

University of Mumbai



No. AAMS (UG) /126 of 2021

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Faculty of Humanities.

They are hereby informed that the recommendations made by the Board of Studies in **English** at its meeting held on 30th April, 2021 **vide** item No. **3(v)** and subsequently passed by the Board of Deans at its meeting held on 11th June, 2021 **vide** item No. **5.8** have been accepted by the Academic Council at its meeting held on 29th June, 2021, **vide** item No. **5.8** and subsequently approved by the Management Council at its meeting held on 29th July, 2021 **vide** item No. **16** and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the Ordinance **6643 & 6644** Regulations **9386 & 9387** and the syllabus of **Diploma in Teaching English to Young Learners** has been introduced and the same have been brought into force with effect from the academic year **2022-23**, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
25th October, 2021


(Sudhir S. Puranik)
REGISTRAR

To,

The Principals of the Affiliated Colleges and Directors of the recognized Institutions in Faculty of Humanities. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/5.8/29/06/2021
M.C/16/29/07/2021

No. AAMS (UG) / 126-A of 2021

MUMBAI-400 032

25th October, 2021

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans
- 2) The Dean Faculty of Humanities,
- 3) The Chairman, Board of Studies in English,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,


(Sudhir S. Puranik)
REGISTRAR

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

(Appendix 'B')

**New ordinances 6643 & 6644 relating to the
Diploma in Teaching English to Young Learners.**

1. Necessity of Starting this course:

A. There are several courses for teaching young learners in the pedagogical arena, but they may not focus on language learning. This course will equip the students with essential skills needed for English language teaching. English is a lingua franca and there is a huge demand for trained English language professionals. The course will help the aspirants to hone their language skills as well as enable them to design language learning activities for their learners.

B. In the present digital world there is a need for trained English language teachers across the world. There are many Edu-tech companies that need trained professionals for material development. The course will cater to these demands as trained teachers can develop materials as well as conduct online classes from any part of the world.

A certificate course in TEYL will definitely help to:

- Expose and prepare students for a lucrative employment opportunity
- Equip students with the necessary skills to develop and enhance language learning

2. Whether UGC has recommended to start the said Courses?

UGC has given guidelines for introduction of career oriented courses

(<https://www.ugc.ac.in/oldpdf/xiplanpdf/revisedcareerorientedcourses.pdf>). Universities are allowed to run the diploma / certificate courses and with due approval of its governing councils/ statutory council wherever required (Ref:<https://www.ugc.ac.in/faq.aspx>).

However, u/s 5(16) under Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017), Universities are empowered to start to prescribe the courses of instruction and studies in choice based credit system for the various examinations leading to specific degrees, diplomas or certificates in a stand-alone format or joint format with other State or national or global universities.

3. Whether all the courses have commenced from academic year 2020-21?

The above certificate course recommended by the BoS in English, and further approved by the statutory bodies is to be introduced from the Academic Year 2021- 2022.

4. The courses started by the University are self-financed, whether adequate number of eligible permanent Faculties are available?

The certificate course is purely self-financed. The department/affiliated colleges interested in its affiliation need to comply with the norms laid down as above.

5. To give details regarding duration of the course and is it possible to compress the course?

The duration of the course is maximum 6 month {6 Months (July-December / January-June)} with total 30 contact hours consist of maximum 2 Credits on completion of total 30 hours.

6. The intake capacity of each course and no. of admissions given in the current academic year (2021-22)

The intake capacity is set to maximum 40 students per batch.

7. Opportunities of employability/employment available after undertaking these courses:

1. Employed as language teachers, facilitators, supervisors in elementary schools, coaching centers
2. Employed as content creators for English in Edu-tech companies, media houses
3. Freelance as language teachers
4. Earn online as language facilitators
5. Employed in language labs

UNIVERSITY OF MUMBAI



Syllabus for the
Diploma in Teaching English Language to Young Learners

(to be introduced with effect from the academic year 2022-23)

