

SARDAR PATEL UNIVERSITY

Programme & Subject: B.Ed.(ENGLISH) Two Year Programme

Semester: 1

Syllabus with Effect from: June-2020

Course Type	Course Code	Course Title	Theory/ Practical	Credits	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-1	UE01 CB2E21	Academic Reading and Re- flecting On Texts	Theory	2	2	1.5 Hour	06/15	14/35	20/50
PE-1	UE01 CB2E22	Psychology of Childhood and Growing up	Theory	4	4	3 Hour	12/30	28/70	40/100
PE-2	UE01 CB2E23	Contemporary India and Education	Theory	4	4	3 Hour	12/30	28/70	40/100
CPS- 1	UE0 I CB2E24	Methods of Teaching English Language (Part- I)	Theory	4	4	3 Hour	12/30	28/70	40/100
CPS- 2	UE01 CB2 E25	Understanding School Curriculum and Pedagogy	Theory	2	2	1.5 Hour	06/15	14/35	20/50
Practicum	UE01 CB2 E26	Practice Teaching and Peer Observations	Practical	8	4	-	80/200	-	80/200
	UE01 CB2 E27	Assignments and Field Specific Activities	Practical	6	4	-	60/150	-	60/150
	UE01 CB2 E28	Computer Skills	Practical	2	-	-	20/50	-	20/50
			Total	32	24		520	280	800

SARDAR PATEL UNIVERSITY
Programme & Subject: B.Ed.(ENGLISH) Two Year Programme

Semester: II

Syllabus with Effect from: December-2020

Course Type	Course Code	Course Title	Theory/ Practical	Credits	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-2	UE02 CB2E21	Modern English Grammar and Usage	Theory	2	2	1.5 Hour	06/15	14/35	20/50
PE-3	UE02CB2E22	Learning and Teaching	Theory	4	4	3 Hour	12/30	28/70	40/100
PE-4	UE02CB2E23	Knowledge and Curriculum (Part-1)	Theory	2	2	1.5 Hour	06/15	14/35	20/50
CPS- 3	UE02CB2E24	Methods of Teaching English Language (Part- II)	Theory	4	4	3 Hour	12/30	28/70	40/100
CPS-4	UE02 CB2 E25	Assessment for Learning	Theory	2	2	1.5 Hour	06/15	14/35	20/50
CPS- 5	UE02 CB2E26	Phonetics and Phonology of English	Theory	2	2	1.5 Hour	06/15	14/35	20/50
Practicum	UE02 CB2 E27	Practice Teaching and Peer Observations	Practical	8	4		80/200		80/200
	UE02 CB2 E28	Assignments and Field Specific Activities	Practical	8	4		80/200		80/200
			Total	32	24		520	280	800

SARDAR PATEL UNIVERSITY
Programme & Subject: B.Ed.(ENGLISH) Two Year Programme
Semester: 1II
New Syllabus with Effect from: June-2021

Course Type	Course Code	Course Title	Theory/ Practical	Credits	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
	UE03 CB2E21	School Internship Field Specific Activities (External)	Practical	6			-----	60/150	60/150
	UE03CB2E22	School Internship Field Specific Activities (Internal)	Practical	12			120/300	---	120/300
	UE03CB2E23	School Internship Practice Teaching (External)	Practical	8			-----	80/200	80/200
	UE03CB2E24	Portfolio Evaluation and Viva	Practical	4			-----	40/100	40/100
	UE03CB2E25	Online Course (one)	Practical	2			20/50	--	20/50
			Total	32			350	450	800

SARDAR PATEL UNIVERSITY
Programme & Subject: B.Ed.(ENGLISH) Two Year Programme
Semester: IV
New Syllabus with Effect from: December-2021

Course Type	Course Code	Course Title	Theory/ Practical	Credits	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
PE-5	UE04 CB2E21	Gender, School and Society	Theory	2	2	1.5 Hour	06/15	14/35	20/50
PE-6	UE04CB2E22	Knowledge and Curriculum (Part-1I)	Theory	2	2	1.5 Hour	06/15	14/35	20/50
PE-7	UE04CB2E23	Creating an Inclusive School	Theory	2	2	1.5 Hour	06/15	14/35	20/50
CPS- 6	UE04CB2E24	ELT Assessment and Evaluation	Theory	2	2	1.5 Hour	06/15	14/35	20/50
CPS-7 (Electives- Any One)	UE04CB2E25	Reflective Teaching	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE04CB2E26	Introduction to Applied Linguistics	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE04CB2E27	Critical Understanding of ICT	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE04CB2E28	Communicative English	Theory	2	2	1.5 Hour	06/15	14/35	20/50
EPC-3	UE04 CB2 E29	Understanding Self and Value Education	Theory	2	2	1.5 Hour	06/15	14/35	20/50
Practicum	UE04 CB2 E30	Practice Teaching and Peer Observations	Practical	8	8		80/200		80/200
	UE04 CB2 E31	Assignments and Field Specific Activities	Practical	8	8		80/200		80/200
	UE04 CB2 E32	Annual Lessons	Practical	4		2 Hour		40/100	40/100
			Total	32	24		490	310	800

Sardar Patel University
Vallabh Vidyanagar

Framework of B.Ed. (English) Programme (Revised) with effect from June-2020

- ❖ Total working days for one semester would be 100+7 days .107x6 =642 Hours. 642 x 4 semesters = 2568 hours.
- ❖ Total working days for each semester would be 107 days.
- ❖ Total credits of the programme is 128.
- ❖ The total marks of the B.Ed. (English) Programme is 3200.
- ❖ There will be four semesters for B.Ed. English course.
- ❖ Credits of each semester (theory and practicum) as shown below:

Semester	Theory Credits	Practicum Credits	Total Credits
I	16	16	32
II	16	16	32
III	---	32	32
IV	16	16	32
Total	48	80	128

Sardar Patel University
Vallabh Vidyanagar
B. Ed. English
New Syllabus (2020-22) Theory
Courses

