

# SRI GOWTHAMI COLLEGE OF EDUCATION

(Recognised by NCTE, Govt of Andhra Pradesh)

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COLLEGE OF EDUCATION

Affiliated to

ACHARYA NAGARJUNA UNIVERSITY

2015 - 2017

ACTIVITIES

B.Ed .(1st SEMESTER)

Name : RIYANKA Roy

Sem - I

Subject : PEDAGOGY OF ENGLISH

Roll No :

Register No : Y16ED 90022

# CERTIFICATE

This is to certify that Mr. Mrs. Kum. Riyanka Roy  
Class No. B.Ed (2015-2017) 1st SEM Regd. No. Y16ED 900 22 of College of Education  
visited our Institution and conducted the required activities / collected the required  
data regarding to.....  
Practicum as a part of B.Ed. Course work stipulated by the Government of Andhra  
Pradesh and approved by Acharya Nagarjuna University.

Signature of the Concerned Teacher

Name :

Signature of the Head of the Institution

Name :

Seal :

This is to certify that Mr. Mrs. Kum. Riyanka Roy  
Class No. B.Ed (2015-2017) 1st SEM Regd. No. Y16ED 900 22 has completed the  
required activities regarding to.....  
Practicum towards fullfillment of B.Ed. Course work stipulated by the Government  
of Andhra Pradesh and approved by Acharya Nagarjuna University.

This record is assessed.

Sealed and  
Lecturer in charge

Lecturer:  
Sri Gowthami College of Education  
DARSI, Prakasam Dt'A.P.

## Activity-1

1. Prepare a report on Languages policies given in the reports of Kothari Commission, NPE 1986 and POA 1992.

### A) KOTHARI COMMISSION:

Indian Education Commission (1964-66) popularly known as Kothari Commission was an

Commission set up by the Govt of India to examine all aspects of the educational sector in India to evolve a general pattern of education and advise guidelines and policies for the development of education in India. It was formed on 14th July 1964 under the chairmanship of Shri Maula Singh Kothari, then chairman of the UGC. The terms of reference of the Commission was to formulate the general principles and guidelines for the development of education from primary level to the highest and advise the govt on a standardized national pattern of education in India. However, the medical and legal studies were excluded from the

Purview of the Commission. The tenancy of the Commission was from 1964-66 and the report was submitted by the Commission on 29 June 1966.

Report:

Having 20,000 individual covering educators.  
Scholars and Scientists were interviewed  
and 2400 memorandums were examined by  
the Commission, during a period of spanning  
21 months. The Commission submitted its 287  
pages report on 29th June 1966 to M.C Chagla  
the minister of education. The report had four  
Sub Sections -

~~Section 1 - General issues~~

~~Section 2 - Stages of education~~

~~Section 3 - Recommendation and Program~~

~~Section 4 - Additional papers.~~

\* The main four main themes of the Commission  
were -

~~1) Increasing productivity~~

~~2) Promoting Social and National  
Integration~~

~~3) Education and Modernisation~~

~~4) Developing Social, moral and  
spiritual values.~~

\* The curriculum prescribed by the Commi-

sion was:

~~Lower primary level (1 to 4)~~

- one language (Regional)
- Mathematical studies.

- Environmental studies
- Creative studies
- Health studies
- Work experience

#### ■ Higher Primary level (5th to 8th)

- Two languages one regional and one national and preferably a third language
- Mathematical Studies
- Science studies
- Social studies
- Art
- Physical education
- Work experience
- Moral studies

#### ■ Lower Secondary level (9th to 10th)

- Three languages
- Mathematical studies
- Sciences studies
- Social studies
- Art
- Physical Education
- Work experience
- Moral studies.

#### ■ Higher Secondary level (11th to 12th)

### b) NATIONAL POLICY ON EDUCATION (1986) :

After the parliament during the Budget Session in 1986 discussed and adopted the "NPE - 1986". A promise was made at that time by the minister of HRD that he would present in the Monsoon Session a programme of action for the implementation of the policy. Immediately after the budget session to prepare the promised programme of action.

In the first place 23 task forces were constituted and each was assigned a specific subject covered by the NPE. The eminent educationist experts and senior representatives of Central and state boards were associated with these task forces. The subjects assigned to the task forces were as follows:-

- i) making the framework.