UNIVERSITY OF MUMBAI



Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Programme O. 6643	Diploma in Teaching English to Young Learners
2	Eligibility for Admission O. 6644	Candidate who passed 10+2 examination in Arts / Science / Commerce or equivalent examination
3	Passing Marks R- 9386	The candidate must obtain 40 % of the total marks in external and internal examination to pass the course
4	Ordinances / Regulations (if any)	-
5	No. of Years / Semesters R- 9387	One Year-Two Semesters
6	Level	P.G. / U.G. / Diploma / Certificate (Strike out which is not applicable)
7	Pattern	Yearly / Semester (Strike out which is not applicable)
8	Status	New / Revised (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year 2022-2023

Date: 30/04/2021

Signature:

Name of BOS Chairperson / ~~Dean~~:

Dr. Sudhir Nikam



University of Mumbai
Diploma in Teaching English to Young Learners
(With effect from the academic year 2022-2023)

Board of Studies in English

Dr. Sudhir Nikam (Chairperson)

Dr. Rajesh Karankal (Member)

Dr. Santosh Rathod (Member)

Dr. Bhagyashree Varma (Member)

Dr. Deepa Mishra (Member)

Dr. B. N. Gaikwad (Member)

Dr. Dattaguru Joshi (Member)

Dr. Satyawan Hanegave (Member)

Dr. Deepa Murdeshwar-Katre (Member)

Syllabus Sub-Committee

Dr. Sachin Labade (Convener) Associate Professor, Department of English, University of Mumbai, Mumbai 98. sachin.labade@english.mu.ac.in

Dr. Uttam Patil (Member) Associate Professor, Department of English, Rajarshi Shahu Arts and Commerce College, Rukadi, Tal. Hatkanangale, Dist. Kolhapur. 16118.uttamnayana@gmail.com

Dr. Shyaonti Talwar (Member) ELT Consultant, Cambridge University Certified CELTA trainer & Assistant Professor, G.E. Society's Nashik Road College, Nashik.

Dr. Aarti Punjabi (Member) ELT Consultant, British Council certified trainer and IELTS examiner and Visiting Faculty, SBM, NMIMS, Mumbai. artymanoj@gmail.com

Mr. Sanjay Kalekar (Member) Assistant Professor, Department of English, Drt's A. E. Kalsekar Degree College, Kausa-Mumbra. Thane, Mumbai. sankalekar83@gmail.com

Mr. Jagdish Magar (Member) Assistant Professor, Department of English, K.B.College of Arts and Commerce for Women, Thane (E). jagdish7777@rediffmail.com

Syllabus

1	Title of the Programme	Diploma in Teaching English to Young Learners
2	Eligibility for Admission	Candidate who passed 10+2 examination in Arts / Science / Commerce or equivalent examination
3	Intake Capacity	40 Students per batch
4	Passing Marks	The candidate must obtain 40 % of the total marks in external and internal examination to pass the course
5	Selection	First Come First Served Basis
6	Credits	16 Credits
7	Duration of the Course	One year
8	Number of Contact Hours	40(lectures) + 20 (tutorial) Per Theory Paper 60 Learning Hours Per Practical Paper
9	Fee Structure	Rs. 5000/- (The fee covers tuition fee, remuneration of teacher, infrastructural expenses, books, stationery, examination fee etc.)
10	Teaching Faculty Qualification	As per UGC Guidelines
11	Remuneration of Teacher	As per University / Government Guidelines
12	Centre	Any College/Department/Institution under the purview of the University of Mumbai
13	Level	U.G. / Diploma
14	Pattern	Semester
15	Status	To be implemented from the Academic Year (With effect from the academic year 2022-23)

Diploma in Teaching English to Young Learners

Preamble:

There are courses for teaching young learners but they may not focus on language learning. This course will equip aspiring English language instructors with essential skills and pedagogy needed for English language teaching to young learners. English is the lingua franca and there is a huge demand for trained English language professionals and instructors. The course will help the aspirants to hone their language skills as well as enable them to design language learning activities especially for young learners.

In the present digital world, there is a need for trained English language trainers at local, national and international level in public as well as private sectors. There are many Edu-tech companies that need trained professionals for material development. The course will cater to these demands as trained teachers can develop materials as well as conduct online classes from any part of the world. A Diploma in Teaching English to Young Learners (TEYL) will definitely help expose and prepare aspiring professionals for a lucrative employment opportunity and equip them with the necessary skills to develop and enhance language learning among young learners.