Semester	Perspectives in Education (PE)	Curriculum and Pedagogic Studies (CPS)	Enhancing Professional Capacities (EPC)	Total Credits
1	Psychology of Childhood and Growing Up (4 Credit) Contemporary India and Education (4 Credits)	Understanding School Curriculum and Pedagogy (2 Credit) Methods of Teaching English Language Part – I (4 Credits)	Academic Reading and Reflecting on Texts (2 Credits)	16
2	Learning and Teaching (4 Credits) Knowledge and Curriculum Part – I (2 Credits)	Assessment for Learning (2 Credits) Methods of Teaching English Language Part – II (4 Credits) Phonetics and Phonology of English (2 Credits)	Modern English Grammar and Usage (2 Credits)	16
3	Internship			32
4	Gender School and Society (2 Credits) Knowledge and Curriculum Part – II (2 Credits) Creating an Inclusive School (2 Credits)	ELT Assessment and Evaluation (2 Credits) <u>Electives (Any One from the list)</u> (1) Reflective Teaching (2 Credits) (2) Introduction to Applied Linguistics (2 Credits) (3) Critical Understanding of ICT (2 Credits) (4) Communicative English (2 Credits)	Understanding Self and Value Education (2 Credits)	12

Sardar Patel University
B. Ed. English (New Syllabus)
Practicum

(A) Practice Teaching

(B) Field Specific Activities

Practice Teaching: Classification of Lessons and credits

Semester	Total Number of Lessons	Practicum
		Credits
1	Micro 1+7 (5 Marks for each lesson) Stage (Macro) 5 (Each lesson carries 15 marks) Peer Observations (5) (Each observation carries 10 marks) Stray Lessons and Observation (2) (40 Marks) (Total 14 Lessons)	8 (200 marks)
	Computer Skills (Internal)	2 (50)
2	Block (Unit)Teaching (07 Lessons)(Each lesson carries 20 marks)+ 01 Creative Lesson Submission (10 Marks) (Total 08 Lessons) Observations (5) 10 marks each	8 (200 Marks)
3	*Lessons in Internship (20 Lessons)*(Each lesson carries 10 marks) (Total 20 lessons)	8 (200 Marks)
4	Block (Unit)Teaching (8+2) Lessons)(Each lesson carries 10 marks) (Two E-Lessons) Observation 10 (Each Observation carries 10 marks)	8 (200 marks)
**	Annual Lessons (2) (External)	4 (100)
Total	52 lessons	38 (950) marks)

*Lessons will have to be observed and evaluated by school teachers during internship.
 ** University exams

Semester-wise Internal & External Marks

Semester		Internal Marks	External Marks (Uni. Exam)	Total Marks	
I	Theory	120	280	400	800
	Practicum	400	00	400	
2	Theory	120	280	400	800
	Practicum	400	-	400	
3	Theory	-	-	-	800
	Practicum	700	100	800	
4	Theory	90	210	300	800
	Practicum	400	100	500	
					3200

SARDAR PATEL UNIVERSITY

B.Ed. (ENGLISH) Two Year Programme

Semester: 1 (New Syllabus)

New Syllabus with Effect from: June-2020

UE01 CB2E21--EPC 1: Academic Reading and Reflecting on Texts (2 credits)

Objectives: To enable student teachers to:

- ❖ learn the types of academic Reading and develop their reading skills
- ❖ learn to present their ideas in an organized manner
- ❖ develop critical thinking skills by analyzing different texts

Unit 1. Concept of Academic reading

- a) Active Reading
- b) Reasons for reading
- c) Silent Reading
- d) Strategic and Fluent reading
- e) Surface and Deep approaches to reading

Unit 2. Reading process

- a) Intensive and extensive reading
- b) Bottom up, top down and Interactive reading
- c) Classroom techniques and tasks
- d) Evaluation and orientation

Unit 3. Reading and Reflecting on Texts

- a) Narratives
- b) Course Books
- c) Literary Texts

Reference:

1. Anderson, N.J. 1999. Exploring Second Language Reading: Issues and strategies.
 2. Day, R. R. 1993. New Ways in Teaching Reading. Alexandria, VA: TESOL.
 3. Day, R. R. and J. Bamford 1998. Extensive Reading in the Second Language
 4. Cameron, L. 2001. *Teaching Languages to Young Learners*: Cambridge: Cambridge University Press
 5. Carter, R. & D. Nunan. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press
 6. Grellet, F. 1981. *Developing Reading Skills*. Cambridge: Cambridge University Press.
 7. Nuttall, Christine. 1982. Teaching Reading Skills in a Foreign Language. English Language Book Society: Oxford.
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UE01 CB2E22- PE - 1: Psychology of Childhood and Growing up (4 credits)

Objectives:

To enable the student teachers to:

- ❖ Appreciate the role of educational psychology in teaching and learning.
- ❖ Understand the meaning and types of individual differences
- ❖ Understand the salient features and problems of growth and development during childhood to adolescence
- ❖ Become familiar with theories of learning and development and their educational implications.
- ❖ Understand the basics of psychological testing and its application in academic settings
- ❖ Understand the concept and types of memory and ways for effective memorization
- ❖ To develop understanding about behavior patterns and various personality types
- ❖ Develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds and individual counseling.

Unit 1: Educational Psychology and Learner

- a. Educational Psychology : Concept, Nature, Scope and Functions
- b. Difference between Growth and Development, Stages and Factors affecting Growth and Development
- c. Growth and Development during Adolescence, Special Characteristics and Problems of Adolescence and role of Teachers, Parents and School
- d. Individual Differences: Meaning and Types

Unit 2: Learning Process

- a. Concept and Nature of Learning Process
- b. Learning Theories:
 - i. Learning by Trial and Error: E.L. Thorndike
 - ii. Learning by Conditioning(Operant & Classical) Pavlov and Skinner
 - iii. Learning by insight: Kohlar
- c. Factors Affecting Learning Process, Learning and Acquisition

Unit 3: Intelligence and Memory

- a. Nature and Characteristics of Intelligence
- b. Concept of IQ, Types of IQ Tests and their uses
- c. Concept and types and factors affecting Memory
- d. Effective Memorization

Unit 4: Application of Educational Psychology

- a. Adjustment: Meaning and need
- b. Group Behaviour: Types, Characteristics of Group
- c. Personality: Concept and Types
- d. Guidance and Counseling : Concept and Comparison

References

1. Mangal S. K., Essentials of Educational Psychology, PHI Learning Private Limited, New Delhi.
 2. Skinner C.E., Educational Psychology, Paperback Publication,
 3. Mathur, S.S.2008. Educational Psychology. Agra: Agrawal Publications.
 4. Bhatia, H. R. 1977. A Textbook of Educational Psychology. New Delhi: Macmillan India Ltd.
 5. Dandekar, W. N. and Makhija, S. 2002. Psychological Foundations of Education. New Delhi: Macmillan India Ltd.
 6. Pandey, K. P. 1998. Advanced Educational Psychology. New Delhi: Konark Publishers.
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UE01CB2E23-PE - 2: Contemporary India and Education (4 credits)