2) Content and process of school education

3) Education for women's equality

4) Education of the SC, ST and OBCs

5) minorities education

6) Education of the Handicapped

7) Adult and Continuing education

8) Early childhood Care and edn.

9) Elementary Edn

10) Secondary education and  
Maurya daya vidyalayas

11) Vocationalisation

12. Higher education

13. open universities and Distance learning.

14. Research and development

15) Media & Educational Tech.

16) De linking degrees from jobs  
man power planning

17) The cultural perspective and  
implementation of languages policy

18) sports physical Education  
& youth.

leads to 20. Evaluation process and Exam reforms.

21. Teachers & their training
22. Management of education
23. Rural universities/Institution

c) POA (1992):

The main objectives of POA (Programme of Action) 1992 was to establish a national system of education implies that all students irrespective of caste, creed, sex and religion has access to education of a comparable quality. Actually the objectives of policy had been divided into the several aspects in relation to Elementary education. Following are the major objectives of POA, 1992.

1. Universal access and enrolment
2. Universal retention of children upto 14 years
3. A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.
4. Regarding secondary education POA stressed on the improvement of the quality of secondary education.

5. Regarding higher education NPE 1986 and PPA emphasized that education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

~~Various recommendations of National policy at Education 1986 and PPA 1992~~

The recommendation of the policy have been under following . Early childhood care and education , Integrated child development Service Balwadi , Preprimary Schools at the state Govt and municipalities , Day care centers and training institutes of teachers and the existing facilities at pre-primary education should be strengthened and would receive increase attention from the Govt . Besides these the system of monitoring and Evaluation should be strengthened .

Elementary Education , Non formal education and operation Black board .

1. Two reasoning large rooms that are useable in all weather .

material 2) Recovery toys and games

3) Black boards

4) Maps

5) Charts and

6) other learning material.

## Activity-2

Detailed report on how when and why we are going to use various methods, approached and techniques in teaching the English Language skills.

### 1. Why do we use methods:

A method is a systematic process adopted in order to achieve goal or an end in a systematic manner. Method is never an end in itself. It is only a means of achieving an end or goal.

With the growth of scientific thinking in every walk of life nowadays more emphasis has been laid upon method. mere achievement is not sufficient in our days. We should first of all, what to achieve and how it should be achieved. Bertrand Russell in his book "on education" expresses the opinion "the question what should be taught and how should be taught are intimately connected because of better methods of teaching are devised. It is possible to learn more. This will be in accordance with the wise saying means justify the end."

A good and psychologically sound method helps the teacher to avoid wasteful

and uneconomic learning.

These other two methods are no longer used

### Types of Method in ELT :-

#### A. Grammar Translation method:

This method perhaps has enjoyed the largest tradition in the teaching of English in India. Not only Indian but this method had been followed every where, where the necessity of learning a second language had been felt. Latin, Greek, German and French had also been taught by this method in the west. According to this method the first and foremost principle of learning a language is to learn the meaning of the new words, phrases and sentences of the target languages in the mother tongue of learner.

#### B. Direct method:

It is a short of reaction against the traditional method of teaching a foreign languages viz. the translation method. It is because this method tries to make the learners learn a foreign languages like English as naturally

as that of learning their own mother tongue.

#### E. Bilingual Method:

Bilingual method is a sort of compromise between the two traditional methods namely translation grammar method and the Direct method and Combines in itself advantages of both the method meaning of difficult words are quickly and easily explained as in the translation method and speech is emphasized as in the Direct Method. The Bilingual Method takes its stand between these two extreme views and tries to synthesize the basic principles of both the methods. The Bilingual method believes that it is a waste of time to recreate the basic principles of both the methods. The Bilingual method believes that it is a waste of time to recreate the situation while teaching a foreign language which were originally learnt by the children while learning their mother tongue.

#### D. Dr WEST'S METHOD:

Dr Michael West spent many years in West Bengal, and he studied the way in which English was taught in India and was dissatisfied. He came out with a new method of teaching English.

which is named after him ~~is~~<sup>is</sup> called Direct method is a reaction against the translation method is a reaction against the translation method and suggested improvements on it. Dr West's method is a reaction against the translation method and suggested improvements on it. Direct method and suggested improvement on it.