Objectives of the course:

- To familiarize learners with career scope and profile requirements as English language instructor for young learners.
- To develop necessary pronunciation, grammar, vocabulary and language usage through communicative activities
- To train learners in key strategies, skills, tools, approaches and techniques in teaching English to Young learners through learning centric activities
- To sensitise learners to LSRW skills and Classroom management techniques
- To engage learners in developing and customizing material to suit young learners of English
- To build awareness in learners about different forms and parameters of assessment and evaluation of the language proficiency of young learners.

Learning outcomes:

Learners will be able to

- CO 01: Display an awareness of the requirements of a job profile as an English language instructor for young learners.
- CO 02: Demonstrate the ability to use various strategies, skills, tools, approaches and techniques in teaching English to young learners
- CO 03: Use spoken and written English with fluency, appropriacy, and accuracy for the purpose of teaching English to young learners
- CO 04: Manage reference material and utilize it for effective teaching, classroom management.



University of Mumbai
Diploma in Teaching English to Young Learners

Semester I

Course: Theory

Course Title: Basics of Teaching English Language to Young Learners

Paper: I

(With effect from the academic year 2022-2023)

01	Syllabus as per Choice Based Credit System	
i	Title of the Programme	Diploma in Teaching English to Young Learners
ii	Course Code	
iii	Course Title	Basics of Teaching English Language to Young Learners
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	HSC of any stream or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester I– Paper I

Title: Basics of Teaching English Language to Young Learners

Unit 1: Induction

(08 lectures)

- a. Teaching English Language to Young Learners
 - Nature
 - Scope and Opportunities in public and private sectors
 - Requisites
- b. English as Global Language
- c. Teaching English as a Foreign Language (EFL)
Definition and salient features
- d. Teaching English as a Second Language (ESL)
Definition and salient features
- e. Varieties of English: Significance and implications for teaching
 - British English
 - American English
 - General Indian English
- f. Status of English in India

Unit 2: Language Pedagogy

(10 lectures)

- a. Characteristics of Young Learners
How Young learners learn and what motivates them
Beliefs about teaching young learners
Implications for language instruction
- b. Understanding Language Context: Principles of language
Principle of Purpose, Accuracy, Use of active and passive vocabulary, Natural order of language skills, Principle of practice, The culture of the language, Phonetic principle,
- c. Pedagogical Approaches to language learning
 - Total Physical Response
 - Communicative approach
 - Task-based approach
 - Multi-lingual approach
 - Blended approach
 - Eclectic approach

Unit 3: Teaching Vocabulary and Grammar

(08 lectures)

- a. Teaching Vocabulary
 - What vocabulary do young learners need?
 - Vocabulary learning through Interaction
 - Building vocabulary through Activity
 - Form, meaning and use: the incremental process of knowing a word
 - Activity-based exposure to and familiarization with **Phonetics**
 - Functional Language chunks for young learners

- b. Teaching Grammar
 - Generative Situational Grammar approach (Focus: form and function)
 - Use of level specific techniques
 - Presentation, practice and production stage
 - Patterns of sequencing grammar learning activities
Noticing, Structuring, Proceduralizing

Unit 4: Teaching Language Skills

(14 lectures)

- a. Reading
 - What is Reading comprehension?
 - Types of reading- information, pleasure, comprehension, inference
 - Reading comprehension in the classroom
 - Strategies for developing reading skills and enhancing reading speed
 - Reading sub-skills- Skimming, scanning, predicting.
- b. Listening
 - What is Listening comprehension
 - Difference between listening and hearing
 - Strategies for effective listening
 - Schema-building or pre-listening sensitisation, listening for gist, specific information, distractors, perception, intonation, comprehension, giving short responses, giving longer responses, instruction
- c. Speaking
 - Fluency, accuracy and tonal appropriacy
 - Teaching pronunciation through engaging activities
 - Activating vocabulary through speaking activities
 - Teaching functions such as describing, narrating, expressing
- d. Writing
 - Writing strategies for young learners
 - Techniques of sentence construction
 - Teaching Cohesion, coherence
 - Mind maps
 - Short descriptive paragraphs
 - Guided writing
- e. Integrating skills (pre-task, while task and post task stages)

Instructional Guidelines:

It is recommended that the instructors use a dual approach in executing the curriculum. The primary focus may be placed on building the language proficiency of the students, whereas, it may be achieved by way of using methods, teaching strategies, approaches, pedagogical inputs to give them an experience of classroom management and dealing with young learners.