Objectives: To enable the student teachers:

- ❖ To understand the concept and aims of Education.
- ❖ To develop understanding about the social realities of Indian society and its impact on education
- ❖ To learn the concepts of social Change and social transformation in relation to education
- ❖ To understand the historical developments in policy framework related to education
- ❖ To make them understand educational administration
- ❖ To understand directive principles of State and National Policies
- ❖ To understand school set up and its management
- ❖ To understand teachers role, skills and competences

Unit 1: Education in Developing Indian Society and Teacher

- a. Education and Modernization
- b. Social change and Education
- c. National and Emotional Integration
- d. Teacher Education and Training
- e. Status and code of Ethics for Teachers

Unit 2: Introduction to Educational Administration

- a. Concept of Educational Administration and Educational Management.
- b. Administrative set up for implementing school education at the National/State/District level.
- c. Role and Duties of DEO/DPEO/Educational Inspector
- d. Importance of various Boards: GSHSEB/CBSC/ ICSE/ NIOS/IB
- e. Various Types of Schools and its objectives

Unit 3: Policy and Management of Education

- a. Education Department of Gujarat: Functions, Branches, Activities
- b. National Policy of Education 1986 (NPE)
- c. Kothari Commission
- d. Developing New Education Policy
- e. Right to Education (RTE) (Overview)

Unit 4: Role and Functions of Advisory and Autonomous Bodies

- a. NCERT
- b. NCTE
- c. GCERT
- d. DIET
- e. SSA and NAAC

References

1. Pandey, Dr. Ramshakal (2006), Teacher in Developing Indian Society, Vinod Pustak Mandir, Agra- 2.
2. Pandey, Dr. Ramshakal (2007), Education in Emerging Indian Society, Vinod Pustak Mandir, Agra- 2.
3. Aggarwal, J C (1993). Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi
4. Aggarwal, J C (2004). Teacher and Education in a Developing Society, Vikas Publishing House, New Delhi
5. S. S. Chandra, Rajendra K. Sharma (2008), Principles of Education, Atlantic, New Delhi
6. Challenges of Education-A Policy Perspective (1985). Ministry of Education, Govt. of India, New Delhi
7. Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin Publishers
8. National Policy of Education (1986). Ministry of Education, Govt. of India, New Delhi, 1992
9. Right to Free and Compulsory Education Act 2009

UE01CB2E24-CPS – 1: Methods of Teaching English Language (Part-1) (credits 4)

Objectives:

To enable the student teachers to:

- ❖ Understand the main approaches to teaching English as a second language
- ❖ Understand the nature and purpose of language teaching
- ❖ Appreciate the problems of learning a second language
- ❖ Develop insight and competence in planning and preparation of varieties of lessons
- ❖ Put to use the techniques/skills acquired for teaching in the classroom.

Unit One: Approaches and Methods to ELT

- a) Defining terms : approach, method and technique
- b) The Grammar Translation Method : Principles and limitations
- c) The Audio Lingual Method : Principles and limitations
- d) Structural, Functional and Interactive Approaches to ELT
- e) Communicative Language Teaching (CLT)
- f) Other approaches: TPR, Community Language Teaching, Silent Method, Suggestopedia.

Unit Two: Teaching Language skills

- a) New Thinking in Language Teaching :BICS and CALP
- b) Comprehension skills
- c) Nature of listening and reading
- d) Tasks for Developing listening and reading skills
- e) Nature of speaking and writing
- f) Tasks for Developing speaking and writing skills

Unit Three: Teaching Grammar and Vocabulary

- a) Inductive and Deductive teaching grammar and vocabulary
- b) Functional teaching of grammar and vocabulary: Rationale
- c) Tasks for teaching Grammar and vocabulary at different levels.
- d) Language Games for teaching grammar and vocabulary.

Unit Four: Teaching English as an International Language (TEIL) in the 21st Century

- a) Teaching English as International Language(EIL)
- b) Objectives of Teaching English in India and Gujarat
- c) English Education Policies and Principles in India.
- d) Bilingualism, Bilingual Education and Bilingual Approach to ELT
- e) ELT in the Post Method Era.

Reference:

1. Howatt.A.P.R(1984), A history of English Language Teaching, OUP
2. Richards and Rodgers.(1986) Approaches and Methods in Language Teaching, CUP
3. Jack C.R.(1987) The Context of Language Teaching, OUP
4. Rivers.W.(1982) Teaching Foreign Language Skills, OUP
5. Grellet, F.(1981) Developing Reading Skills, CUP
6. Prabhu N.S.(1985) Second Language Pedagogy, OUP
7. Hughes, A. (2010) Testing for Language Teachers. CUP
8. Kumar Vadivelu, (2012) Understanding Language teaching: From Method to Post-method, New York: Rout ledge

9. Helena Curtain and Carol Ann Dahlberg (2010) Languages and Children, Pearson
 10. Lynne Cameron (2001), Teaching Language to Young Learners, Cambridge University Press –
 11. Marion Williams and Robert L. Burden (2004), Psychology for Language Teachers, Cambridge University Press.
 12. Adrian Doff (1988) Teach English, A Training Course for Teachers, Cambridge University Press
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UE01 CB2E25-CPS –2: Understanding School Curriculum and Pedagogy (2Credits)

Objectives:

To enable the student teachers to:

- ❖ understand national curriculum framework and its importance in education
- ❖ understand the structure of school curriculum
- ❖ know about various disciplines and subjects in school curriculum
- ❖ familiar with various types of syllabus and their frameworks
- ❖ comprehend the learning domains and objectives

Unit 1: National Curriculum Framework

- a. National Curriculum Framework – history & objectives
- b. Guiding principles
- c. The social context of Education, Implications for curriculum & Practice

Unit 2: Structure of school curriculum

- a. Language Curriculum and Syllabus
- b. Types of Syllabuses : Structural and Functional
- c. Communicative Syllabus
- d. Text/Course Books

Unit 3: Instructional Objectives

- a) Bloom's Taxonomy (Revised)
 - Cognitive Domain
 - Affective Domain
 - Psychomotor Domain

References

1. (2005). National Curriculum Framework. New Delhi: NCERT.
2. Huda, N. (1992). *Teaching English to Indian Pupils*. New Delhi: Commonwealth Publishers.
3. Kachru, B.B. (1983). *Indianisation of English: the English language in India*. Delhi: Oxford University Press.
4. Krishnamurti, B.H. (1998). *Language, Education and Society*. New Delhi: Sage Publications.
5. Singh, R.P. (Ed) (1993). *Indian Education: in-depth studies*. New Delhi: Commonwealth Publishers.
6. Krishnamurti, B.H. (1998). *Language, Education and Society*. New Delhi: Sage Publications.
7. Singh, R.P. (Ed) (1993). *Indian Education: in-depth studies*. New Delhi: Commonwealth Publishers.

