



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Bachelor of Education (English) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E01NC BEE01	Reading and Reflecting on Texts	2-0-1	60	02

● Course Learning Outcomes (CLOs)

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

CLO1: Classify different types, purposes, and models of reading and demonstrate effective reading skills.

CLO2: Compare and evaluate various reading processes and approaches used in academic and professional contexts.

CLO3: Analyze descriptive, educational, and literary texts to identify themes, perspectives, meanings, and authorial intentions.

CLO4: Prepare reflective responses and critical interpretations based on diverse texts.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Concept of Reading a) Reading: Concept, Reasons for Reading b) Reading Model by Robinson c) Davis's nine potential component skills of comprehension (Word meanings, Word meanings in context, Follow passage organization, Main thought, Answer specific text-based questions, Text-based questions with paraphrase, Draw inferences about content, Literary devices, Author's purpose) d) Reflection in action, Reflection on action – Donald Schon	Classroom Lecture, Inquiry-Based Learning, Collaborative Learning	CLO1, CLO2
II	Reading Process a) Active and Silent Reading, Strategic and Fluent reading b) Intensive and extensive reading c) Bottom up, top down and Interactive reading d) Surface and Deep approaches to reading	Classroom Lecture, Seminars, Collaborative Learning, Self-Directed Learning	CLO2, CLO3
III	Reflecting on Texts a) Descriptive Texts (Anyone) b) Educational Books (Anyone) c) Literary Texts (Anyone)	Blended learning Reflective Practices, Seminar Presentation	CLO3, CLO4



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● Assessment Methodologies

(A) Internal Assessment

1. Formative assessment (15 Marks)

Assignment / Activities: (Any One)

- Assignment: Reflective Reading Portfolio (Rubric based assessment)
- Students shall: (Read one educational text or literary text (short story/essay/poem), Prepare a Reading Log, Identify reading strategies used, Write a 750–1000 word reflective commentary, Suggest implications for a future teacher)
- Seminar/Presentation: (Content-3, Analysis-3, Presentation-2, Interaction-2)
- Book Review: (Summary-2, Analysis-3, Evaluation-3, Writing Quality-2)

Common Rubrics for Assignment / Activity Evaluation (15 Marks)

Criterion	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement(0.5)	Marks (15)
Analysis of Texts	Critically analyses themes, perspectives, author purpose and evidence	Good analysis	Basic analysis	Mostly summary	___/3
Evaluation of Ideas	Evaluates educational and social relevance with justification	Reasonable evaluation	Limited evaluation	No evaluation	___/3
Reflective Thinking	Deep reflection linking personal and professional learning	Good reflection	Basic reflection	Minimal reflection	___/3
Application to Teaching	Strong classroom implications and innovative ideas	Relevant implications	General implications	No application	___/3
Presentation & Academic Writing	Well-organized and scholarly	Clear presentation	Adequate	Poorly organized	___/3
Total					___/15

2. Summative Assessment (10 Marks)

Term End Examination

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1,2	20	1	2	7	10
II	2,3	20	1	2	7	10
III	3,4	20	1	1	3	05
Total		60	03	05	17	25



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● Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignments, Seminars/Presentation, Class Regularity, Book review, Term End Examination	50
2	End-Semester Examination	Written Examination	50

(C) CLOs – PLOs & PSOs Matrix

CLO	PLO & PSO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PSO1	PSO2	PSO3
CLO1	1	2	-	-	-	2	3	-	-	2	2	2
CLO2	2	2	-	1	-	2	3	-	-	2	2	2
CLO3	2	2	-	2	-	1	3	1	1	2	3	2
CLO4	1	1	-	3	1	-	3	1	1	3	3	3

● Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Developing Reading Skills	Grellet, F	1981	Cambridge University Press
2	The Cambridge Guide to Teaching English to Speakers of Other Languages	Carter, R. & D. Nunan.	2001	Cambridge University Press
3	The Reflective Practitioner	Donald A. Schön	Latest	Routledge
4	Teaching Reading Skills in a Foreign Language.	Nuttall, Christine	1982	English Language Book Society: Oxford

● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	SWAYAM Courses	https://swayam.gov.in
2	NPTEL Educational Resources	https://nptel.ac.in
3	National Digital Library of India	https://ndl.iitkgp.ac.in
4	e-PG Pathshala	https://epgp.inflibnet.ac.in
5	DIKSHA Platform	https://diksha.gov.in



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Bachelor of Education (English) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E01NC BEE02	Psychology of Childhood and Growing up	4-0-1	120	04

● Course Learning Outcomes (CLOs)

On completion of the course, students will be able to:

CLO1: Explain and analyze the nature, scope, principles, and applications of Educational Psychology, including human growth and development, to understand learner characteristics and educational processes.