Evaluation Pattern:**Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (Use of ICT is recommended)	10
3	Test/Written Assignment	20

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

Question 1	Objective (15/20)	15 Marks
Question 2	Short Notes (3/5)	15 Marks
Question 3	Short Answer (3/5)	15 Marks
Question 4	Application/Long answer (2/3)	15 Marks

Suggested Topics suggested for internal evaluation:

- Difference in British English, American English and Indian English.
- Problems of young learners of English as Second/Foreign Language
- Design, create and present exercises to develop a specific language skill/ability among young learners
- Design, create and present exercises to develop grammar/vocabulary
- Review of teaching activities

N.B.: Students, in consultation with and due approval of the instructor, may work on similar and relevant topics.



University of Mumbai
Diploma in Teaching English to Young Learners

Semester I

Course: Practical

Course Title: Project

Paper: II

(With effect from the academic year 2022-2023)

01	Syllabus as per Choice Based Credit System	
i	Title of the Programme	Diploma in Teaching English to Young Learners
ii	Course Code	
iii	Course Title	Project
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of Learning Hours	60
viii	No. Tutorials per week	01
ix	Total Marks	100
02	Scheme of Examination	Internal Evaluation (75+25)
03	Special notes, if any	No
04	Eligibility, if any	HSC or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester I– Paper II Title: Project
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The purpose of this course is to engage students through the mode of project to reinforce the ideas, concepts and skills that are introduced in the theory paper. Students choose a topic for the project in consultation with the project guide. The project may be carried out individually or in collaboration with other students.

Ideas for Project:

The following is only a suggested topic. Similar topics keeping the learning and local context may be given to the students.

Select any school/organization/institute in your area that engages in teaching English as a second or foreign language to young learners and prepare a report on the same with the focus on curriculum, instructor profile, learner profile, material, teaching and evaluation approach etc.

The students may be encouraged to use strategies such as interviews, online/offline surveys, field visits, collection of documents such as photographs, brochures, film clips (if available) etc.

Guidelines for reporting and presenting project

The report may be submitted in Print (type-written) format (PDF format for online submission) or in Non-Print (Blog/Vlog /Web-page) format

Format of the Print Report:

- The full content of the report must be bound together so that the pages cannot be removed or replaced.
- The cover of the report must contain, title, name of the candidate, name of the Diploma, Semester, Name of the Guide/Co-guide and the year of submission.
- Page numbers must be mentioned at the bottom of each page and Margin should be 1.5” on the left and 1” on the remaining three sides.
- Use separate index sheets for all chapters. Each chapter should begin on a new page.
- Report must contain all the necessary documents such as certificate of the guide, training completion Certificate by the institute/ organization, student declaration certificate, acknowledgements, table of contents, bibliography, appendix (if any) etc.
- Students should use appropriate English while writing the report. Avoid grammatical errors.
- No aspects of the structure of the report should be omitted.

Guidelines for the instruction and assessment

- Students may be allotted project mentors to guide them through the process.
- Students may be allotted a co-guide in case of availability and necessity.
- Students may be encouraged to take up a project in pair or group (depending on the context)
- Students may be trained to present final project to improve their presentation skills,
- A well-planned rubric and additional guidelines may be prepared by the study centre keeping in view the core content, quality of the project and presentation of work.

Evaluation Pattern:

Internal Assessment (100 Marks):

Sr. No.	Particulars	Marks
1	Project Field Work (minimum 25 hours) Report: Up to 2500 words (It may include images, graphs, appendix etc.)	75
2	Viva Voce (with the use of ICT)	25



University of Mumbai
Diploma in Teaching English to Young Learners

Semester II

Course: Theory

Course Title: Advanced Skills in Teaching English to Young Learners

Paper: III

(With effect from the academic year 2022-2023)

01	Syllabus as per Choice Based Credit System	
i	Title of the Programme	Diploma in Teaching English to Young Learners
ii	Course Code	
iii	Course Title	Advanced Skills in Teaching English to Young Learners
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	HSC of any stream or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Sem II