UE01 CB2E26-- Practice Teaching and Peer Observations (Credits 8)

UE01 CB2E27 --Assignments and Field Specific Activities

List of Assignments and Tasks:

Semester I (Credits 6) (one credit each) 150 Marks

1. Visit to an Innovative Learning Centre
2. Computer Portfolio
3. Preparing Teaching Learning Materials
4. Analysis of Textbook/ Children's Literature
5. Psychological Test (One)
6. Self- reflective Video report-1 (Based on one practice teaching session)

UE01 CB2E28-Computer Skills

Practical Examination (Internal) 50 Marks (2 Credits) 1.30 Hours

Components and Tasks

1. **Word Processor:** Create, edit, store, print documents, Navigation of documents, cut, copy & paste, Find & replace, Different Page Views and layouts, Alignment, formatting features, Tabs & Indents, Inserting tables, pictures, hyperlinks, Spell checking, Mail merge, Overview of Index and Tables. Importing and exporting to and from various formats. (10 Marks)
 2. **MS Excel:** Time Table, Result Preparation, basic formulas, Conditional Formatting. (10 Marks)
 3. **Power Point Presentation:** Creating Presentation, Different presentation templates, Setting backgrounds, layouts, Customizing, Formatting a presentation, Adding Graphics and effects to the presentation.(10 Marks)
 4. **Multimedia:** Applications: Compression and transmission of audio on Internet, Image Compression and File Formats like GIF, JPEG, PNG, PDF; Basic Image Processing, Use of image editing software. (10 Marks)
 5. **Internet:** Email, Blog/ Website creation, Google Search skills and Google Classroom. (10 Marks)
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SARDAR PATEL UNIVERSITY
B.Ed. (ENGLISH) Two Year Programme
Semester: II (New Syllabus)
New Syllabus with Effect from: June-2020

UE02CB2E21 --EPC-2 Modern English Grammar and Usage (2 Credits)

Objectives: To enable the student teachers:

- ❖ To have a formal knowledge of English Grammar
- ❖ To acquire command over sentence construction in English
- ❖ To acquire competence in both spoken and written English

Unit One: Grammar and Usage

- a) Grammar : Implicit and Explicit
- b) Prescriptive and Descriptive Grammar
- c) Learners' grammar and Teacher's grammar
- d) Grammar and Usage
- e) Criteria for Acceptability

Unit Two: Word and Sentences

- a) Elements of word study
- b) Word and Lexeme
- c) Types of sentences: simple, complex and complex
- d) Form and Function: Formal labels and Functional labels
- e) Basic sentence/clause patterns
- f) Clause elements: subject, object, complement and adjunct

Unit Three: Time, Tense and Aspects.

- a) Main Verbs and Auxiliaries
- b) Finite and non -finite verbs
- c) Tense, aspects and voice
- d) Use of modal verbs
- e) Multi-word verbs: phrasal verbs, prepositional verbs, phrasal prepositional verbs
- f) Noun Phrase and Verb phrase: Tree diagrams

ESSENTIAL READING:

1. Leech,G :A Communicative Grammar of English
2. Quirk,R : A University Grammar of English
3. Murphy : Essential English Grammar
4. Quirk,R : A Grammar of Contemporary English
5. Parasher, S.V. : Indian English: functions and form

UE02CB2E22--PE - 3: Learning and Teaching (4 Credits) Make 4 units.

Objectives: To enable the student teachers:

- ❖ To know the various theories of learning and its educational implications
- ❖ To enhance their teaching skills with the help of educational technology
- ❖ To enable the student teachers to understand the system approach in education
- ❖ To enable the student teachers to implement various models of teaching in the classroom
- ❖ To make the student teachers aware of various advanced pedagogy

Unit 1: Theories of Learning and its Educational Implications

- a. Social Learning Theory of Bandura and Maslow's Need Hierarchy
- b. Rogers' Experiential Learning
- c. Theories of Bruner and Ausubel
- d. Constructivist theories of Piaget and Vygotsky

Unit 2: Educational Technology: An Introduction

- a. Educational Technology: concept, nature, scope and objectives
- b. Dale's Cone of Experience and its educational implications
- c. System approach : Concept & Educational implications
- d. Concept of Feed Back in teacher education – Flanders' class room interaction analysis category system.

Unit 3: Models of Teaching

- a. Concept Attainment Model : Assumptions, Syntax, Effects and Lesson Planning
- b. Syntactic Model : Assumptions, Syntax, Effects and Lesson Planning
- c. Advanced Organizer Model : Process, Classroom Implications
- d. Inductive Thinking Model: Process, Classroom Implications

Unit 4: Advanced Pedagogy

- a. Programmed Learning : Principles, Techniques, Process, Classroom Implications
- b. Project Based Learning : Principles, Techniques, Process, Classroom Implications
- c. Cooperative Learning : Principles, Techniques, Process, Classroom Implications
- d. Team-teaching: Principles, Techniques, Process, Classroom Implications

References

1. Mathur, S.S.2008. Educational Psychology. Agra: Agrawal Publications.
2. Bhatia, H. R. 1977. A Textbook of Educational Psychology. New Delhi: Macmillan India Ltd.
3. Dandekar, W. N. and Makhija, S. 2002. Psychological Foundations of Education. New Delhi: Macmillan India Ltd.
4. Pandey, K. P. 1998. Advanced Educational Psychology. New Delhi: Konark Publishers.
5. Singh, Chitra (2008). Educational Technology. Agra: Agrawal Publications.
6. Rao, Usha (1991). Educational Technology. Bombay: Himalaya Publishing House.
7. Kulkarni, S. S. (1986). Introduction to Educational Technology. New Delhi: Oxford and IBH Publishing Co.
8. Vednayagam, E. G. (1988). Teaching Technology for College Teachers. Bangalore: Sterling Publishers Private Limited.
9. Mangal S. K., Essentials of Educational Psychology, PHI Learning Private Limited, New Delhi.

