

Mother College of Education 249

Y D Peta - 531115



B.Ed. Programme (Academic Year-2015-2017)

Semester-- I / II / III / IV

Course: B.Ed

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ANDHRA UNIVERSITY
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CERTIFICATE

This is to certify that Mr./Mrs/Kumari CH-Sumitha student
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Signature of the Lecturer

Signature of the Principal


Initial of the member of
Moderation Board



College Seal

ENGLISH

ACTIVITIES

ADM. No: 1334

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ACTIVITY 1

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

INTRODUCTION

In a ~~demor~~ democratic country, there is need of democratization of education. In order to achieve education for all, so many initiatives and attempts have been made by the Government of India. Through policy formulation, the government lays down - directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. In this unit, we shall focus one on one of the important initiatives of the government of India towards democratizing education. This is reflected in

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the National Policy of Education, 1986 and its Modified Policy, 1992 which is known as programme of Action.

NATIONAL POLICY OF EDUCATION 1986 AND POA, 1992.

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes.' Regarding this statement, at the time of formulation of every new Five-year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education

of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the prime minister of India. The Central Advisory Board of Education, a committee set up in July 1991 under the Chairmanship of Shri. N. Janardhana Reddy, Chief Minister of Andhra Pradesh; This committee submitted its report in January 1992, which is known as national Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

OBJECTIVES OF NATIONAL POLICY OF EDUCATION AND POA:

The main objective of the National Policy of Education of 1986 and programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste; creed, sex,

and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects.

► In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:

- Universal access and enrolment
- Universal retention of children up to 14 years of age and
- A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.

► Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

► Regarding higher education, National policy of Education and Prog Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and

spiritual issues.

▶ The basic objectives of the national Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities.

▶ The educational policy ~~has~~ as highlighted in the N.P.E. also emphasized on enhancing and promoting the ~~was~~ vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job ~~we~~ also one of the basic objectives of national policy of Education of 1986.

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ACTIVITY-2

- ★ Report on how, when and why we are going to use various methods in teaching the English language skills.

TECHNIQUES YOU SHOULD KNOW!

INTRODUCTION:- Education, like almost every other area of our society, has evolved in leaps and bounds in recent years. Traditional teaching techniques, based mainly on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today ~~rev~~ revolves more around encouraging the student to awaken their curiosity and desire to learn. A number of different teaching techniques have emerged due to this change in education.

6 TEACHING TECHNIQUES

1. FLIPPED CLASSROOM (Inverting your class)

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class.

2. DESIGN THINKING (Case Method)

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas.

3. SELF-LEARNING :-

Curiosity is the main driver of learning.

4. GAMIFICATION :-

Learning through the use of games.

5. SOCIAL MEDIA :-

A variant of the previous section is to utilize social media in the classroom.

6. FREE ONLINE LEARNING TOOLS :-

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom.

➤ APPROACHES IN TEACHING THE ENGLISH LANGUAGE SKILLS :-

"An approach is a set of correlative assumptions dealing with the language and learning. It describes the nature of the subject matter to be taught."

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Thus, an approach deals with different theories about the nature of language and how languages are learnt. These theories are based on a set of assumptions which deal with linguistic and psychological factors that are crucial for the acquisition of languages for example, aural-oral approach, natural approach, communicative approach etc.

* TECHNIQUES IN TEACHING THE ENGLISH LANGUAGE SKILLS :

A technique is implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

Techniques must be consistent with a method and therefore in harmony with an approach as well. Technique is 'how' a thing is done in the classroom. Whatever technique we use; it should conform to the method under which it is to be used.

For example, substitution tables used in the pattern practice, reading techniques used in West's Reading Method and dramatisation and language games used in Direct Method.

The linguistics of the late nineteenth century sought to improve the quality of language teaching by interpreting general principles and theories related to learning of language, its structure, knowledge and organisation in memory. The early applied linguists like Henry Sweet (1845-1912), Otto Jespersen (1860-1943), and Harold Palmer (1877-1949) elaborated these principles and approaches to the design of language programmes, courses and materials. They made a broad distinction of approaches and methods based on the philosophy and nature of language and a set of procedures framed to

teach a language. Edward Anthony (1963) identified three levels of conceptualization which he termed approach, method and technique:

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ACTIVITY 3

Enumerate ten activities from the text books of classes VI to X. Suggest your own activities using supplementary materials.

LISTENING AND SPEAKING :-

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A LITTLE BOY AND A KIND TREE

There is a story about a kind tree and a little boy. The little boy played in the shade of the tree every day. The tree loved him very much. One day the boy sat at the foot of the tree. There were tears in his eyes.

"Why are you crying?" asked the tree. "Because I'm hungry", said the little boy.