Paper III: Advanced Skills in Teaching English to Young Learners

Semester II– Paper III

Title: Advanced Skills in Teaching English to Young Learners

Unit 1: Classroom Management (10 lectures)

- Organising an effective classroom
- Teacher and learner language
- Understanding the varying roles of the teacher in a young learner classroom
- Effective use of teaching materials and resources
- Managing and retaining learner`s attention, checking comprehension and using corrective strategies (recasting, reformulating, ignoring errors)
- Strategies to use and manage individual, pair, group and whole-class work
- Creating a safe learning space

Unit 2: Managing Teaching/ Learning Material and Resources (10 lectures)

- Material diversity
- Sourcing, identifying and shortlisting material
- Grading and customising material
- Reference material to prepare lesson plans
- Selection and use of coursebook materials
- Using supplementary materials and activities
- Introduction to the range of audio-visual and ICT based material.

Unit 3: Lesson Planning and Micro Teaching (10 lectures)

- a. Planning lessons
 - Nature and Significance of Lesson planning
 - Essential components of Lesson planning
 - Steps in Lesson Planning
 - Analysis of sample lesson plans
 - Structuring a lesson plan
- b. Micro Teaching
 - What is Micro Teaching?
 - Micro teaching cycle and characteristics
 - Skills of Micro teaching Techniques: Introduction, probing question, explanation, stimulus variation, board writing, achieving closure, feedback

Unit 4: Learning/Learner Assessment (10 lectures)

- a. Various Test Formats
- b. Formative and Summative Assessment
 - Assessing language skills
 - Assessing Grammar
 - Assessing Vocabulary
 - Assessing Pronunciation

Instructional Guidelines:

It is recommended that the instructors use a dual approach in executing the curriculum. The primary focus may be placed on building the language proficiency of the students, whereas, it may be achieved by way of using methods, teaching strategies, approaches, pedagogical inputs to give them an experience of classroom management and dealing with young learners.

Evaluation Pattern:**Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (use of ICT is recommended)	10
3	Written Assignment	20

Suggested topics for Internal Assessment:

1. Design, create/customize and present material to develop a specific language skill/ability among young learners
2. Prepare and execute lesson plans
3. Creating activities for the assessment of specific language skill/grammar/Vocabulary

NB: Students, in consultation with and due approval of the instructor, may work on similar and relevant topics..

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

Question 1	Objective (15/20)	15 Marks
Question 2	Short Notes (3/5)	15 Marks
Question 3	Short Answer (3/5)	15 Marks
Question 4	Application/Long answer (2/3)	15 Marks



University of Mumbai
Diploma in Teaching English to Young Learners

Semester II

Course: Practical

Course Title: On-the-Job Training/ Internship

Paper: IV

(With effect from the academic year 2022-2023)

01	Syllabus as per Choice Based Credit System	
i	Title of the Programme	Diploma in Teaching English to Young Learners
ii	Course Code	
iii	Course Title	On-the-Job Training/ Internship
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of learning hours	60
viii	No. of learning hours per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Internal Evaluation (75+25)
03	Special notes, if any	No
04	Eligibility, if any	HSC or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester II– Paper IV**Title: On-the-Job Training/Internship**

The purpose of this course is to engage students through the mode of on-the-job training to reinforce the ideas, concepts, and skills that are introduced in the theory course. Students choose an area for the project in consultation with the project guide. The project may be carried out individually or in collaboration with other students.

Ideas for Project:

The following is only a suggested topic. Similar topics keeping the learning and local context may be given to the students.

Select any school/organization/institute in your area that engages in teaching English as a second or foreign language to young students and undertake internship for a minimum of 30 hours. Prepare and submit a report at the end of the semester.

The students may be encouraged to use strategies such as interview, online/offline survey, field visits, collection of documents such as photographs, brochure, film clips (if available and applicable) etc.

Guidelines for the Study Centre:

Since the on-the-job training is an integral part of this diploma, the study centre is advised to identify potential organizations/institutes/schools, etc, and either enter into an MoU with them or establish rapport with them so as the students are taken as interns.