UE02CB2E23--PE – 4: Knowledge and Curriculum Part- I (2 credits)

Objectives: To enable the student teachers:

- ❖ To understand the concept of Knowledge in various contexts.
- ❖ To understand the meaning of Education and its aims and types.
- ❖ To know the concept and branches of philosophy and in relation to education.
- ❖ To understand the educational ideas of Indian Thinkers with emphasis on its educational implications for contemporary education system.

Unit 1 Knowledge and Education

1. Concept, nature and Facets of Knowledge
2. Difference: Knowledge, Information and Skill; Teaching, Training and Mentoring
3. Education: Definitions, Concept, Aims and Types

Unit 2 Philosophical Concerns of Education

1. Philosophy: its Concept and Nature and Branches
2. Education and Philosophy: its Relation
3. Nationalism, Universalism, Secularism and Education

Unit 3 Indian Educational Thinkers

1. Swami Vivekananda
2. Mahatma Gandhi
3. Aurobindo
4. Rabindranath Tagore

References

1. Butchvarov, P. (1970). *The Concept of Knowledge*. Evanston, Illinois: North Western University Press
2. G.W. Ford and Lawrence Pungo (1964). *The Structure of Knowledge and the Curriculum*. Rand MacNally & Company, Chicago
3. Aggarwal, J.C. (2009). *Theory & Principles of Education*. 12th Revised edition, Vikas Publishing House Pvt. Ltd.
4. Pandey, Ramshakal. (2006). *Teacher in Developing Indian Society*. 4th Edition, Vinod Pustak Mandir, Agra-2
5. Chaube, S.P. and Chaube, Akhilesh. (2007-08). *Philosophical & Sociological Foundations of Education*. 8th Edition, Agrawal Publications, Agra-7
6. Bhatia, K.K. and Narang, C.L. (1978). *Philosophical and Sociological Bases of Education*. Parkash Brothers.
7. Hirst, Paul H. (1978). *Knowledge and the Curriculum – a collection of philosophical papers*. General Editor: R.S. Peters. International Library of the Philosophy of Education.
8. Aggarwal, Somnath. (2007). *Philosophical Foundations of Education*. Authors Press.
9. Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. Vikas Publishing House Pvt. Ltd.
10. Pandey, R.S. (2007-08). *Principles of Education*. Agrawal Publications, Agra-7
11. Dodiya, Rajnikant S. (2018). *Indian Thinkers with Educational Perspective*. WBG Publication, Ahmedabad

UE02CB2E24--Methods of Teaching English Language Part – II (4 Credits)

Objectives: To enable the students-teacher to:

- ❖ Get a clear understanding of task based language teaching
- ❖ Be familiar with participatory approaches to English Language teaching
- ❖ Be familiar with recent development in materials preparation

Unit One: Task Based Language Teaching

- a) Methodology of TBLT
- b) The Pre- During -Post Task Phases
- f) Sample Tasks for developing language skills

Unit Two: Task Based Assessment

- a) Checklist for Evaluating Tasks
- b) The components of a task-based Test
- c) Designing a Task Based Test.
- d) Try-out of a Task Based Test.

Unit 3. Participatory Approaches to ELT

- a) Content Based Instruction
- b) Whole Language Approach
- c) Multiple Intelligences and Language Teaching
- d) Constructivism and Teaching Skills

Unit 4. Materials for developing Language Skills

- a) Listening and Speaking : Sub skills
- b) Materials for developing Listening and Speaking
- c) Reading: sub-skills: skimming, scanning/ searching
- d) Materials for developing reading skills (SQ3R)
- e) Writing: sub-skills: sequencing and organizing, Coherence and cohesion
- f) Materials for developing writing: Process writing

Reference:

1. Nunan ,D. (2007) Designing Communicative Tasks for the classroom, CUP
2. Prabhu.N.S. (1996) Second Language Pedagogy, OUP
3. Penny Ur (2013) A Course in English Language Teaching, CUP
4. Brumfit,C.J (ed). (1996) General English Syllabus Design. Oxford

5. Field,J (2007) Listening in the Language Classroom, Cambridge.
6. Guse,J.(2010) Communicative Activities for EAP, Cambridge.
7. Prabhu.N.S. (2019) Perceptions of Language Pedagogy, Orient Black Swan
8. Cunningsworth (1985) Textbook Analysis and Supplementary Skills. Longman. London

UE02CB2E25--CPS 4: Assessment for Learning (2 Credits)

Objectives: To enable the student teachers:

- ❖ To compare and understand the concepts of measurement, assessment and evaluation
- ❖ To use some basic statistical techniques for educational purposes
- ❖ To classify the instructional objectives and incorporate all three major domains; cognitive, affective and psychomotor in their classroom teaching.
- ❖ To understand the types of learner assessment and test items with reference to their subjects of teaching and learning objectives
- ❖ To understand the need and importance of thinking skills in the day-to-day classroom teaching.
- ❖ To develop various thinking skills in the students using various techniques

Unit 1: Assessment and Evaluation

- a) Purposes and approaches of assessment in behaviouristic, cognitivistic, and Constructivist paradigms
- b) Perspective on assessment and evaluation for learning in a constructivist Paradigm
- c) Distinction between ‘Assessment of Learning’, ‘Assessment for Learning’, and ‘Assessment as Learning’.
- d) Critical review of current evaluation practices and their assumptions about learning and development
- e) Clarifying the terms:
 - i. test, measurement, examination, assessment and evaluation
 - ii. formative and summative evaluation
 - iii. continuous and comprehensive assessment
 - iv. grading

Unit 2: Context of Assessment

- a) **Dimensions and levels of learning**
 - i. Retention/recall of facts and concepts; application of specific skills
 - ii. Manipulating tools and symbols; problem-solving; applying learning to
 - iii. diverse situations
 - iv. Meaning-making process; abstraction of ideas from experiences; seeing links and relationships; inference; analysis; reflection
 - v. Originality and initiative; collaborative participation; creativity; flexibility
- b) **Contexts of assessment**
 - vi. subject-specific
 - vii. learner -centered

Unit 3: Assessment Procedure

a) Assessment tools

- i. different kinds of tasks: projects, assignments, performances
- ii. different kinds of tests and their construction
- iii. observation of learning processes by self, by peers, by teacher
- iv. self-assessment and peer-assessment
- v. constructing Portfolios
- vi. Rubrics Based Assessment

b) Quantitative and qualitative aspects of assessment: appropriate tools for each

c) Teacher competencies in developing appropriate assessment tools:

- i. visualizing appropriate assessment tools for specific contexts, content, and learner
- ii. formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses
- iii. evolving suitable criteria for assessment
- iv. organizing and planning for student portfolios and developing rubrics for portfolio assessment
- v. using assessment feedback for furthering learning.