CLO2: Analyze and apply major theories of learning, motivation, intelligence, memory, cognition, and constructivist approaches to design effective learner-centered teaching-learning experiences.

CLO3: Examine learner diversity, personality, individual differences, mental health, socio-emotional development, and adjustment issues to promote inclusive, supportive, and psychologically safe classrooms.

CLO4: Apply principles of guidance, counseling, mentoring, assessment, and reflective practice to enhance learners' academic achievement, well-being, and holistic development.

CLO5: Integrate psychological principles with Indian Knowledge Systems (Yoga, Meditation, Pranayama, Panchakosha Theory, and Values Education) to foster holistic learner development and lifelong learning.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Understanding the Learner and Human Development a) Educational Psychology: Concept, Nature and Scope & Functions and Importance in Teaching-Learning b) Growth and Development: Meaning and Difference between Growth and Development c) Stages of Development, Factors Affecting Development: Heredity and Environment, Family, School and Society d) Adolescence: Characteristics and Challenges - Physical, Cognitive, Emotional and Social Development - Role of Teacher, Parents and School	Classroom Lecture, Reflective Learning, Group Discussion, Case Study	CLO1 CLO3



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II	Learning: Nature, Process and Theories a) Learning: Concept, Nature and Characteristics, Factors Affecting Learning b) Behaviourist Approaches: Trial and Error Theory (Edward Thorndike), Classical Conditioning (Ivan Pavlov), Operant Conditioning (B.F. Skinner) c) Cognitive Approaches: Insight Learning (Wolfgang Kohler), Meaningful Learning d) Constructivist Perspective	Inquiry-Based Learning, Demonstration, Collaborative Learning, Experiential Learning	CLO2 CLO5
III	Intelligence, Memory and Cognitive Development a) Intelligence: Concept and Characteristics, Gardner's Multiple Intelligences, Educational Implications b) Intelligence Testing: IQ: Meaning and Calculation, Verbal, Non-Verbal and Performance Tests, Uses and Limitations c) Memory: Concept and Types of Memory- Sensory Memory, Short-Term Memory- Long-Term Memory d) Effective memorization and forgetting	ICT-Enabled Learning, Concept Mapping, Reflective Practices, Problem-Based Learning	CLO2 CLO4
IV	Learner Diversity, Personality and Well-being a) Individual Differences: Meaning and Types, Aptitude, Interest and Intelligence b) Personality Development: Concept and types- Introvert, Extrovert and Ambivert c) Adjustment, Mental Health and Socio-Emotional Learning ● Meaning and Types of Adjustment ● Mental Health and Well-being ● Role of Teacher in Promoting Well-being d) Indian Practices for Well-being (IKS) ● Yoga and Mental Health ● Meditation and Pranayama ● Values: Ahimsa, Satya, Self-Discipline	Case-Based Learning, Role Play, Reflective Practices, Group Discussion	CLO3 CLO4 CLO5
V	Educational Guidance and Panchakosha Theory a) Guidance and Counselling ● Concept and Need b) Difference between Guidance and Counseling c) Teacher as Mentor and Counselor d) Indian Perspective on Human Development (IKS) ● Panchakosha Theory from Taittiriya Upanishad: Annamaya, Pranamaya, Manomaya, Vijñanamaya, Anandamaya	Blended Learning Self-Directed Learning, Seminar, Project Work, Presentations	CLO4 CLO5 CLO1



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● Assessment Methodologies

(A) Internal Assessment

1. Formative Assessment (30 Marks)

a) Assignment from the following (Any One): (15 Marks)

- Case Study of an Adolescent Learner
- Observation Report on Learner Diversity
- Project on Mental Health and Well-being
- Comparative Study of Modern Psychology and IKS Perspectives

b) Assessment Task from the following (Any One): (15 Marks)

- Seminar (Understanding, Content quality, Presentation, Creativity, Interaction)
- Project Work (Topic selection, Inquiry, Innovation, Presentation, Outcome)
- Presentation (Preparation, Clarity, Delivery, Confidence, Interaction)

Common Rubrics for Assignment Evaluation (15 Marks)

Criteria	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement (0.5)	Marks
Understanding of Concepts	Demonstrates comprehensive understanding and accurate application of concepts	Good understanding with minor inaccuracies	Basic understanding with some gaps	Limited understanding and major inaccuracies	___/3
Analysis and Critical Thinking	Insightful analysis, interpretation, and reflection	Adequate analysis with logical interpretation	Limited analysis and reflection	Descriptive with little or no analysis	___/3
Use of Evidence/Data	Appropriate and well-integrated evidence, observations, or examples	Relevant evidence used with minor gaps	Some evidence provided but lacks depth	Insufficient or irrelevant evidence	___/3
Organization and Presentation	Well-structured, coherent, and professionally presented	Generally organized and clear	Acceptable organization with some inconsistencies	Poorly organized and difficult to follow	___/3
Originality and Reflection	Highly original work with thoughtful reflection and personal insights	Some originality and reflection evident	Limited originality or reflection	Little evidence of independent thought or reflection	___/3
Total					___/15

