

Bachelor of Education (B.Ed.)
Title of the Course: Pedagogy IA: P.1.1A: Language
(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course aims to enable student-teachers to understand the concept of language and its functions. They will be introduced to different theories of first and second language acquisition. It will help them to exchange ideas and communicate thoughts in a variety of settings, accepting bi/multilingualism as a norm. The course will enhance critical thinking capacities as envisaged in the National Education Policy 2020 by imparting an understanding of language and literacy processes as part of holistic education. Further, the course will help support higher-order language and literacy process for the development of a holistic personality of the learners.

Learning Outcomes

After completing the course, students will be able to:

1. Define language, its components, and functions in a variety of contexts
2. Recognize the link between language and cognition
3. Understand the various constitutional perspectives and trace the genesis and changes to the language policies in India
4. Understand and bridge the differences between the language environment at home and school
5. Use linguistic knowledge and reading and writing processes for effective communication of ideas and thoughts in the classroom
6. Understand the nature and concept of bi/multilingualism and use it to support students' literacy development in the classroom

Number of Units 4

Weeks 15 = 30 hours



Head/Dean

विभागाध्यक्ष एवं संघास अध्यक्ष
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

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Unit 1: General Introduction to Language (4 weeks = 8 hours)

- What is Language?
- Various components of language
- Functions of language
- How different are different languages?
- Critical analysis of the following terms: Classical language, Dialect, Standard and Non-standard language
- Characterizing mother tongue, first language, and second language
- How language pedagogy needs to be visualized beyond the language classroom (at different sites)

Unit 2: Language Policies and Politics (4 weeks = 8 hours)

- Power, identity, and politics of language
- Language as a medium of instruction and debates about English as a medium of instruction
- The recommendations of NEP1968, NCF-2005, NEP 2020, and NCFSE 2023 on language education

Unit 3: Language and Literacy in the Context of School (4 weeks = 8 hours)

- The language environment of school and the varied nature of Indian classrooms
- Language Learner's profile
- Language environment at home
- Bi/multilingualism in the Indian classroom
- Notions about interference or bridge
- School's Expectations: Views relating to child's home language and literacy practices
- What is viewed as "right" and "wrong" language in schools and the underlying assumptions
- Critically understanding "errors" and the insights they provide.

Unit 4: Language Acquisition (3 weeks = 6 hours)

- Language learning in early childhood
- Difference between language acquisition and learning
- Second language acquisition
- Language and Cognition: Piaget, Vygotsky, and Chomsky on language acquisition and relevance of their views for the language teacher

Practicum/ Suggested Projects / Assignments (Any Two)



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दिल्ली विश्वविद्यालय, दिल्ली-110007
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1. Analyze literature said to be written in standardized and non-standardized forms of a language
2. Comparative Study of the NEPs and their recommendations for Language Education
3. Examine the differences and similarities in the curriculum evolved on the basis of the different NEPs on language Education

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Agnihotri, R. K. (1996). Kaun Bhasha Kaun Boli. Sandarbh 13, 37-43
- Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
- Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, aur samaj. Deshkal Publications.
- Agnihotri, R.K. (2007). Identity and Multilinguality: The Case of India. In Amy B.M. Tsui, James W. Tollefson
- Agnihotri, R.K. (2007). Identity and Multilinguality: The Case of India. In Amy B.M. Tsui, James W. Tollefson (Eds.) Language Policy, Culture, and Identity in Asian Contexts. Routledge, 185-204
- Agnihotri, R.K. (2007). Identity and Multilinguality: The Case of India. In Amy B.M. Tsui, James W. Tollefson (Eds.) Language Policy, Culture, and Identity in Asian Contexts. Routledge, 185-204
- Agnihotri, A.K. (2014): Multilinguality, education and harmony, International Journal of Multilingualism, DOI: 10.1080/14790718.2014.921181
- Agnihotri, R. K. (2015). Constituent Assembly Debates on Language. Economic and Political Weekly, 50(8), 47-56. <http://www.jstor.org/stable/24481425>
- Rao, S. S. (2008). India's Language Debates and Education of Linguistic Minorities. Economic and Political Weekly, 43(36), 63-69. <http://www.jstor.org/stable/40277928>

हिन्दी में पठन सामग्री:

- ब्रिटन, जेम्स, (2006): भाषा और अधिगम, ग्रंथ शिल्पी, दिल्ली
- श्रीवास्तव, रवीन्द्रनाथ, (2016): भाषा शिक्षण, वाणी प्रकाशन, दिल्ली
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् (2018): भाषा शिक्षण, भाग-1 एवं 2

- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्(2018):भारतीय भाषाओं का शिक्षण: राष्ट्रीय फोकस समूह का आधार पत्र.नई दिल्ली
- एल.एस.व्यगोत्स्की:विचार और भाषा,ग्रंथ शिल्पी,दिल्ली
- अग्निहोत्री,रमाकांत एवं खन्ना,अमृतलाल(2014):भाषा एवं भाषा शिक्षण,खण्ड-1एवं2,वाणी प्रकाशन,नई दिल्ली
- अग्निहोत्री,रमाकांत एवं खन्ना,अमृतलाल(2011):भाषा में अंग्रेजी की समस्या,एकलव्य,मध्यप्रदेश

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, critical media analysis, collaborative learning tasks (which enhance comprehension and understanding of core writings in the area) and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Language, Literacy, Policy



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