"Eat my fruit," said the kind tree, and bent down one of its branches. The boy ate the fruits and was happy. The boy grew up. One day he sat under the tree. He was sad. "Why are you sad?" asked the tree. "I'm going to marry," said the young man. "But I have no house to live in." "Cut down my branches," said the tree. "And build a house." The young man built a house with the branches of the tree.

The young man became a sailor. One day he sat under the tree. He looked unhappy. "Why are you unhappy?" asked the tree.

"Because my captain is a bad man and cruel to me," said the sailor. "I want to have my own ship." "Cut down my trunk and build a ship," said the tree. In ten years, the sailor lost his ship. He came home. He was a helpless old man! One cold winter day the old man stood near the stump of the old tree. He leaned on his stick and trembled with cold. "Make a fire out of me," said the stump of the tree, "and warm yourself." The stump of the kind tree burned in the fire.

ANSWER THE FOLLOWING QUESTIONS :-

1. Who helped the little boy?
a) mother b) the animals c) a tree
2. "I am going to marry," who said these words?
a) the captain b) the young man
c) the old man.

3. What did the young man become?
a) a sailor b) a doctor c) a captain
4. What does the story tell us?
a) selfish giving b) selfless giving c) humanity

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CONVERSATION

LISTEN TO THE CONVERSATION

SULOCHANA :- Hi! Madhavi, Welcome to city. How are you?

MADHAVI : I am fine. Thank you. How about you?

SULOCHANA : Pretty well. Why are you waiting outside? Come in. When did you return from your village?

MADHAVI : Just this morning.

SULOCHANA : How was pongal?

MADHAVI : It was great fun. I really enjoyed every moment in the village. I wish I could spend some more time there.

SULOCHANA : Oh! Did the village life impress you that much?

MADHAVI : Yes, it was wonderful.

SULOCHANA : What fascinated you so much there?

MADHAVI : Well! it was pollution free. Fresh air, fresh water, clear sky and what not? Everything there.

SULOCHANA : Was there anything else?

MADHAVI : Yes, I liked green fields, strange birds, sheep, cows, bulls etc.,

SULOCHANA : Oh! That's interesting. Why don't you take me with you the next time you go to your village?

MADHAVI : Done.

* Now, work in pairs and talk about your experience of living in a town / village.

3. GLENN CUNNINGHAM

Glenn Cunningham was a good runner. In races at school, he ran faster than his friends. "I want to become the fastest runner in the world," Glenn told himself.

One day, there was a big fire at Glenn's

school. He was burnt very badly. His legs were burnt more than any other part of his body. The doctors looked at his legs and said that he would not be able to run again.

"I want to run!" shouted the boy. "I want to run!"

"You will not be able to run," said the doctors.

"You should be happy if you can walk." But Glenn did not listen to the doctors. "I won't give up," he told himself. "I'll run!"

Glenn was in bed for a year. When he got up, he tried to walk. He fell down. But Glenn did not give up. He kept trying. At last, Glenn was able to walk. The doctors were surprised. Then Glenn started to run. Soon he could run faster than his friends.

Later, Glenn became the fastest runner of his time. Glenn Cunningham showed that anything can be done if one tries hard.

Answer the questions given below.

1. What was Glenn's ambition?
2. Why was he burnt?
3. What did he shout?
4. How long was Glenn in bed?
5. What was Glenn's achievement?
6. What qualities of Glenn do you like? Do you have them in you? Speak about them.
7. What would any normal child do if he/she were in Glenn's place?

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

To write better, you must learn to read better.
Readers and writers already speak the language.

Our concern here, then, is not with knowing the language itself - with vocabulary and basic sentence structure - but with facility in the use of the written language. And our concern is not so much with the structure of individual sentences, with the correct and resourceful use of spelling, grammar, punctuation, and appropriate word choice, as with the broader elements involved in constructing an extended discussion.

Writing is traditionally taught in terms of examples. Students are asked to read well-formed essays and mimic their structure. But few if any essays really demonstrate only one form. A text might argue by explaining with a description as evidence.

Reading can teach us some things about the language, but reading good essays can only go so far in enabling us to become better writers. - Seeing how well someone else expresses himself or herself does not mean we will suddenly be able to do the same ourselves. Just because we appreciate something does not mean we can mimic, imitate, or duplicate it. Only when we understand how ideas are expressed can we begin to do the same ourselves.

Critically analytical writing attempts to -

- get under the surface of a particular situation or problem.
- discover the possible reasons behind it.
- break it down into the various facts and questions of which it essentially consists.
- examine the strengths and weaknesses of different ideas about it, and any evidence relating to it.

FEW EXAMPLES FOR WRITING ACTIVITY :-

Imagine that you are the Secretary of the Environment Club of your school. Write an announcement suggesting that your school will organise a tree plantation week in the next month.

TREES ARE THE MOST USEFUL THINGS IN THE WORLD

NOTICE

TREES ARE THE MOST USEFUL THINGS IN THE WORLD

DATE :- 3/12/2015.

