

SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of Education (ENGLISH)
Semester: IV (Two Years) Syllabus with Effect from: July-2023



<p>Programme Outcome (PO) – For B.Ed. (English) Programme</p>	<p>After successful completion of this course, the student-teachers will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend, interpret and analyse philosophical, psychological and sociological foundations with reference to educational practices and evolve their own eclectic approach to be implemented in their professional life. 2. Integrate content knowledge, pedagogical knowledge and technological knowledge for effective teaching of higher and lower level English subject as being taught in schools as classroom practitioners. 3. Enhance their knowledge and skills for handling qualitative and quantitative evaluation processes efficiently. 4. Sharpen professional capacities like skill of Reflection, skill of integrating various forms of Art, ICT skills and life skills 5. Build profession related Attitudes towards holistic teacher-hood.
<p>Programme Specific Outcome (PSO) – For B.Ed. (English) Semester - IV</p>	<p>After successful completion of this semester, the student-teachers will be able to:</p> <ol style="list-style-type: none"> 1. Understand gender issues, know how to resolve gender issues, and understand the roles of a teacher, school, and society in gender equality. 2. Know the concepts of the curriculum framework, understand various determinants of curriculum development, and know the process of evaluating curriculum. 3. Develop a proper understanding of cultures, policies, and practices to create an inclusive school and the status of inclusive education in Gujarat and India. 4. Distinguish the different types of assessment and evaluation and learn to formulate objectives, construct rubrics, and create a checklist for assessing language skills. 5. Develop conceptual clarity on reflective teaching, develop insights on the teaching profession, and cultivate professional attitude and aptitude. 6. Develop insights on linguistics, social linguistics, and related concepts. Classify varieties of language and apply the techniques of applied linguistics in the teaching of English.



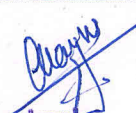
	<ol style="list-style-type: none">7. Develop an understanding of communication and enhance proficiency in grammar, vocabulary, speaking, and writing in English.8. Speak simple Sanskrit, Implement methods, approaches, and techniques in Sanskrit language teaching, and plan lessons, tasks, and tests for the Sanskrit language learners.9. cultivate understanding of self, implement various ways of improving physical and mental health, execute the values in his or her own behavior, and be ready to inculcate values in the next generation.
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To Pass	<ol style="list-style-type: none">1. At least 40% Marks in the University Examination in each paper and2. At least 40% Marks in the internal examination conducted by the college.
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Chavur
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Training & Research
Vallabh Vidyanagar



Course Type	Course Code	Course Title	Theory/ Practical	Credits	Contact Hrs/Week	Exam Duration in Hours	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
PE-5	UE04 CB2E51	Gender, School and Society	Theory	2	2	1.5	06/15	14/35	20/50
PE-6	UE04 CB2E52	Knowledge and Curriculum (Part-II)	Theory	2	2	1.5	06/15	14/35	20/50
PE-7	UE04 CB2E53	Creating an Inclusive School	Theory	2	2	1.5	06/15	14/35	20/50
CPS- 6	UE04 CB2E54	ELT Assessment and Evaluation	Theory	2	2	1.5	06/15	14/35	20/50
CPS-7 (Electives- Any One)	UE04 CB2E55	Reflective Teaching	Theory	2	2	1.5	06/15	14/35	20/50
	UE04 CB2E56	Introduction to Applied Linguistics	Theory	2	2	1.5	06/15	14/35	20/50
	UE04 CB2E57	Communicative English	Theory	2	2	1.5	06/15	14/35	20/50
	UE04 CB2E58	Methods of Teaching Sanskrit	Theory	2	2	1.5	06/15	14/35	20/50
EPC-3	UE04 CB2E59	Understanding Self and Value Education	Theory	2	2	1.5	06/15	14/35	20/50
SI- 4	UE04 CB2E60	Practice Teaching and Peer Observations	Practical	8	8		80/200		80/200
Practicum	UE04 CB2E61	Assignments and Field Specific Activities	Practical	8	8		80/200		80/200
Practicum	UE04 CB2E62	Annual Lessons	Practical	4	-	2 Hour		40/100	40/100
			Total	32	24		490	310	800