2. Summative Assessment (20 Marks)

Term End Examination



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(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1, 3	20	2	4	5	11
II	2, 5	20	1	4	6	11
III	2, 4	20	1	3	7	11
IV	3, 4, 5	30	1	4	6	11
V	1, 4, 5	30	1	2	3	6
Total		120	6	17	27	50

● Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Assignments/ Class Participations/ Project Works/ Class Regularity/ Seminars/ Term End examination	50
2	End-Semester Examination	Written Examination	50

(C) CLOs – PLOs & PSOs Matrix

CLOs	PLO and PSO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PSO1	PSO2	PSO3
CLO1	3	2	–	2	2	3	–	2	2	–	–	–
CLO2	3	3	2	2	2	3	1	2	2	1	1	2
CLO3	2	3	2	2	3	3	2	3	3	2	1	2
CLO4	2	3	3	3	2	3	2	3	3	2	1	3
CLO5	2	2	1	2	3	3	1	2	3	1	–	2

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Latest Edition	Publisher
1	Educational Psychology	Anita Woolfolk	Latest	Pearson Education
2	Advanced Educational Psychology	S. K. Mangal	Latest	PHI Learning
3	Child Development	Elizabeth B. Hurlock	Latest	McGraw Hill
4	Psychological Foundations of Education	Bhatia & Safaya	Latest	Kalyani Publishers
5	Educational Psychology	A.B. Rayner & N.R. Patel	Latest	Surya Publications
6	Human Development	Diane E. Papalia & Ruth Feldman	Latest	McGraw Hill



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7	Psychology in Education	S. M. Mohsin	Latest	Allied Publishers
8	Indian Psychology: Perception	Jadunath Sinha	Latest Reprint	Motilal Banarsidass
9	Indian Knowledge Systems: Knowledge Traditions and Practices	Kapil Kapoor & Avadhesh Kumar Singh	2021	DK Printworld
10	The Psychology of Learning and Development	Asha Bhatnagar	Latest	Academic Publications
11	Psychology of Education	S K Mangal	Latest Edition	PHI Learning Pvt. Ltd., New Delhi
12	Child Development and Education	Kailash Satyarthi Foundation (Ed.)	Latest Edition	Orient Black Swan
13	Educational Psychology	John W. Santrock	8 th Edition (2024)	McGraw-Hill Education (MBS)
14	The Development Person Through Childhood and Adolescence	Kathleen Stassen Berger	Latest Edition	Worth Publishers/Macmillan Learning
15	Indian Psychology: Concepts and Applications	Matthijs Cornelissen, Girishwar Misra & Suneet Varma	Latest Edition	Pearson India
16	Foundations of Indian Psychology (Vol. I & II)	K. Ramakrishna Rao, Anand Paranjpe & Ajit Dalal	Latest Edition	Pearson India
17	Yoga Education for Holistic Development	NCERT	Latest Edition	NCERT, New Delhi
18	Mental Health and Well- being in Education	UNESCO	Latest Edition	UNESCO Publishing
19	National Education Policy 2020	Ministry of Education, Government of India	2020	Government of India
20	Indian Knowledge Systems: An Introduction	B. Mahadevan, Vinayak Rajat Bhat & Nage ndra Pavana R.N.	Latest Edition	PHI Learning Pvt. Ltd.
21	Learner Diversity and Inclusive Education	Neena Dash	Latest Edition	Atlantic Publishers & Distributors
22	Guidance and Counselling in Education	Asha K. Sharma	Latest Edition	Atlantic Publishers & Distributors



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● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	SWAYAM Courses	https://swayam.gov.in
2	NPTEL Educational Resources	https://nptel.ac.in
3	National Digital Library of India	https://ndl.iitkgp.ac.in
4	e-PG Pathshala	https://epgp.inflibnet.ac.in
5	DIKSHA Platform	https://diksha.gov.in
6	Simply Psychology	https://www.simplypsychology.org/
7	Verywell Mind	https://www.verywellmind.com/
8	Indian Knowledge Systems (IKS)	https://iksindia.org/?utm_source=chatgpt.com



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Bachelor of Education (English) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E01NC BEE03	Contemporary India and Education	4-0-1	120	04

● Course Learning Outcomes (CLOs)

