit 1 :**

**1. Role of Language**

- 1. Language and Society :** Language and gender; Language and identity; Language and power; Language and class (society).
- 2. Language in School :** Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; critical view of medium of instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching.
- 3. Constitutional Provisions and Policies of Language Education :** Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Urdu as first, second and third languages in India.

*Activities*

*Discussion on*

- Position paper on the Teaching of Indian Languages with special reference to Urdu
- 'Multilingualism as a Resource'

*Project*

- Now write an analysis based on the above issues.
- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992.

*Teaching Practice*

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom.

- Write a report on their reflection in the textbooks.

#### Unit 2

### 2. Position of Urdu Language in India

**Role of Urdu Language in India :** Urdu as a language of knowledge; Urdu as first, second and third language; Urdu at International level; Challenges of teaching and learning Urdu.

#### Activities

- Discuss in group on the role of Urdu language and its importance in free India.
- Interview ten people and write a report on 'Position of Urdu language in India'.

#### Project

Do a survey of five schools in your neighbourhood to find out :

- Level of introduction of Urdu
- Prepare a report on the challenges of teaching-learning process.

#### Unit 3

### 1. An Overview of Language Teaching Different Approaches/Theories to Language Learning and Teaching (MT&SL) : Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.).

### 2. A Critical Analysis of the Evaluation of Language Teaching Methodologies : Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary).

#### Activities

- Discussion on the topic 'Mother Tongue and Other Tongue'.

#### Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

#### Teaching Practice

- Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

#### Unit 4

### 4. Nature of Language

#### 1. Aspects of Linguistic Behaviour : Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.

#### 2. Linguistic System : The organisation of sounds, The structure of sentences; The concept of universal grammar; Nature and structure