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Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E51	Title of the Course	PE 5: Gender, School and Society
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: 1. understand the gender issues prevailing in the school and society 2. know about the efforts of the government and non-government agencies to eradicate gender issues from school and society 3. make them aware of the possible solutions for resolving the gender issues 4. understand the process of socialization and the role of various agencies in it.
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Course Content		Weightage* (%)
Unit – 1	Gender Issues in the school and Society a) Concept of gender and sex b) Gender equality in society and education c) Issues of paternity and femininity d) Influence of Family, Cast, Religion, Culture, Region and Media on Gender Identity.	50
Unit – 2	Gender: Policies and Provisions a) Gender quality and equity given in Indian Constitution b) Various policies and initiatives by the government c) Role of school, society, media and teacher in eradicating gender issues d) Child Sexual Abuse: Prevention and Dealing (POCSO Act)	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes	The teacher trainee will be able to: 1. Understand the gender issues prevailing in the schools and society and understand the need of gender equality. 2. Know how to resolve gender issues and understand the roles of a teacher, school and society in women education awareness and gender equality. 3. Understand the socialization process and the role of agencies of socialization.
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Suggested References:

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.



<p>1.1.1</p>	<p>1.1.1.1</p> <p>1.1.1.2</p> <p>1.1.1.3</p> <p>1.1.1.4</p> <p>1.1.1.5</p> <p>1.1.1.6</p> <p>1.1.1.7</p> <p>1.1.1.8</p> <p>1.1.1.9</p> <p>1.1.1.10</p> <p>1.1.1.11</p> <p>1.1.1.12</p> <p>1.1.1.13</p> <p>1.1.1.14</p> <p>1.1.1.15</p> <p>1.1.1.16</p> <p>1.1.1.17</p> <p>1.1.1.18</p> <p>1.1.1.19</p> <p>1.1.1.20</p> <p>1.1.1.21</p> <p>1.1.1.22</p> <p>1.1.1.23</p> <p>1.1.1.24</p> <p>1.1.1.25</p> <p>1.1.1.26</p> <p>1.1.1.27</p> <p>1.1.1.28</p> <p>1.1.1.29</p> <p>1.1.1.30</p> <p>1.1.1.31</p> <p>1.1.1.32</p> <p>1.1.1.33</p> <p>1.1.1.34</p> <p>1.1.1.35</p> <p>1.1.1.36</p> <p>1.1.1.37</p> <p>1.1.1.38</p> <p>1.1.1.39</p> <p>1.1.1.40</p> <p>1.1.1.41</p> <p>1.1.1.42</p> <p>1.1.1.43</p> <p>1.1.1.44</p> <p>1.1.1.45</p> <p>1.1.1.46</p> <p>1.1.1.47</p> <p>1.1.1.48</p> <p>1.1.1.49</p> <p>1.1.1.50</p>