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

- CLO1: Analyze educational philosophies, Indian Knowledge Systems, educational policies, governance structures and contemporary educational developments to develop informed and contextually relevant perspectives on education.
- CLO2: Critically evaluate contemporary educational issues, reforms, technological developments, and emerging trends and examine their implications for learners, teachers, educational institutions and language education.
- CLO3: Apply principles of inclusion, equity, ethics, constitutional values, multilingualism and learner-centred educational practices in diverse educational and language-learning contexts.
- CLO4: Design, develop, and utilize innovative technology-enabled educational practices, including ICT tools, Artificial Intelligence applications, digital learning resources and communication-oriented teaching-learning activities.
- CLO5: Construct reflective, evidence-based, and professionally relevant educational viewpoints and solutions through inquiry, collaboration, field engagement, educational innovation and effective communication.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Educational Philosophy and Indian Knowledge Systems a) Education: Concept, Nature, Aims & Types b) Philosophy: Concept, Nature, Relationship of Education and Philosophy c) Educational Thoughts of Mahatma Gandhi, Sri Aurobindo and John Dewey d) Indian Knowledge Systems (IKS): Holistic Education, Indigenous Practices and Relevance	Classroom Lecture (CL), Seminars, Inquiry-Based Learning, Reflective Practices	CLO1, CLO3, CLO5
II	Educational Policies and Governance a) Major Recommendations of Kothari Commission and NPE 1986 b) RTE 2009 and NCF 2023 c) National Education Policy 2020: Structure, Key Reforms and teacher's role d) Educational Administration: National State and Local Levels; School Boards and governance	Classroom Lecture, Case-Based Learning, Collaborative Learning, Problem-Based Learning	CLO1, CLO2, CLO3



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III	Technology, Innovation and Future of Education - Digital Pedagogy: Blended and flipped learning models, MOOCs and online learning platforms - Artificial Intelligence: AI tools for English Language teaching, learning and assessment; Ethical concerns and academic integrity - Contemporary Pedagogical Trends: Experiential and inquiry-based learning - Future Skills and Teacher Readiness: Digital literacy and professional adaptability, Teacher as lifelong learner and innovator	ICT-Enabled Learning, Simulation, Demonstration, Experiential Learning	CLO2, CLO4, CLO5
IV	Contemporary Issues and Innovative Trends in Education - Population, Poverty, Child Labour, Illiteracy: its effect on the development of Education in India - Distance Education (BAOU & IGNOU): Need, Objectives and Features - Privatization, Globalization and Digital Divide : Impact on Indian Education, Opportunities and Concerns - Mental Health and Suicide Prevention: Awareness and Role of a Teacher	Case-Based Learning, Group Discussion, Research-Oriented Learning, Reflective Practices	CLO2, CLO3, CLO5
V	Innovative Educational Practices and Applications - Digital teaching demonstration on Language Learning Resources using ICT tools. - Project on the social evils affecting Educational Development in India - AI based Video lesson using any Micro-teaching skill - An Indicative Plan of Education as per the Educational Philosophy of Thinkers of Education and presentations on it	Blended Learning Instructional Design, Self-Directed Learning, Mini Projects, Field-Based Tasks, Presentations, ICT-Enabled Learning	CLO3, CLO4, CLO5

● Assessment Methodologies

(A) Internal Assessment

1. Formative assessment (30 Marks)

a) Any One from the given CCE activities: (15 Marks)

- ICT/AI-based Educational Resource Development.
- Policy Review of NEP 2020, NCF 2023 or RTE 2009.
- Case Study of an Educational Institution and Presentation on it.

Common Rubrics for the Activities: Understanding of the Topic, Analysis and Reflection, Application to Educational Contexts, Organization and Presentation (*Applicable to ICT/AI-based Educational Resource Development, Policy Review and Case Study of an Educational Institution*)



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b) Assignment: A Visit to an Innovative Learning Centre (15 Marks)

Students shall visit an innovative educational institution, model school, alternative learning centre, ICT-enabled learning centre, open and distance learning institution, skill development centre, community learning centre, or any other educational institution demonstrating innovative educational practices.

The assignment report shall critically examine the institution with reference to:

- Educational philosophy, vision, and learner-centred practices.
- Integration of Indian Knowledge Systems, values, and holistic educational approaches.
- Educational policies, governance mechanisms, and institutional administration.
- Use of ICT, Artificial Intelligence, innovative pedagogies, and technology-enabled learning practices.
- Contemporary educational issues such as inclusion, equity, digital divide, mental health, community engagement, and sustainable educational development.
- Critical reflection on the applicability of observed practices to contemporary school education and professional development of teachers.