## 2. Why, when and how we are going to use Approach in ELT?

It is a set of conclusive assumptions dealing with the nature of languages and the nature of languages teaching and learning. An approach is automatic. It describes the nature of subject matter to be taught. It stages a point of view, a philosophy or attitude of faith something which one believe but can not necessarily prove. It is often unarguable except in terms of effectiveness of the methods which grow out of it.

## Types of Approach:

### 1) Oral Approach:

Hearing before speaking, Speaking before reading and reading before writing is the oral approach. There emphasis is given to hearing and speaking in the early stages of language learning.

### 2) Situational approach:

To make language teaching meaningful and realistic words and structures should be taught by creating appropriate situation. It is obvious that a word or structure conveys its meaning completely only when it is presented in a situation. The particular situation helps him to build up a vocabulary of content words.

### 3. Structural Approach:

The structural approach is an important over the direct method of teaching English for it is not a method in itself but only an approach. An approach can be used with any method. The basic principles and techniques of the structural approach do not differ much from those of the Direct method.

Hence may be teachers and languages still believe that the approach is nothing but the Direct itself with certain alteration and additions here and there. But the fact remains that by following the new arrangement of selected structures instead of the old jumble of unselected structures the method is greatly improved.

#### 4. Communicative Language Teaching / Communicative Approach:

The assumption of Communication approach that language is learnt at its best when the learning attention is on meaning rather than its form. If the learner can communicate in a meaningful way, mastery over the form or structure of the language will automatically developed later on. Communicate approach aims of teaching a language especially that of a Second language through a series of activities like languages fairs role plays dialogue etc which bring about mind engagement on the part of the learners.

3. How, why and when use techniques on ELT?  
It is the implementation that  
which actually takes place in a classroom.  
It is a particular trick, strategy or contriva-  
nce used to accomplish an immediate object-  
ives. Techniques must be consistent with a  
method and therefore in harmony with appro-  
ach as well.

It is difficult to print out SNT  
without loss of whose be lost in  
the process of printing.  
To print SNT without loss of whose  
first needs some special measure  
with care otherwise nothing can be  
achieved. In general printing should  
be done in such a way that  
color printing especially belongs to  
print out with more SNT printed in  
short time without loss of whose  
so that SNT no need printed to avoid  
laborious work of color printing.  
Now get back to another SNT  
I have using the element of time printing  
without material which is also known as  
SNT printing is not necessary of small  
size pictures to draw. among

Activity - 3

Enumerate ten activities ( 5 for listening and 5 for speaking ) from the text books of classes VI to X . Suggest your own activities using I Supplementary materials.

### Five Activities for Listening :

The teaching of listening has attracted a greater level of interest in recent years than it did in the past . University entrance exams , schools leaving and other examinations now often include a listening component acknowledging that listening skills are a core component of second languages proficiency and also reflecting the assumption that if listening is not tested teachers won't teach it . The views of listening drew on the field of cognitive psychology , which introduced the notions of bottom up and top down processing and to the role of prior knowledge and schema in comprehension . Listening come to be seen as an interpretive process . Current views of listening hence

emphasize the role of the employing strategies of facilitate monitor and evaluate his/her listening.

The listening material consists of a teacher's hand book, a book of teaching objectives and classroom activities, a pack of leaflets and posters and a video of speaking and listening activities. As a starting point for a school it may be useful to begin by looking in more detail at the pack of leaflets and posters on the back of the posters there are some body way of teaching points.

Techniques / activities of teaching listening:

#### 1) Bubble Gubble:

This technique encourages children to listen carefully to remember the plot the sequence of event. The teacher starts by telling a story. Afterwards the children work in pairs. One child tells the story to these pattern as fast as possible while including as much as possible. After a minute the listener takes over to continue the role. This pattern continues for a few times.

## 2. Barrier games:

Barrier games focus on giving and receiving instructions in order to complete a task. They involve careful listening and giving clear explicit instructions. The speaker has to provide clear instructions for the listeners. The listener has to ask questions to clarify understanding and gain information in order to complete the task. A barrier can be used e.g. a screen to separate the speaker and listener while the instructions are being given.

## 3. Word Tennis:

This involves making a story with a partner. Each person they gradually build up story the children need to listen carefully for key words main and副evently so that the story continues to make sense.

## 4. Draw a story:

This involves the children sitting and listening carefully to a story the teacher pauses at various points during

the story and ask the children to draw the relevant part of the story. At the end the children are encouraged to retell the story using their pictures as prompts.