This is to inform you that our school is organising 'Tree Plantation Week' as part of Environment Club in the next month. The Municipal Commissioner of our area will be the Chief guest. The programme schedule is as per given below.

DATE :- 4/1/2016

TIME :- 9.A.M

VENUE :- Z.P. HIGH SCHOOL

For more information contact the undersigned
The Leader of Environment Club.
Ch. Smitha.

Imagine you are Rip van Winkle and narrate what had happened to you 20 years ago.

That day I was walking around with my dog wolf. Suddenly, a strange-looking short man called me. He signed for my help. When I went close to him, he held my hand tightly. He took me to a place where some more strange short men were playing ninepins. They frightened me. They made me drink the contents of a barrel. As I was thirsty, I drank more glasses of that liquid than I was offered. Then, I fell into deep sleep. I realised that I had slept for 20 years only when an old woman told me about it.

Imagine that you were King Krishnadevaraya. Now give an account of what had happened in your court.

One day, an artist came to my court and showed me some paintings. They were very beautiful. I liked them very much. Everyone in the court

liked them except Tenali Raman. I was about to give a bag of gold to the artist but Tenali bet me that he could paint better than the artist. So I gave him all the things that are necessary for the painting and a month leave and also I promised him that I would give him a bag of gold if he keeps up his bet. A month was over and we were all waiting to see the Tenali's painting. Finally he came to the court with his painting and asked me to look at it. I couldn't see any painting except a tail. But Tenali cleverly convinced me to imagine that the rest of the horse is just outside the canvas grazing at some lush green grass. Then I gave a bag of gold to Tenali Raman, the cleverest man in my kingdom.

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5. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains and report.

EXPLANATION OF BLOOM'S TAXONOMY :-

Taxonomy means 'a set of classification principles', or 'structure', and Domain simply means 'Category'. Bloom's Taxonomy underpins the classical 'Knowledge, Attitude, skills'. Bloom's Taxonomy provides an excellent structures for planning, designing, assessing and evaluating training and learning effectiveness.

BLOOM'S TAXONOMY DEFINITIONS :

Bloom's Taxonomy model is in three parts, or 'overlapping domains'. Again, Bloom used rather academic language, but the meanings are simple to understand:

1. COGNITIVE DOMAIN (intellectual capability, i.e., knowledge, or 'think')

2. AFFECTIVE DOMAIN (feelings, emotions and behaviour, i.e., attitude, or 'feel')
3. PSYCHOMOTOR DOMAIN (manual and physical skills, i.e., skills, or 'do')

This has given rise to the obvious short-hand variations on the theme which summarise the three domains; for example, Skill - Knowledge - Attitude, KAS, DO - Think - Feel, etc.

In each of the three domains Bloom's Taxonomy is based on the premise that the categories are ordered in degree of difficulty. An important premise of Bloom's Taxonomy is that each category must be mastered before progressing to the next. As such the categories within each domain are levels of learning development, and these levels increase in difficulty.

The learner should benefit from development of knowledge and intellect; attitude and beliefs; and the ability to put physical and bodily skills into effect.

BLOOM'S TAXONOMY OVERVIEW

COGNITIVE	AFFECTIVE	PSYCHOMOTOR
KNOWLEDGE	ATTITUDE	SKILLS
1. Recall data	1. Receive (awareness)	1. Limitation (copy)
2. Understand	2. Respond (react)	2. Manipulation (follow instructions)
3. Apply (use)	3. Value (understand and act)	3. Develop precision
4. Analyse (structure/elements)	4. Organise personal value system	4. Articulation (combine, integrate related skills)
5. Synthesize (create/build)	5. Internalize value system (adopt behaviour)	5. Naturalization (automate, become expert)
6. Evaluate (assess, judge in relational terms)		

BLOOM'S TAXONOMY - COGNITIVE DOMAIN - (INTELLECT- KNOWLEDGE - 'THINK')

Behaviour descriptions	examples of activity to be trained, or demonstration and evidence to be measured.	'key words' (verbs which describe the activity to be trained or measured at each level)
Recall or recognise information	Multiple - Choice test, recount facts or statistics, recall a process, rules, definitions; quote law or procedure	arrange, define, describe, label, list, memorise, recognise, relate, reproduce, select, state.
understand meaning, restate data in one's own words, interpret, extrapolate translate.	explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors.	explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, rewrite, estimate, interpret, theorise, paraphrase, reference, example.

use or apply knowledge, put theory into practice, use knowledge in response to real circumstances.

Put a theory into practical effect, demonstrate, solve a problem, manage an activity.

use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play.

So, if your situation causes 'Synthesis' to be more challenging than 'Evaluation', then change the order of the levels accordingly, so that you train people in the correct order.

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valued & verified by
K. dv. nana