Common Rubrics for Assignment Evaluation (15 Marks)

Criteria	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement (0.5)	Marks (15)
Understanding of the Institution and its Educational Practices	Demonstrates comprehensive understanding of institutional vision, objectives, programmes, educational practices, and learner support systems	Good understanding with minor gaps	Basic understanding evident	Limited understanding	___/3
Analysis of Innovation, Governance and Educational Initiatives	Critically analyses innovative practices, governance mechanisms, technology integration, and institutional initiatives with appropriate evidence	Good analysis with some reflection	Limited analysis	Mostly descriptive observations	___/3
Application to Contemporary Educational Contexts	Effectively relates observations to educational philosophies, policies, inclusion, multilingualism, technology integration, and contemporary educational challenges	Relevant application with minor limitations	Basic application evident	Little or no application	___/3



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Observation, Evidence Collection and Documentation	Systematically records observations using relevant evidence, field notes, photographs, interviews, or institutional documents; demonstrates accuracy and authenticity	Adequate documentation with minor omissions	Limited evidence and documentation	Insufficient or poorly documented observations	___/3
Reflection, Report Writing and Presentation	Well-organized report demonstrating critical reflection, originality, professional presentation, and evidence-based conclusions	Generally organized and reflective	Basic presentation and reflection	Poorly organized with limited reflection	___/3
Total					___/15

2. Summative Assessment (20 Marks)

Term End Examination

(B) Weightage of Learning Efforts for External Assessment (50 Marks)

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1, 3, 5	24	2	3	5	10
II	1, 2, 3	24	2	3	5	10
III	2, 3, 5	24	1	3	6	10
IV	2, 3, 5	24	2	3	5	10
V	3, 4, 5	24	1	3	6	10
Total		120	8	15	27	50

● Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Regularity, Seminars Presentations, Projects, Assignment on a Visit to an Innovative Learning Centre, Term-end Examination	50
2	End-Semester External Examination	Written Examination	50



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(C) CLOs - PLOs and PSOs Matrix

CLO	PLO and PSO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PSO1	PSO2	PSO3
CLO1	3	2	-	1	2	2	1	1	2	1	-	-
CLO2	3	1	1	2	2	2	1	3	3	2	1	1
CLO3	2	2	-	2	3	2	2	3	3	2	2	1
CLO4	1	3	2	3	2	1	3	1	1	3	3	3
CLO5	2	2	2	3	3	2	2	2	2	2	2	2

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Contemporary India and Education	R.P. Pathak	Latest Edition	Pearson Education
2	Committees and Commissions	M K Jain	2007	Shipra Publications
3	Great Indian Thinkers on Education	Jagdish Chand	2023	Anshah Publishing House
4	Basic Concepts and Ideas in Education	Rainu Gupta ReenaSaroja	2024	Shipra Publications
5	Indian Philosophy of Education	J. C. Aggarwal	Latest Edition	Shipra Publications
6	National Education Policy 2020	Ministry of Education, Government of India	2020	Government of India
7	Indian Thinkers with Educational Perspective	Dr Rajnikant S Dodiya	2018	WBG Publication, Ahmedabad
8	National Curriculum Framework for School Education	NCERT	2023	NCERT
9	Indian Knowledge Systems: Knowledge Traditions and Practices	KapilKapoor&Avdhes hkumar Singh	2021	DK Printworld
10	Artificial Intelligence in Education: Promise and Implications for Teaching and Learning	Wayne Holmes et.al.	2019	Centre for Curriculum Redesign
11	Development of Educational System in India	A S Thakur SandeepBerwal	2023	Shipra Publications



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12	Philosophical and Sociological Foundations of Education	M H Siddiqui	2016	APH Publishing Corporation
13	Philosophical and Sociological Foundations of Education	Dr R P Pathak	2019	Kanishka Publishers
14	Open University	J Prasanth Kumar D B Rao Garimela S Rao	2004	Discovery Publishing House
15	Theories and Principles of Education	J C Aggarwal	2007	Vikas Publishing House
16	The Doctrines of the Great Indian Educators	Yogendra K Sharma	2008	Kanishka Publishers
17	Teacher and Education in a Developing Society	J C Aggarwal	2004	Vikas Publishing House
18	Education in Emerging Indian Society	Dr Ram ShakalPandey	2007	VinodPustak Mandir, Agra
19	Education in Emerging Global Society	M S Singh	2007	Adhyayan Publishers & Distributors
20	Development and Planning of Modern Education	J C Aggarwal	2004	Vikas Publishing House
21	Educational Thoughts	R S Pandey	2006	Adhyayan Publishers & Distributors

● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	NCERT	https://ncert.nic.in
2	Ministry of Education, Government of India	https://www.education.gov.in
3	SWAYAM	https://swayam.gov.in
4	DIKSHA	https://diksha.gov.in



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E01NC BEE04	Pedagogy of English Language-Level One	4-0-1	120	04

● Course Learning Outcomes (CLOs)

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

CLO1: Analyze major approaches, methods, and contemporary practices in English Language Teaching and evaluate their suitability for diverse classroom contexts.