#### 5. Telephone Conversation:

The children are encouraged to sit back to back to hold a telephone conversation. The content of the conversation varies e.g. passing on information, discussing a problem, passing on information, discussing a problem or describing an event. The children need to listen carefully because they cannot rely on gesture or facial expression.

#### Five activities for speaking:

Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialogue or responding to drills reflecting the sentence based methodologies of the 1970's. The 1970's emergence of communication languages teaching in 1980's lead to changes in syllabuses and methodologies which are continuing to shape approaches to teaching.

speaking skills today Grammar based syllabuses were replaced by communicative syllabuses built around nation functions, skills, tasks or other non grammatical units of organization Fluency become a goal for speaking courses and this could be developed through the use of information gap and other tasks that required learners to attempt real communication despite limited proficiency in English In doing so they would develop the communication strategies and engage in negotiation of meaning both of which were considered essential to the development of oral skills.

The speaking material consists of a teacher handbook, a book of teaching objectives and classroom activities, a pack of leaflets and posters and a video of speaking and listening activities As a starting point for a school it may be useful to begin by looking in more detail at the pack of posters on the back of each poster there are some key teaching points

The useful classroom activities / techniques include :

1) Talk partners:

This involves putting the children into pairs for a period of time and building in opportunities for them to talk to each other to share ideas and experiences and reflect on what they have learned.

2) Debates:

The children can be encouraged to stick to particular point of view and try to persuade others to agree to their point of view. They should be encouraged to develop their ideas either individually or as a group.

3. Pre documents and Problems:

Children need to be given opportunities to try to solve difficult situations many of these can relate to what is being covered in other areas of the curriculum. The children should be encouraged to put themselves in the situation of a person having to make a difficult decision. They need to weigh up all the alternatives to give reason for their decision and negotiate situations of possible conflict. Role play could be very useful.

#### 4. Photos and paintings!

The children can be encouraged to construct a story or report centered on a particular photograph or painting. The focus can be cross circular.

#### 5. Just A Minute:

The children can be given opportunity to talk on a given topic for a minute without hesitation, repetition or deviating from the subject matter. If the rules are broken others can challenge and continue to talk for the remainder of the minute.

#### Activity - 4

4. Critically analyse the writing activities given in the text books of classes VI to X and report.

Language is primarily a means of communication. The pupils should be taught how to use the language first in speech and then in writing. In the words of Francis Bacon, the renowned English essayist

"Reading makes a full man; conference a ready made and writing an exact man." Out of four skills of language learning writing perhaps is the most important skill we put it exactly was most important skill except it. For we were able to communicate with those who were away from us only through writing. Of course, in modern times technological innovations made it possible for us to communicate with the people at a distance through speech too. However, language learning remains incomplete without the writing skill.

Types of writing:

They different types of writing may be broadly divided into two major categories namely —

Classification of writing

1) Conventional type 2) Non-Conven-

tional type.

1) Conventional type of writing comes under the following categories such as -

a) Paragraph writing

b) Essay writing

c) Letter writing

d) Composition writing

e) Report writing

2) Non Conventional types of writing comes under the following categories : Such as

a) Diary writing

b) Dialogue writing

c) Filling in Forms

d) Information transfer etc.

Activities to develop writing skills of class VI the to X th students.

eleven (11) elements of current writing instruction found to be effect for helping students learns to write well and to use with as a tool for learning.

expands writing strategies which involves teaching student strategies for planning, revising and editing their composition.

ii) Summarization, which involves explication and teaching students how to summarize texts.

iii) Collaborative writing which uses instructional arrangements in which adolescents work together to plan, draft, revise and edit their composition.

iv) Specific Product goals, which assigns students specific reachable goals for the writing they are to complete.

v) Word processing, which uses computers and word processors as instructional supports for writing assignment.

vi) Sentence Combining, this involves teaching students to construct more complex, sophisticated.

vii) Pre writing which engages students in activities designed to help them generate and organize ideas for their composition.

viii) Inquiry activities engages students in analyzing concrete data to help them develop ideas and content for a particular writing task.

ix) Study of models which provides students with opportunities to read, analyze and emulate models of good writing.

x) writing for content refinement  
which uses writing as a tool for learning content material.

Lecture Hand  
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