- a) Statistical tools- Measures of Central Tendency, Percentiles and Percentile rank, Measures of Variability, Correlation (Pearson).

References:

1. Mangal, S. K. Statistics in Psychology and education. Tata MacGrow Hill Publication, New Delhi.
 2. Bloom & Krathwohl, Taxonomy of Educational Objectives, Longman Group Limited, London.
 3. Bachman, L.F. 1990. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
 4. Bachman, L.F. and A.S. Palmer. 1996. *Language Testing in Practice*. Oxford: Oxford University Press.
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UE02CB2E26--CPS 4 : Phonetics and Phonology of English (2 Credits)

Objectives: to enable the student teachers to understand:

- ❖ The nature of English Speech
- ❖ The functions of various organs of speech
- ❖ The importance of a neutral accent
- ❖ A constructive study of sounds of L1 and English along with remedial suggestions and remedial materials.

Unit One: Speech organs and production of speech sounds

- a) The respiratory system
- b) The phonatory system
- c) The articulatory system
- d) Active and passive articulators

Unit two: Description and classification of speech sounds

- a) Vowels and consonants
- b) Classification of Vowels: Tasks
- c) Classification of Consonants: Tasks
- d) Diphthongs and triphthongs: Tasks
- e) Phonetic transcription: RP: symbols
- f) Tasks for transcription. Words and sentences

Unit Three: Phonology

- a) Phones and Allophones
- b) The syllable: Types and structure
- c) Syllabic consonants and consonant clusters
- d) Supra-segmental features : Stress and rhythm
- e) Connected Speech: Weak forms, Assimilation, Elision and Linking
- f) Intonation: Form and functions

Reference:

- 1 Daniel Jones: Pronunciation of English
- 2 J D O Conner: Better English Pronunciation
- 3 Dhamija and Sasikumar : A Course in phonetics and spoken English
- 4 Peter Roach: Phonetics and phonology of English

UE02CB2E27--Practice Teaching and Peer Observations (Credits 8)

UE02CB2E28--Assignments and Field Specific Activities (Credits 8)

List of Assignments and Tasks (One Credit each) 200 Marks

1. Study and Analysis of NCF 2005
2. Design and Preparation of a test for LSRW Skills
3. Group Discussion and Interview (English Phonology)
4. Preparing Remedial Tasks (2) for English Language Learners
5. Preparation of Script (For Drama/Street Theatre/Mono acting/
Play/Anchoring)
5. Word Transcription (Phonetics: On the spot)
6. Error Analysis (Grammar: On the spot)
7. Self- reflective Video report-1 (Based on block teaching session)
8. Translating one story from other language to English.

SARDAR PATEL UNIVERSITY

B.Ed. (ENGLISH) Two Year Programme

Semester: III (New Syllabus)

New Syllabus with Effect from: June-2020

School Internship Credits 32

Practicum and Field Specific Activities (External)	Marks	Credits	Practicum and Field Specific Activities (Internal)	Marks	Credits
Classroom Teaching (20): (Including Lesson Planning and Observation) **	200	08	Action Research	25	01
			Reflective Diary	25	01
			Observation of an English Teacher (Report)	25	01
Participation in Assembly and co-curricular activities **	25	01	Student Portfolio	25	01
Cultural programme**	25	01	Literacy and awareness Programme	25	01
Preparation School Calendar**	25	01	School-Society Project Work	25	01
Planning & Execution of CCE Activities **	25	01	Extension and In service training programme	25	01
Maintenance of Log book **	25	01	Reflections on Virtual/Online Classroom Teaching	25	01
Bulletin Board**	25	01	Peer Observation	25	01
			E- Material Production, ESL Blog posting and assessment.	25	01
			SWOT Analysis of school	50	02
Portfolio Evaluation and Viva(External)	100	04	Online Course (one) (Internal)	50	02
**Evaluation by school authority	450	18		350	14
Total		Marks	800	Credits	32

Sardar Patel University

B.Ed (English) Semester – 4 (New Syllabus)

UE04CB2E21--PE 5: Gender, School and Society (2 credits)

Objectives: To enable the student teachers:

- ❖ To understand the gender issues prevailing in the school and society
- ❖ To know about the efforts of the government and non-government agencies to eradicate gender issues from school and society
- ❖ To make them aware of the possible solutions for resolving the gender issues
- ❖ To understand the process of socialization and the role of various agencies in it.

Unit 1: Gender Issues in the school and Society

- a. Concept and issues of gender and sex
- b. Gender equality in society and education
- c. Issues of paternity and femininity

Unit 2 : Resolving Gender Issues and Women Education

- a. Various policies and initiatives by the government
- b. Role of school, society and teacher
- c. Role of Media

Unit 3 : Socialisation Process in School and Society

- a. Meaning of Socialisation
- b. Process of Socialisation
- c. Agencies of Socialisation : family, school and society

Reference

1. Mathur, S. S. 2008. A Sociological Approach to Indian Education. Agra. Agrawal Publication
 2. Chandra, S.S. & Sharma R. K. 2008. Principles of Education. New Delhi. Atlantic Publications.
 3. Agrawal, J. C. 2004. Teacher and Education in a Developing Society. New Delhi. Vikas. Publishing House
 4. Sharma, R. N. 2006. Principles and Techniques of Education. Delhi. Surjeet Publications.
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UE04CB2E22--PE – 6 : Knowledge and Curriculum – II (2 Credits)

Objectives: To enable the student teachers:

- ❖ To understand the concept of Philosophical Schools of Thoughts in educational contexts
- ❖ To understand the concept and principles of curriculum development
- ❖ To know the factors affecting curriculum change and improvement
- ❖ To understand various models of curriculum development and evaluation
- ❖ To understand the educational ideas of Indian Thinkers with emphasis on its educational implications for contemporary education system.