Guidelines for reporting and presenting the project

The report may be submitted in Print (type-written) format or in Non-Print (Blog/Vlog/ /Web-page) format

Format of the Print Report:

- The full content of the report must be bound together so that the pages cannot be removed or replaced.
- The cover of the report must contain, title, name of the candidate, name of the Diploma, Semester, Name of the Guide/Co-guide and the year of submission.
- Page numbers must be mentioned at the bottom of each page and Margin should be 1.5” on the left and 1” on the remaining three sides.
- Use separate index sheets for all chapters. Each chapter should begin on a new page.

- Report must contain all the necessary documents such as certificate of the guide, training completion Certificate by the institute/ organization, student declaration certificate, acknowledgements, table of contents, bibliography, appendix (if any) etc.
- Students should use appropriate English while writing the report. Avoid grammatical errors.
- No aspects of the structure of the report should be omitted.

Guidelines for the instruction and assessment

- Students may be allotted project mentors to guide them through the process.
- Students may be allotted a co-guide in case of availability and necessity.
- Students may be encouraged to take up a project in pair or group (depending on the context)
- Students may be trained to present a final project to improve their presentation skills,
- A well-planned rubric and additional guidelines may be prepared to keep in view the core content, quality of the project, and presentation of work.
- The project report will be assessed by two examiners (Guide +1).
- These two examiners will also assess the student's presentation. The students will be awarded average marks given by the 02 examiners.

Evaluation Pattern:

Internal Assessment (100 Marks):

Sr. No.	Particulars	Marks
1	Internship Field Work (minimum 30 hours) Report: Up to 2500 words (It may include images, graphs, appendix etc.)	75
2	Viva Voce (Presentation should include the use of ICT tools.)	25

Recommended Reading

- Brewster, J., Ellis, G., & Girard, D. *The primary English teacher's guide*. London: Penguin.2004.
- Cameron, L. *Teaching languages to young learners*. Cambridge: Cambridge University Press. 2002.
- Faber, Adele, and Elaine Mazlish. *How To Talk So Kids Will Listen and Listen So Kids Will Talk*. Simon and Schuster, 2012.
- Davis, Fiona, and Wayne Rimmer. *Active Grammar Level 2 without Answers and CD-ROM*. Cambridge University Press, 2011.
- McCarthy, Michael *English Vocabulary in Use Elementary*. Cambridge University Press, 2010.
- Murphy, Raymond, *English Grammar in Use*. Cambridge University Press; 4th edition,2012.
- Hewings, Martin. *Advanced Grammar in Use with answers: A self-study reference and practice book for advanced learners of English*. Cambridge University Press, 2013.
- Lachance, Julie. *Basic English 3rd ed*. McGraw Hill, 2019
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Web Resources

- www.cambridgeenglish.org/younglearners(free online English test for children and young learners)
- www.eslkidstuff.com(useful for a lesson plan, free worksheets, games activities, and songs.)
- www.eslbase.com(Guide to English grammar rules, with examples and teaching)
- https://www.teflcourse.in/campaign/?gclid=CjwKCAiA9vOABhBfEiwATCi7GIPFuw2IwpmASPTbQR7oNsES7J8Kl-60mGLzhUIAcPQ-ijob2_icYBoC6TYQAvD_BwE#home_wrapper(Teaching English as a Foreign Language: courses and placement)
- <https://www.ecenglish.com/en/young-learners/learn-english-online>(English courses for young learners)
- <https://www.britishcouncil.pt/en/english/courses-children>(virtual classroom and online English learning courses)
- <https://anaheim.edu/schools-and-institutes/david-nunan-tesol-institute/certificate-in-teaching-english-to-young-learners.html>(online certificate courses for Teaching English to Young Learners)
- <https://learning.elcampus.com/bundles/teaching-english-to-young-learners>(Teaching English to Young Learners course series)
- www.coursera.org(Learn English: Intermediate Grammar)
- <https://udemy.com>(English Grammar for kids: Basic Grammar Program)
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
- http://www.ncert.nic.in/oth_anoun/npe86.pdf
- https://en.wikipedia.org/wiki/Second_language
- https://en.wikipedia.org/wiki/Michael_Halliday
- https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania?language=en#

N.B:

1. At the end of the course, the Centre (College/Institute/Department) should ensure that the university rules and regulations have been duly followed.
2. On the basis of examination results and credits earned by the student, the Centre will issue the joint certificate with the name of University and College/Institute/Department.