<p>1.1.2</p>	<p>1.1.2.1</p> <p>1.1.2.2</p> <p>1.1.2.3</p> <p>1.1.2.4</p> <p>1.1.2.5</p> <p>1.1.2.6</p> <p>1.1.2.7</p> <p>1.1.2.8</p> <p>1.1.2.9</p> <p>1.1.2.10</p> <p>1.1.2.11</p> <p>1.1.2.12</p> <p>1.1.2.13</p> <p>1.1.2.14</p> <p>1.1.2.15</p> <p>1.1.2.16</p> <p>1.1.2.17</p> <p>1.1.2.18</p> <p>1.1.2.19</p> <p>1.1.2.20</p> <p>1.1.2.21</p> <p>1.1.2.22</p> <p>1.1.2.23</p> <p>1.1.2.24</p> <p>1.1.2.25</p> <p>1.1.2.26</p> <p>1.1.2.27</p> <p>1.1.2.28</p> <p>1.1.2.29</p> <p>1.1.2.30</p> <p>1.1.2.31</p> <p>1.1.2.32</p> <p>1.1.2.33</p> <p>1.1.2.34</p> <p>1.1.2.35</p> <p>1.1.2.36</p> <p>1.1.2.37</p> <p>1.1.2.38</p> <p>1.1.2.39</p> <p>1.1.2.40</p> <p>1.1.2.41</p> <p>1.1.2.42</p> <p>1.1.2.43</p> <p>1.1.2.44</p> <p>1.1.2.45</p> <p>1.1.2.46</p> <p>1.1.2.47</p> <p>1.1.2.48</p> <p>1.1.2.49</p> <p>1.1.2.50</p>
<p>1.1.3</p>	<p>1.1.3.1</p> <p>1.1.3.2</p> <p>1.1.3.3</p> <p>1.1.3.4</p> <p>1.1.3.5</p> <p>1.1.3.6</p> <p>1.1.3.7</p> <p>1.1.3.8</p> <p>1.1.3.9</p> <p>1.1.3.10</p> <p>1.1.3.11</p> <p>1.1.3.12</p> <p>1.1.3.13</p> <p>1.1.3.14</p> <p>1.1.3.15</p> <p>1.1.3.16</p> <p>1.1.3.17</p> <p>1.1.3.18</p> <p>1.1.3.19</p> <p>1.1.3.20</p> <p>1.1.3.21</p> <p>1.1.3.22</p> <p>1.1.3.23</p> <p>1.1.3.24</p> <p>1.1.3.25</p> <p>1.1.3.26</p> <p>1.1.3.27</p> <p>1.1.3.28</p> <p>1.1.3.29</p> <p>1.1.3.30</p> <p>1.1.3.31</p> <p>1.1.3.32</p> <p>1.1.3.33</p> <p>1.1.3.34</p> <p>1.1.3.35</p> <p>1.1.3.36</p> <p>1.1.3.37</p> <p>1.1.3.38</p> <p>1.1.3.39</p> <p>1.1.3.40</p> <p>1.1.3.41</p> <p>1.1.3.42</p> <p>1.1.3.43</p> <p>1.1.3.44</p> <p>1.1.3.45</p> <p>1.1.3.46</p> <p>1.1.3.47</p> <p>1.1.3.48</p> <p>1.1.3.49</p> <p>1.1.3.50</p>
<p>1.1.4</p>	<p>1.1.4.1</p> <p>1.1.4.2</p> <p>1.1.4.3</p> <p>1.1.4.4</p> <p>1.1.4.5</p> <p>1.1.4.6</p> <p>1.1.4.7</p> <p>1.1.4.8</p> <p>1.1.4.9</p> <p>1.1.4.10</p> <p>1.1.4.11</p> <p>1.1.4.12</p> <p>1.1.4.13</p> <p>1.1.4.14</p> <p>1.1.4.15</p> <p>1.1.4.16</p> <p>1.1.4.17</p> <p>1.1.4.18</p> <p>1.1.4.19</p> <p>1.1.4.20</p> <p>1.1.4.21</p> <p>1.1.4.22</p> <p>1.1.4.23</p> <p>1.1.4.24</p> <p>1.1.4.25</p> <p>1.1.4.26</p> <p>1.1.4.27</p> <p>1.1.4.28</p> <p>1.1.4.29</p> <p>1.1.4.30</p> <p>1.1.4.31</p> <p>1.1.4.32</p> <p>1.1.4.33</p> <p>1.1.4.34</p> <p>1.1.4.35</p> <p>1.1.4.36</p> <p>1.1.4.37</p> <p>1.1.4.38</p> <p>1.1.4.39</p> <p>1.1.4.40</p> <p>1.1.4.41</p> <p>1.1.4.42</p> <p>1.1.4.43</p> <p>1.1.4.44</p> <p>1.1.4.45</p> <p>1.1.4.46</p> <p>1.1.4.47</p> <p>1.1.4.48</p> <p>1.1.4.49</p> <p>1.1.4.50</p>
<p>1.1.5</p>	<p>1.1.5.1</p> <p>1.1.5.2</p> <p>1.1.5.3</p> <p>1.1.5.4</p> <p>1.1.5.5</p> <p>1.1.5.6</p> <p>1.1.5.7</p> <p>1.1.5.8</p> <p>1.1.5.9</p> <p>1.1.5.10</p> <p>1.1.5.11</p> <p>1.1.5.12</p> <p>1.1.5.13</p> <p>1.1.5.14</p> <p>1.1.5.15</p> <p>1.1.5.16</p> <p>1.1.5.17</p> <p>1.1.5.18</p> <p>1.1.5.19</p> <p>1.1.5.20</p> <p>1.1.5.21</p> <p>1.1.5.22</p> <p>1.1.5.23</p> <p>1.1.5.24</p> <p>1.1.5.25</p> <p>1.1.5.26</p> <p>1.1.5.27</p> <p>1.1.5.28</p> <p>1.1.5.29</p> <p>1.1.5.30</p> <p>1.1.5.31</p> <p>1.1.5.32</p> <p>1.1.5.33</p> <p>1.1.5.34</p> <p>1.1.5.35</p> <p>1.1.5.36</p> <p>1.1.5.37</p> <p>1.1.5.38</p> <p>1.1.5.39</p> <p>1.1.5.40</p> <p>1.1.5.41</p> <p>1.1.5.42</p> <p>1.1.5.43</p> <p>1.1.5.44</p> <p>1.1.5.45</p> <p>1.1.5.46</p> <p>1.1.5.47</p> <p>1.1.5.48</p> <p>1.1.5.49</p> <p>1.1.5.50</p>

Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E52	Title of the Course	PE – 6: Knowledge and Curriculum (Part - II)
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: 1. understand the concept of knowledge and curriculum with their interrelation. 2. know the curriculum determinants and understand the process of curriculum evaluation. 3. understand the process of curriculum development and preparing & analyzing textbooks
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Course Content		Weightage* (%)
Unit – 1	Understanding Knowledge and Curriculum a) Knowledge and Curriculum: interrelation b) Role of Knowledge process in Curriculum Development c) Curriculum Framework: concept, objectives, nature and types d) Process of curriculum evaluation; Feedback from students, teachers, community and administrators	50
Unit – 2	Issues and Trends in Knowledge and Curriculum a) Dimensions of Curriculum Design b) Curriculum Planning: Concepts and Levels c) Autonomy in Curriculum Development d) Benchmarking in Curriculum	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes	The teacher trainee will be able to: 1. Understand knowledge as the foundation of curriculum development and know the concepts of curriculum framework. 2. Understand various determinants of curriculum development and know the process of evaluating curriculum. 3. Understand the process of developing curriculum and analyze the textbooks of English language. 4. socialization.
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Suggested References:

1. Vashist, S R (1993). Perspectives in Curriculum Development. Anmol Publications, New Delhi
2. Bhalla, Navneet (2007). Curriculum Development. Authors Press, New Delhi
3. Lawton, Denis (1983) Social Change, Educational Theory and Curriculum Planning, Hodder and Stoughton
4. Dewey, John (1996). The Child and the Curriculum, Chicago: The University of Chicago Press
5. Oliva, Peter F. (1988). Developing the Curriculum. Scott, Foresman and Company
6. Taba, Hilda (1962). Curriculum Development: Theory and Practice, New YorkL: Harcourt Brace, Jovanvich
7. Aggarwal, Deepak (2007). Curriculum Development: Concept, Methods and Techniques. New Delhi, Book Enclave
8. Arora, G.L. (1984), Reflections on Curriculum. NCERT



Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E53	Title of the Course	PE 7: Creating an Inclusive School
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: <ol style="list-style-type: none"> 1. bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school. 2. understand inclusive education in Indian and Gujarat context. 3. understand the physically and mentally handicapped with the general community as equal.
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Course Content		Weightage* (%)
Unit – 1	Inclusive Education and Understanding Disabilities <ol style="list-style-type: none"> a) Inclusive Education: Concept, Needs and Principles b) History of Inclusion c) Introduction to various disabilities as per the RPwD Act 2016 d) Differentiated Instruction for person with disabilities 	50
Unit – 2	Policies and Provisions for Inclusive Education <ol style="list-style-type: none"> a) Universal Design for Learning b) Rehabilitation Council of India Act 1992 c) Rights of Person with disabilities 2016 d) State and Central government provisions for Inclusive Education 	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes	The teacher trainee will be able to: <ol style="list-style-type: none"> 1. Develop proper understanding about cultures, policies and practices to create an inclusive school. 2. Develop deep understanding about the status of inclusive education in Gujarat and India. 3. Develop proper understanding about the characteristics of physically and psychologically challenged child and will apply the proper techniques to teach them in class.
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Suggested 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



Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E54	Title of the Course	CPS-6 ELT Assessment and Evaluation
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: 1. Get the basics of second language assessment and evaluation 2. Prepare sample tests for assessing language skills 3. Prepare a portfolio for teachers of English
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Course Content		Weightage* (%)
Unit – 1	Assessment and Evaluation a) Assessment and Evaluation: Concept b) Assessment literacy: Wash back, authenticity, validity, reliability and practicality c) Formative and Summative assessment in English Classroom d) Student centered, Performance based and Communicative assessment	50
Unit – 2	Language Assessment Strategies a) Strategies and techniques b) Guidelines, rubrics. Checklist c) Self and Peer assessments d) Portfolio and project-based assessment	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes	The teacher trainee will be able to: 1. Distinguish the different types of assessment and evaluation 2. Learn formulating objectives which are measurable 3. Construct rubrics and checklist for assessing language skills 4. Design criteria for evaluating portfolio/project based assessment.
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Suggested References:	1. Coombe,C&Stoynoff,S. 2012. Second Language Assessment. Cambridge University Press.
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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.



Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E55	Title of the Course	CPS-7a Reflective Teaching
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: 1. Observe and reflect one's own and others' teaching strategies 2. Be familiar with classroom procedures and learner behavior 3. Focus on the nature of language used in the classroom
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Course Content		Weightage* (%)
Unit – 1	Reflective Teaching and Approaches to classroom investigation a) Reflective Teaching: Concept, Need and Strategies b) The Reflection Process c) Journals and Lesson reports d) Video recording of lessons and Action research	50
Unit – 2	Language teaching as profession and Role of the Teacher e) Beliefs about learning and Teaching. f) Programme and language curriculum and Professionalism. g) Roles reflecting a teaching approach/method and Cultural dimensions of roles. h) Teacher and learner language use in the classroom.	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

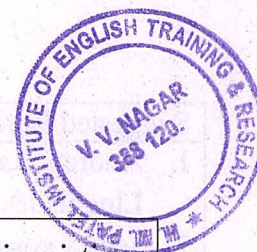
Course Outcomes	The teacher trainee will be able to: 1. develop the conceptual clarity on reflective teaching 2. Make self- introspection and critically judge the lessons delivered/ observed. 3. develop insights on teaching profession, cultivate professional attitude and aptitude 4. use classroom language aptly
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Suggested References:

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.



Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E56	Title of the Course	CPS-7b Introduction to Applied Linguistics
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: 1. grasp the essentials of the science of linguistics 2. understand the different aspects of language 3. distinguish the different approaches to language learning process 4. apply the linguistic theories in classroom language
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Course Content		Weightage* (%)
Unit – 1	Language and Linguistics a) Language Definitions, language behavior and system, language and speech b) Linguistics, Branches of Linguistics: overview c) Language –change (varieties, Dialects, Accents, Registers, Styles and Jargens) d) Some modern schools and movements	50
Unit – 2	Applied Linguistics & Sociolinguistics a) Sociolinguistics and Applied linguistics: Overview b) Language and Society c) The Techniques of Applied Linguistics d) Language in Context, Bilingualism/Multilingualism, Diglossia, Code Switching/Code Mixing, Pidgins and Creoles	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes	The teacher trainee will be able to: 1. define and explain the nature of language and speech 2. develop insights on linguistics and social linguistics and related concepts 3. classify varieties of language 4. apply the techniques of applied linguistics in teaching of English
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Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E57	Title of the Course	CPS-7c Communicative English
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: 1. The process of communication 2. The importance of interpersonal skills 3. The significance of attitudes in a profession
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Course Content		Weightage* (%)
Unit – 1	Communication: Process and Situation a) Communication: Process, Types and Barriers b) Presentation skills, Interview skills c) Group Discussions/meetings/conference skills d) Conversation skills	50
Unit – 2	Language for Communication a) Proficiency in grammar and vocabulary b) Proficiency in spoken English c) Writing CV/Resume d) Writing Reports/agenda/notice/minutes/invitations	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes	The teacher trainee will be able to: 1. develop understanding about communication, its types and barriers 2. communicate in group discussions, meetings, conferences, interviews, conversations and presentations with accuracy and impressiveness/ enhance accuracy and impressiveness of individual, group and mass communication skills 3. enhance proficiency in grammar, vocabulary, speaking and writing in English
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Suggested References:	1. Butterworth, John and Jeoff Thwaites.(2005),Thinking Skills. Cambridge Uni.Press.
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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.
7. Dudeney,G 2010. The Internet and the Language Classroom. Cambridge



Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E58	Title of the Course	CPS-7d Methods of Teaching Sanskrit
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: 1. to acquire efficiency in introducing one self, family members and others in simple Sanskrit 2. to be able to speak simple Sanskrit using basic vocabulary and interact with others and to tell simple stories in Sanskrit 3. to know the methods, approaches and techniques in Sanskrit language teaching 4. to prepare lesson plans, tasks, tests for the Sanskrit language learners
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Course Content	Weightage* (%)
Unit – 1 Practical Sanskrit (व्यावहारिकम् संस्कृतम्) (Based on Text book of VI to XII) a) Self- introduction and introduction of family members, friends and others in Sanskrit, basic vocabulary b) Cardinal and Ordinal numbers, telling time, days of week, Prepositions of time, manner and place c) Review of Sanskrit Textbooks, Sanskrit Sambhashanam and Story Telling d) Basic introduction to चतुर्वेदाः, उपनिषदाः, श्रीमद्भगवद्गीता, पञ्चतन्त्रम्, हितोपदेशम् and नीतिशतकम्	50
Unit – 2 Sanskrit Language Teaching and Assessment a) SLT approaches, methods and techniques b) Lesson planning –prose, poetry and grammar lessons c) Construction of test items d) Current trends and innovations in SLT, Introduction to Sanskrit Universities and NGOs	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes	The teacher trainee will be able to: 1. Cultivate efficiency in introducing one self, family members and
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others in simple Sanskrit

2. Speak simple Sanskrit using basic vocabulary and interact with others and tell simple stories in Sanskrit
3. Implement methods, approaches and techniques in Sanskrit language teaching
4. Plan lessons, tasks, tests for the Sanskrit language learners

Suggested References:

1. Narendra संस्कृतस्य व्यवहारिकस्वरूपम् । Functional Sanskrit: Its communicative aspect. Pondicherry: Shri Aurobindo Ashram, Trust
2. Rao, S. K. (2006). Effective Methods of Teaching Sanskrit. New Delhi : Cyber Tech Publications.
3. Joglekar, K. M. (1911). Bhartrihari : Niti and Vairagya Shatakas. Bombay : Oriental Publishing Company.
4. Sanskrit Textbooks from Std. 6 to Std. 12 published by Gujarat State Textbook Board.
5. Kale, M.R., A Higher Sanskrit grammar
6. Vishvas, सरलपञ्चतन्त्रम्, Sanskrit Bharati, Bangalore
7. Vishvas, अभ्यासपुस्तकम्, Sanskrit Bharati, Bangalore
8. आङ्ग्ल-संस्कृत-शब्दकोषः, संस्कृतभारती, बेङ्गलूरु
9. संस्कृत-व्यवहार-साहस्री, संस्कृतभारती, देहली
10. Hegde, Janardan, अभ्यासदर्शिनी, Sanskrit Bharati, Bangalore

Bachelor of Education (English)
Semester – IV



Course Code	UE04 CB2E59	Title of the Course	EPC-3 Understanding the Self and Value Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<p>To enable teacher trainee to:</p> <ol style="list-style-type: none"> 1. to enhance the understanding of human existence 2. to understand the role and importance of physical and mental health in life and in the teaching profession. 3. to learn to maintain physical and mental health with the help of Yoga. 4. to learn to develop our own vision/philosophy of life 5. to make them aware about significance of value and its role in personality development 6. to make them understand the role of education in inculcating values among the learners 7. to make them understand the significance of imparting value education
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Course Content		Weightage* (%)
Unit – 1	<p>Knowing yourself</p> <ol style="list-style-type: none"> 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 	50
Unit – 2	<p>Value Education</p> <ol style="list-style-type: none"> a) Value education: Concept, Objectives and Nature & scope b) Value education, value based education and value inculcation c) Role of various agencies, parents, teachers, principals, school and religious institutes in Value education d) Types of values and Various views on value education: UNESCO, NCF2005&2009 	50

Teaching - Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course	The teacher trainee will be able to:
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Outcomes	<ol style="list-style-type: none"> 1. cultivate understanding of self and mould the thinking process accordingly 2. implement various ways of better physical and mental health 3. execute the values in his/her own behavior and be ready to inculcate values in the next generation/s
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Suggested References:

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



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