Unit 1 Philosophical Schools of Thoughts and Education

- a. Indian Schools of Philosophy : Vedanta, Buddhism and Jainism
- b. Western School of Philosophy: Idealism, Naturalism and Pragmatism
- c. Child-centered education

Unit 2 Curriculum Development and Textbooks

- a. Concept and Principles of Curriculum
- b. Role of National level bodies in Curriculum development
- c. Factors affecting Curriculum change and Improvement
- d. CIPP model and Intervention model, Tyler's Model and Hilda-taba Model

Unit 3 Western Educational Thinkers

- a. John Dewey
- b. Rousseau
- c. Plato
- d. Paulo Freire

References

1. Dewey, John (1996). *The Child and the Curriculum*, Chicago: The University of Chicago Press
2. Doll, Ronald C. ((1978). *Curriculum Improvement – Decision Making and Process*. 4th Edition, Allyn and Bacon, Inc.
3. Oliva, Peter F. (1988). *Developing the Curriculum*. Scott, Foresman and Company
4. Taba, Hilda (1962). *Curriculum Development: Theory and Practice*, New YorkL: Harcourt Brace, Jovanvich
5. Tanner, D and Tanner, L.N. (1975). *Curriculum Development: Theory and Practice*. New York: Mac Millan
6. Aggarwal, Deepak (2007). *Curriculum Development: Concept, Methods and Techniques*. New Delhi, Book Enclave
7. Arora, G.L. (1984), *Reflections on Curriculum*. NCERT

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8. Aggarwal, J.C. (2009). *Theory & Principles of Education*. 12th Revised edition, Vikas Publishing House PVT LTD
 9. Pandey, Ramshakal. (2006). *Teacher in Developing Indian Society*. 4th Edition, Vinod Pustak Mandir, Agra-2
 10. Chaube, S.P. and Chaube, Akhilesh. (2007-08). *Philosophical & Sociological Foundations of Education*. 8th Edition, Agrawal Publications, Agra-7
 11. Bhatia, K.K. and Narang, C.L. (1978). *Philosophical and Sociological Bases of Education*. Parkash Brothers.
 12. Aggarwal, Somnath. (2007). *Philosophical Foundations of Education*. Authors Press.
 13. Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. Vikas Publishing House Pvt. Ltd.

UE04CB2E23--PE 7: Creating an Inclusive School (2 credits)

Objectives: To enable the student teachers:

- ❖ To bring about an understanding of the ‘cultures, policies and practices’ that need to be addressed in order to create an inclusive school.
- ❖ To understand inclusive education in Indian and Gujarat context.
- ❖ To understand the physically and mentally handicapped with the general community as equal.

Unit 1: An introduction to inclusive School

- a. Meaning and concept of inclusivity
- b. Concept of an inclusive school
- c. NCF and UNESCO recommendations

Unit 2: Inclusive Education and its approach

- a. Inclusive education in Indian context
- b. Traditional approach vs Inclusive approach
- c. Inclusion and social justice

Unit 3: Teachers role in Inclusive school

- a. Inclusive education with reference to Gujarat
- b. Physically exceptionally children
- c. Psychologically exceptionally children

References

1. Whitney Rapp, Katerina Arndt, 2012, Teaching Everyone: An Introduction to Inclusive Education, Paulh Brooks Publication, USA.
2. Mangal S K. 2012, Essentials of Educational Psychology, PHI learning Private limited, New Delhi.
3. http://www.ehow.com/info_7904811_principles-inclusive-education.html

UE04CB2E24--CPS 06 ELT Assessment and Evaluation (credits:2)

Objectives:

- ❖ To enable the student teacher:
- ❖ Get the basics of second language assessment and evaluation
- ❖ Prepare sample tests for assessing language skills
- ❖ Prepare a portfolio for teachers of English

Unit 1. Assessment Meaning

- a) Needs Assessment
- b) Definitions of Assessment and Evaluation
- c) Assessment literacy: Wash back, authenticity, validity, reliability and practicality
- d) Formative and Summative assessment in English Classroom

Unit 2. Language Assessment issues

- a) Student centred assessment
- b) Performance based assessment
- c) Communicative assessment
- d) Writing Objectives

Unit 3. Language Assessment Strategies

- a) Traditional Vs Alternative assessments
- b) Strategies and techniques
- c) Guidelines, rubrics. Checklist, self and peer assessments
- d) Authentic assessment
- e) Assessing Language Skills
- f) Integrated skills assessment: Portfolio and project-based assessment

Reference:

1. Coombe,C & Stoyhoff,S. 2012. Second Language Assessment. Cambridge University Press.
2. Davies,A.2008. Assessing Academic English. Cambridge University Press.
3. Gottieb,M.2006. Assessing English Language Learners. Corwin Press
4. O'Malley,J.M.1998. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Longman.
5. Wilson,R & Poulter,M. 2015. Assessing Language Teachers' Professional Skills and knowledge. Cambridge University Press.
6. Robert,F.T.1999. Aligning Learning Activities and Assessment Strategies in the ESL classroom, The Internet TESL Journal.

UE04CB2E25--CPS 7-a Reflective Teaching (CREDITS 2)

Objectives:

To enable the student teacher to:

- ❖ Observe and reflect one's own and others' teaching strategies
- ❖ Be familiar with classroom procedures and learner behavior
- ❖ Focus on the nature of language used in the classroom

Unit1. Approaches to classroom investigation

- a) Journals
- b) Lesson reports
- c) Video recording of lessons
- d) Action research

Unit 2. Language teaching as profession

- a) Beliefs about learning
- b) Beliefs about teaching
- c) Programme and language curriculum
- d) Professionalism

Unit 3. The Role of the Teacher

- a) Roles reflecting a teaching approach/method
- b) Personal views of teaching
- c) Cultural dimensions of roles
- d) Teacher and learner language use in the classroom

Reference:

1. Doff,A., and Jones,C.1991. Language in Use: A Pre-intermediate Course. Cambridge University Press.
2. Richards,J.C. 1994. Reflective Teaching in Second Language Classrooms: Cambridge University Press.
3. Spratt, M.1994. English for the Teacher. Cambridge University Press.

