
Discipline Specific Elective Course (DSE) - Language Education

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Language Education DSE -1D	4	3	1	0	Completed 4 core courses in education	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the meaning of language, components and its functions;
- Make learners critically aware of the role language plays in education and explore how language development occurs in children;
- Develop insight into how language is acquired/learnt with respect to first and second language;
- Analyse the language policies and its implementation in Indian classroom;
- Critical analysis of terms such as dialects, mother tongue, first language, and second language, bilingual and multilinguals and explore multilingualism in India;
- Develop language skills to help learners engage in classrooms;
- Understand the process of reading and writing and oral interaction;
- Develop critical understanding about Indian model of language acquisition.

LEARNING OUTCOMES

On completion of this course, learners will be able to:

- Understand the concept, structure and components of language;
- Differentiate between language and dialect, first and second language, home and school language, bilingual and multilinguals;
- Develop insight into various theories of language acquisition;
- Understand the process of reading and writing;
- Develop critical understanding about Indian model of language acquisition

Manish

SYLLABUS OF DSE -1 D

45 Hours

UNIT 1: General Introduction to Language (Hours 10)

- Language: Its meaning, components and functions
- Dialect, Standard and Non-standard language
- Basic concepts in Phonology, morphology, syntax and semantics

UNIT 2: Language Acquisition and Learning (Hours 15)

- Language and thought
- First and Second language acquisition: Krashen, Chomsky and Vygotsky on language acquisition; relevance of their views for the language teacher
- Contribution of Panini and Indian model of language acquisition (Shravan, Manan, Nidhidhayasan)
- Stages of language development

UNIT 3: Language Processes and the Classroom Context (Hours 8)

- Oral language in the classrooms
- Verbal and non-verbal communication
- Learning to read and comprehend
- Teaching of Listening, Writing

UNIT 4: Language and society (Hours 12)

- Characterizing mother tongue, first language, and second language, bilingual and multi-linguals
- School and home language
- using multilingualism as a resource
- Language policies - NCF 2005, NEP 2020 etc.

SUGGESTED PROJECTS / ASSIGNMENTS (Any Two)

Learners are expected to engage with any two of the following or such similar activities:

- Read the Position Paper on NCF 2005 and NEP 2020 with reference to language education and present your understanding of it.
- Write a detailed approach used in a language classroom to teach the target language to the learners.
- Observe a language class and write a reflective essay on the how writing is taught in the Indian multilingual classroom and suggest strategies to improve it.
- Interview a teacher of a school and assess his/ her understanding about the function of language and its use in daily life.

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

Manish