CLO2: Examine the status of English as an international language and apply national educational policies and contemporary ELT principles to English language teaching in India.

CLO3: Design learner-centred instructional strategies for developing listening, speaking, reading, and writing skills among diverse learners.

CLO4: Develop pedagogically appropriate activities, tasks, and digital resources for teaching grammar and vocabulary using communicative and functional approaches.

CLO5: Design culturally responsive English language learning experiences by integrating Indian Knowledge Systems, multilingual resources, and value-based education into ELT practices.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Approaches and Methods to ELT a) Basic Concepts of ELT ● ESL, EFL, ESP, EAP ● Approach, Method and Technique b) Approaches to ELT ● Structural Approach ● Functional Approach ● Interactive Approach c) Methods of ELT ● Grammar Translation Method ● Direct Method ● Bilingual Method d) Contemporary Methods and Practices ● Communicative Language Teaching (CLT) ● Total Physical Response (TPR) ● Community Language Teaching	Interactive Lectures, Seminar Presentations, Comparative Method Analysis, Inquiry-Based Learning, Reflective Discussions	CLO1
II	Teaching English as an International Language (TEIL) in the 21st Century a) Teaching English as an International Language (EIL) b) Objectives of Teaching English in India and Gujarat c) English Education Policies and Principles in India ● National Education Policy (NEP) 2020 d) ELT in the Post-Method Era	Case-Based Learning, Policy Analysis Tasks, Collaborative Learning, Problem-Based Learning, Group Discussions	CLO2



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III	Teaching Language Skills a) Language Acquisition and Language Learning ● First Language (L1) and Second Language (L2) b) BICS and CALP: Concepts and examples c) Listening and Reading ● Nature of Listening and Reading ● Strategies for Teaching Listening and Reading d) Speaking and Writing ● Nature of Speaking and Writing ● Strategies for Teaching Speaking and Writing	Demonstration Lessons, Microteaching, ICT-Enabled Learning, Simulations, Experiential Learning Activities	CLO1, CLO3
IV	Teaching Grammar and Vocabulary a) Functional Teaching of Grammar and Vocabulary b) Tasks for Teaching Grammar and Vocabulary at Different Levels c) Language Games for Teaching Grammar and Vocabulary d) Digital and Online Resources for Teaching Grammar and Vocabulary	Workshop Method, Language Games, Case-Based Learning, Resource Development Tasks, Reflective Practice	CLO1, CLO4
V	Integrating IKS into ELT Classroom Practices: Activity-Based Learning through Indian Stories and Narratives a) Value-Based Language Education b) Multilingualism and Mother Tongue as Resources for Learning English c) Designing Teaching-Learning Materials Based on Indian Knowledge Traditions	Blended Learning Project-Based Learning, Material Development Workshops, Field-Based Tasks, Presentations, ICT-Enabled Learning, Self-Directed Learning	CLO5

● Assessment Methodologies

(A) Internal Assessment

1. Formative Assessment (30 Marks)

a) Self-Reflective Video on Micro-Teaching Experience (Compulsory) (15 Marks)

Rubric: Reflection on micro-teaching experience (4), application of pedagogical concepts (2), identification of strengths and improvement areas (2), clarity and organization of presentation (2).

b) Assignment: (Any One)(15 Marks)

- Seminar Presentation on ELT Approaches and Methods
- Symposium on English Education in India after NEP 2020
- Team-Based ELT Activity Design Challenge
- Digital Teaching Resource Showcase
- IKS-Based English Learning Material Presentation



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Common Rubrics for Assignment Evaluation (15 Marks)

(Rubric for Seminar / Symposium / ELT Activity Design / Digital Resource Showcase / IKS-Based Material Presentation)

Criteria	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement (0.5)	Marks (15)
Understanding of ELT Concepts	Demonstrates thorough understanding and accurate application	Good understanding	Basic understanding	Limited understanding	___/3
Creativity and Innovation	Highly creative and original	Some innovative elements	Limited creativity	Conventional or incomplete	___/3
Relevance to Classroom Practice	Strong practical applicability	Mostly applicable	Partially applicable	Weak applicability	___/3
Communication and Presentation	Clear, confident, engaging	Mostly clear	Adequate	Unclear	___/3
Organization and Preparation	Well-organized and systematic	Organized	Partially organized	Poorly organized	___/3
Total					___/15

2. Summative Assessment (20 Marks)

Term End Examination

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1	24	1	2	7	10
II	2	24	1	2	7	10
III	1, 3	24	2	2	6	10
IV	1, 4	24	1	2	7	10
V	5	24	1	3	6	10
Total		120	6	11	33	50