UE04CB2E26--CPS-7b Introduction to Applied Linguistics (2 Credits)

Objectives:

To enable the student teacher to

- ❖ Grasp the essential of the science of linguistics
- ❖ Understand the different aspects of language
- ❖ Understand the different approaches to language learning process.
- ❖ Understand the application of linguistic theories in language classroom

Unit 1: Language and Linguistics

1. Language Definitions, language behavior and system, language and speech
2. Linguistics, Branches, as a Science,
3. Language –change
4. Some modern schools and movements

Unit 2: Sociolinguistics

1. Introduction to Sociolinguistics
2. Language and Society, basic concepts in sociolinguistics
3. Classification of varieties, Dialects, Accents, Registers, Styles
4. Language in Context, Bilingualism/Multilingualism, Diglossia, Code Switching/Code Mixing, Pidgins and Creoles

Unit 3: Applied Linguistics

1. What is applied linguistics?
2. Language and Language Learning
3. Linguistics and Language Teaching
4. The Techniques of Applied Linguistics

References:

1. Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen and Andrew Spencer, *Linguistics: an Introduction*, Cambridge, 1999
2. John Lyons, *Language and Linguistics an Introduction* Cambridge publication, 1981
3. N Krishnaswamy , S. K. Verma, M. Nagarajan, *Modern Applied Linguistics*, Macmillan, 1992
4. Priya Hosali, S V Parasher, Tapas S Ray, *Introduction to Linguistics Block V*, Publication Unit, EFL University, Hyderabad, 2012
5. R A Hudson, *Sociolinguistics*, Cambridge, 1980
6. S. Pit Corder, *Introducing Applied Linguistics*, Penguin Publication, 1973

UE04CB2E27--CPS 7c- Critical Understanding of ICT (2 Credits)

To enable the student teacher to:

- ❖ Understand the rationale of CALL
- ❖ Practise the application of computer and internet in teaching English
- ❖ Use the web 2.0 tools in teaching English
- ❖ Explore the possibilities of using social media in ELT
- ❖ Construct and publish an ESL blog

Unit 1. Computer Assisted Language Learning

- a) Nature and scope of CALL
- b) Uses of multimedia in ELT
- c) Role of technology in learner centred learning
- d) Television, Video and Digital English Language Labs

Unit 2. Computer Application

- a) MS Office (Word, PPT, Excel)
- b) Internet resources for learning
- c) Web tools and software for ELT
- d) Social Networking sites and Apps

Unit 3. 21st Century skills for ELT teachers

- a) Websites and Blogs for ELT
- b) Class blogs: Creating own ESL blog
- c) Web.2.0 tools and E-learning
- d) E-courses, MOOCs, Webinars
- e) CBT

Reference:

1. Clive Gifford. 2007. Using Computer in Education, Interforce Publication Ltd. Kensington High Stress. London.
2. Ahalpara D P and others. 2010. Introduction to Computers. Gujarat S B S textbooks, Gandhinagar.
3. Chapelle, Carol. 2012. Computer Application in Second Language Acquisition. Cambridge University Press.

UE04CB2E28--CPS 7-d Communicative English (Credits 2)

Objectives: To enable the student teachers to understand:

- ❖ The process of communication
- ❖ The importance of interpersonal skills
- ❖ The significance of attitudes in a profession

Unit One: Process of Communication

- a) Communication – a process
- b) Types of communication
- c) Barriers to communication

Unit Two: Communication Situation

- a) Presentation skills
- b) Group Discussions/meetings/conference skills
- c) Interview skills
- d) Conversation skills

Unit Three: Language for Communication

- a) Proficiency in grammar and vocabulary
- b) Proficiency in spoken English
- c) Writing CV/Resume
- d) Writing Reports
- e) Writing agenda/notice/minutes/invitations

Reference:

1. Butterworth, John and Jeoff Thwaites.(2005),Thinking Skills. Cambridge Uni.Press.
2. Feldman, Daniel A. (2004), Critical Thinking. New Delhi: Viva.
3. Harmer, Jeremy.(2006), How to Teach English. New Delhi, Longman.
4. Johnson, Karen.(1996), Understanding Communication in Second Language Classrooms. Cambridge Uni. Press.
5. Richards, Jack C. (2005), Professional Development for Language Teachers. Cambridge Uni.Press.
6. Stevens, Michael.(1999),How to be better at giving presentations. London: Koran Press.

4. Dudeney,G 2010. The Internet and the Language Classroom. Cambridge

UE04CB2E29--EPC 3: Understanding the Self and Value Education (2 credits)

Objectives: To enable the student teachers:

- ❖ To understand the conceptualization of self from ancient to modern times.
- ❖ To understand the role and importance of physical and mental health in life and in the teaching profession.
- ❖ To learn to maintain physical and mental health with the help of Yoga.
- ❖ To learn to develop our own vision/philosophy of life
- ❖ To make them aware about significance of value and its role in personality development
- ❖ To make them understand the role of education in inculcating values among the learners
- ❖ To make them understand the significance of imparting value education

Unit 1: Knowing yourself

- a. Self- concept: From Ancient time to Contemporary World
- b. Self-awareness : Physical, mental, emotional and spiritual
- c. Techniques for knowing and healing the self : Self-observation,
- d. Yoga and Vipashyana

Unit 2: Introduction to Value Education

- a. Value education: definitions, nature & scope
- b. Value education vs. value based education: comparison
- c. Types of values : Human, Family, Ethical, Social
- d. Value teaching vs. value inculcation, Holistic vs. Specific Approach

Unit 3: Value Education Programme

- a. Objectives of value education in modern world
- b. Activities and programmes for value education and personality development at school/college/state/national levels
- c. Role of various agencies, parents, teachers, principals, school and religious institutes in Value education
- d. Various views on value education: UNESCO, NCF2005&2009, NCERT, NCTE and Commissions

References

1. Sinha, Jadunath. 2008. Indian Psychology (Vol. I and II). Delhi: Motilal Banarasidas Publishers Private Limited.

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2. Ranjan, Sanjeev. 2013. The Seven Mystical Laws of Self Healing. New Delhi: Life Positive Publications.
 3. Joseph, K.S. 2007. Empower Yourself. Mumbai: Better Yourself Books.
 4. Parsloe, Eric. 2000. The Manager as Coach and Mentor. Hyderabad: University Press (India) Limited.
 5. Chitakra, M. G. (2003). Education and Human Values. New Delhi : A.P.H. Publishing Corporation.
 6. Chakravarthy, S. K. (1999). Values and Ethics for Organisations. New Delhi : Oxford University press.
 7. Kaul, G. N. (1975). Values and Education in Independent India. Mumbai : Associated Publishers.
 8. Ruhela, S. P. (1986). Human Values and Education. New Delhi : Sterling

UE04CB2E30--Practice Teaching and Peer Observations (Credits 8)

UE04CB2E31--Assignments and Field Specific Activities (Credits 8)

UE04CB2E32—Annual Lessons (Credits 4)

List of Assignments and Tasks (One Credit each) 200 Marks

1. Critical Analysis of Media with Reference to Gender Issues
2. Preparing Syllabus for a Need based Course on English Language Learning
3. Field Visit
4. Analytical study of a film/documentary
5. Peer Observation(E-Lesson) report
6. Two Tasks for testing Listening (On the spot)
7. Two Tasks for testing Reading (On the spot)
8. One PPT/Prezi presentation (Based on elective course)