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● Assessment and Evaluation

Sr. No.	Assessment/ Evaluation	Components	Weightage (%)
1	Continuous Internal Assessment	Class Regularity/ Seminar / Symposium / ELT Activity Design / Digital Resource Showcase / IKS-Based Material Presentation/ Term End Examination	50
2	End-Semester External Examination	Written Examination	50

(C) CLOs – PLOs & PSOs Matrix

CLOs	PLOs & PSOs											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PSO1	PSO2	PSO3
CLO1	3	3	-	-	-	-	-	-	-	3	-	-
CLO2	3	-	-	-	2	-	3	-	-	-	3	-
CLO3	-	3	-	-	-	-	3	3	-	3	3	-
CLO4	-	3	-	3	-	-	-	-	-	2	-	3
CLO5	-	-	-	-	3	-	2	3	3	-	2	3

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Reflections on Language	Noam Chomsky	1975	New York: Pantheon Books
2	Language as a Dynamic Text: Essays on Language, Cognition and Communication	RamaaAmritavalli	1999	Allied Publishers, Hyderabad
3	Applied Research in Language Education (Chapter in Language Education in Multilingual India)	RamaaAmritavalli	2001	UNESCO, New Delhi
4	The Input Hypothesis: Issues and Implications	Stephen D. Krashen	1985	Longman, London & New York
5	The Natural Approach: Language Acquisition in the Classroom	Stephen D. Krashen and Tracy D. Terrell	1983	Alemany Press, Hayward, California
6	Giving Formal Definitions: A Linguistic or Metalinguistic Skill? (Chapter in Language Processing in Bilingual Children)	Catherine E. Snow, H. Cancina, J. DeTemple and S. Sehley	1991	Cambridge University Press, Cambridge



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7	Bilingualism and Special Education: Issues in Assessment and Pedagogy	Jim Cummins	1984	Multilingual Matters, Clevedon
8	Contemporary India and Education	R.P. Pathak	Latest Edition	Pearson Education
9	Indian Philosophy of Education	J. C. Aggarwal	Latest Edition	Shipra Publications
10	National Education Policy 2020	Ministry of Education, Government of India	2020	Government of India
11	National Curriculum Framework for School Education	NCERT	2023	NCERT
12	Indian Knowledge Systems: Knowledge Traditions and Practices	Kapil Kapoor & Avdhesh Kumar Singh	2021	DK Printworld
13	Artificial Intelligence in Education: Promise and Implications for Teaching and Learning	Wayne Holmes et.al.	2019	Centre for Curriculum Redesign

● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	NCERT	https://ncert.nic.in
2	Ministry of Education, Government of India	https://www.education.gov.in
3	SWAYAM	https://swayam.gov.in
4	DIKSHA	https://diksha.gov.in



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E01NC BEE05	Understanding School Curriculum and Pedagogy	2-0-1	60	02

● Course Learning Outcomes (CLOs)

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

CLO1: Analyze the structure, principles, and components of school curriculum and language syllabi with reference to English language education.

CLO2: Formulate instructional objectives and learning outcomes using Bloom's Revised Taxonomy for effective planning of teaching-learning experiences.

CLO3: Evaluate curriculum materials and design contextually relevant learning resources by integrating Indian Knowledge Systems, multilingual perspectives, and reflective practices.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	NCF and Structure of School Curriculum a) National Curriculum Framework ● Evolution and significance of NCF ● Key recommendations of NCF-SE 2023 ● Curriculum as a tool for holistic development ● ELT in Latest NCF b) Language Curriculum, Syllabus and Textbook ● Meaning and relationship c) Types of Language Syllabi ● Structural Syllabus, Functional Syllabus and Communicative Syllabus ● Concept, Characteristics, Advantages and Limitations d) Textbooks and Course Books ● Characteristics of effective textbooks ● Role of textbooks in language learning	Interactive Lectures Document Analysis Seminar Discussions Collaborative Learning Concept Mapping	CLO1
II	Instructional Objectives and Learning Outcomes a) Instructional Objectives and Learning Outcomes ● Meaning, Nature and Importance ● Objectives, Competencies and Learning Outcomes ● Characteristics of Well-written Learning Outcomes ● Outcome-Based Education (OBE) Perspective b) Bloom's Revised Taxonomy and the Cognitive Domain ● Evolution of Blooms Taxonomy, Revised taxonomy ● Writing Measurable Learning Outcomes using Action Verbs	Workshop Method Outcome Writing Exercises Problem-Based Learning Peer Review Activities Reflective Practice	CLO1 CLO2



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	- Alignment of Learning Outcomes, Teaching-Learning Activities and Assessment c) Affective Domain - Levels of the Affective Domain - Designing Learning Experiences for Value Formation and Attitude Development d) Psychomotor Domain and Classroom Performance - Skill Development and Performance-Based Learning - Psychomotor Outcomes in Language Learning and Teaching - Designing Learning Tasks and Assessment Activities for Skill Development		
III	Curriculum Implementation, IKS and Reflective Practice a) Textbook and Learning Material Analysis - Criteria for evaluation - Language, culture and inclusivity in textbooks b) Indian Knowledge Systems and Curriculum - Educational ideas from Gurukul tradition - Panchakosha and holistic learning - Multilingualism in Indian knowledge traditions - Value-based education in school curriculum	Blended Learning Flipped Classroom Digital Resource Exploration Reflective Journaling Mini Project Work	CLO 3

● Assessment Methodologies

(A) Internal Assessment

1. Formative Assessment (15 Marks)

Assignment / Activities: (Any One)

- Seminar/ Symposium on NCF and Language Curriculum
- Textbook Analysis Presentation
- Bloom's Taxonomy Learning Outcome Design Exercise
- Digital Resource Exploration Report

Common Rubrics for Assignment Evaluation (15 Marks)

(Rubric for Seminar / Symposium / Digital Resource Showcase / IKS-Based Material Presentation)

Criteria	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement (0.5)	Marks (15)
Understanding of ELT Concepts	Demonstrates thorough understanding and accurate application	Good understanding	Basic understanding	Limited understanding	___/3
Creativity and Innovation	Highly creative and original	Some innovative elements	Limited creativity	Conventional or incomplete	___/3



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Relevance to Classroom Practice	Strong practical applicability	Mostly applicable	Partially applicable	Weak applicability	___/3
Communication and Presentation	Clear, confident, engaging	Mostly clear	Adequate	Unclear	___/3
Organization and Preparation	Well-organized and systematic	Organized	Partially organized	Poorly organized	___/3
Total					___/15

2. Summative Assessment (10 Marks)

Term End Examination

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1	20	1	2	5	8
II	2, 3	20	1	2	5	8
III	3	20	1	1	7	9
Total		60	3	5	17	25

● Assessment and Evaluation

Sr. No.	Assessment/ Evaluation	Components	Weightage (%)
1	Continuous Internal Assessment	Class Regularity/ Seminar / Symposium /Report Writing/ Term End Examination	50
2	End-Semester External Examination	Written Examination	50

(C) CLOs – PLOs and PSOs Matrix

CLO	PLO - PSO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PSO1	PSP2	PSO3
CLO1	3	3	-	-	-	-	-	-	-	3	-	-
CLO2	-	3	3	2	-	-	-	-	-	2	-	3
CLO3	3	-	-	-	2	-	-	2	3	-	-	3



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● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	National Curriculum Framework	NCERT	2005	NCERT, New Delhi
2	Teaching English to Indian Pupils	Naimuddin Huda	1992	Commonwealth Publishers, New Delhi
3	Indianisation of English: The English Language in India	Braj B. Kachru	1983	Oxford University Press, Delhi
4	Language, Education and Society	Bhadriraju H. Krishnamurti	1998	Sage Publications, New Delhi
5	Indian Education: In-depth Studies	R. P. Singh (Ed.)	1993	Commonwealth Publishers, New Delhi
6	Curriculum Development: Theory and Practice	Hilda Taba	1962	Harcourt, Brace & World, New York
7	Basic Principles of Curriculum and Instruction	Ralph W. Tyler	1949	University of Chicago Press, Chicago
8	Developing the Curriculum	Peter F. Oliva	2008	Pearson Education, Boston
9	Curriculum: Foundations, Principles and Issues	Allan C. Ornstein and Francis P. Hunkins	2018	Pearson Education, Boston
10	Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives	Lorin W. Anderson and David R. Krathwohl (Eds.)	2001	Longman, New York
11	Designing and Assessing Courses and Curricula: A Practical Guide	Robert M. Diamond	2008	Jossey-Bass, San Francisco
12	Principles and Practice in Second Language Acquisition	Stephen D. Krashen	1982	Pergamon Press, Oxford
13	Language Curriculum Design	I. S. P. Nation and John Macalister	2010	Routledge, New York
14	Curriculum Studies: Reader	David J. Flinders and Stephen J. Thornton (Eds.)	2017	Routledge, New York
15	Understanding by Design	Grant Wiggins and Jay McTighe	2005	Pearson Education, Upper Saddle River



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● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	NCERT	https://ncert.nic.in
2	Ministry of Education, Govt. of India	https://www.education.gov.in
3	SWAYAM	https://swayam.gov.in
4	DIKSHA	https://diksha.gov.in
5	<u>ePathshala</u>	https://epathshala.nic.in/
6	National Education Policy 2020	https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
7	PARAKH Assessment Resources	https://parakh.ncert.gov.in/
8	ERIC Database	https://eric.ed.gov/
9	National Curriculum Framework for School Education 2023	https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf