



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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E02NC BEE01	Indian Knowledge Systems, Language Education and Pedagogy	2-0-1	60	02

• Course Learning Outcomes (CLOs)

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

CLO1: Explain major Indian perspectives on language, learning, and education.

CLO2: Analyze the relevance of Indian pedagogical traditions and multilingual practices for contemporary classrooms and English Language Teaching.

CLO3: Apply selected principles of Indian Knowledge Systems in lesson planning, classroom interaction, and language teaching.

CLO4: Evaluate local educational and linguistic practices through field-based inquiry and reflective study.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Indian Perspectives on Language, Knowledge and Learning a) Concept of Knowledge and Learning in Indian Traditions: Vidya, Jnana, Shiksha and Adhyayana, Learning as self-development and social transformation b) Language in Indian Knowledge Traditions: Introduction to Sanskrit, Prakrit, Pali and regional languages: Multilingualism in Indian society- concept and significance c) Guru-Shishya Tradition and Educational Processes: (Dialogue, Observation, Reflection, Practice) d) Ancient Centres of Learning: (Takshashila, Nalanda, Vallabhi - Their relevance for contemporary education)	Lecture-cum-Discussion Concept Mapping Collaborative Learning Seminar Reading and Reflection	CLO1 CLO2



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II	Indian Pedagogical Traditions and English Language Teaching a) Indian Approaches to Teaching and Learning: (Storytelling (Katha), Dialogue (Samvada), Recitation and Memorization, Learning by Observation and Practice) b) Multilingualism and Language Education: (Mother tongue and additional language learning, NEP 2020 and multilingual education, Translanguaging in classrooms) c) Indian Educational Thinkers and Language Learning: Panini: Contributions to grammar and language analysis; contemporary relevance. Patanjali: Contributions to pronunciation and language learning; contemporary relevance. Bhartruhari: Contributions to language, meaning and communication; contemporary relevance. d) Integrating IKS into ELT and Pedagogy: (Folklores in language teaching, Proverbs, sayings and oral traditions, Value-based language learning, Contextualized pedagogy)	Case Study Seminar Demonstration Group Discussion Lesson Analysis Workshop	CLO2 CLO3
III	Local Knowledge, Language and Classroom Practices a) Documentation of Local Language Resources Any One: Folk tales, Folk songs, Proverbs, Oral histories, Local vocabulary b) Study of Multilingual Practices	Blended Learning Case Study Seminar Demonstration Group Discussion Lesson Analysis Workshop	CLO3 CLO4

• Assessment Methodology

(A) Internal Assessment

1. Formative Assessment (15 Marks)

Assignment (Any One)

- Documentation and Analysis of Local Language Resources (Documentation of any one: Folk Tales/Folk Songs/Proverbs/Oral Histories/Local Vocabulary with educational relevance.)
- Seminar / Presentation on an Indian Knowledge Tradition or Educational Thinker (Panini, Patanjali, Bhartruhari, Nalanda, Takshashila, Vallabhi, etc.)
- Lesson Plan Incorporating Indian Knowledge Systems in ELT (Preparation and presentation of an English lesson integrating Indian stories, proverbs, multilingual resources or value-based pedagogy.)



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- iv. Reflective Comparative Study of Indian and Contemporary Pedagogical Approaches for Language Teaching.
- v. Case Study of Multilingual Classroom Practices based on school observation, interview or field interaction.

Rubrics for Activity iii: Lesson Plan Incorporating Indian Knowledge Systems in ELT)

Criteria	Excellent (3)	Good (2.5)	Average (1.5)	Needs Improvement (0.5)	Marks (15)
Understanding of Indian Knowledge Systems and Language Education	Demonstrates comprehensive understanding of IKS concepts and their educational relevance.	Good understanding with minor gaps.	Basic understanding evident.	Limited understanding.	___/3
Integration of IKS into Lesson Planning	Effectively integrates appropriate Indian pedagogical principles, multilingual resources and language activities.	Good integration with minor limitations.	Basic integration evident.	Limited or inappropriate integration.	___/3
Pedagogical Design and Classroom Applicability	Lesson is learner-centred, innovative, feasible and aligned with learning outcomes.	Good pedagogical planning.	Basic pedagogical organization.	Weak classroom applicability.	___/3
Creativity and Educational Resources	Uses creative ideas, suitable teaching-learning materials and contextual examples effectively.	Good use of resources.	Basic use of resources.	Limited creativity and resources.	___/3



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Presentation and Reflection	Presents confidently with meaningful reflection and responds effectively to questions.	Good presentation with minor shortcomings.	Basic presentation.	Limited presentation and reflection.	___/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	5	8
II	2,3	20	1	2	6	9
III	3,4	20	0	2	6	8
Total		60	2	6	17	25

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Regularity, CCE Activities, Assignments, Participation	50
2	End-Semester Examination	Written Examination	50

(C) CLO–PLO–PSLO Matrix

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



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• Suggested References

Sr. No.	Title of the Book	Author	Year	Publisher
1	Introduction to Indian Knowledge System: Concepts and Applications	B. Mahadevan, VinayakRajatBhat&NagendraPavana R. N.	2022	PHI Learning
2	Knowledge Traditions and Practices of India	KapilKapoor& Michel Danino	2019	CBSE
3	The Beautiful Tree	Dharampal	2000	Other India Press
4	Towards New Education	Mahatma Gandhi	1956	Navajivan Publishing House
5	Personality	Rabindranath Tagore	2009	Rupa Publications
6	Education and the Significance of Life	J. Krishnamurti	2008	Krishnamurti Foundation India
7	Integral Education	Sri Aurobindo& The Mother	2003	Sri Aurobindo Ashram
8	Pedagogy of Multilingualism	AjitMohanty	2019	Multilingual Matters
9	Language Across the Curriculum	Courtney Cazden et al.	1990	Heinemann
10	Multilingual Education in India	R. C. Agnihotri	2009	Orient BlackSwan
11	Indian Knowledge Systems: A Primer	Gautam R. Desiraju, Anshuman Panda &Deekhit Bhattacharya	2022	Indian Knowledge Systems (IKS) Division, Ministry of Education
12	Language Education in Multilingual India	C. J. Daswani (Ed.)	2001	UNESCO, New Delhi
13	Bhartrhari: Vākyapadīya (Selected English Translation and Studies)	K. A. SubramaniaIyer (Ed. & Trans.)	1965	Deccan College Postgraduate and Research Institute
14	Pāṇini: His Work and Its Traditions (Vols. I & II)	George Cardona	1997	MotilalBanarsidass Publishers
15	Indian Philosophy (Vol. I)	SarvepalliRadhakrishnan	2008 (Reprint)	Oxford University Press
16	National Education Policy 2020	Ministry of Education, Government of India	2020	Government of India



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17	National Curriculum Framework for School Education (NCF-SE)	NCERT	2023	NCERT
18	Language, Education and Society	Bhadriraju Krishnamurti	1998	Sage Publications India
19	Multilingual Education for Social Justice: Globalising the Local	Ajit Mohanty, Minati Panda, Robert Phillipson & Tove Skutnabb-Kangas (Eds.)	2009	Orient Blackswan

• Online Resources (Open Source)

Sr. No.	Source Name	Link
1	Indian Knowledge Systems (IKS) Division, Ministry of Education	https://iksindia.org/
2	National Education Policy 2020 – Ministry of Education	https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf
3	NCERT	https://ncert.nic.in/
4	National Curriculum Framework (NCF) – NCERT	https://ncert.nic.in/pdf/focus-group/NCF-SE_2023EN.pdf
5	DIKSHA Portal	https://pmevidya.education.gov.in/diksha.html
6	SWAYAM	https://swayam.gov.in/
7	ePathshala (NCERT)	https://www.epathwg.ncert.org.in/
8	National Digital Library of India (NDLI)	https://www.ndl.gov.in/
9	Sanskrit Documents Archive: Digital repository of Sanskrit texts relevant to Indian linguistic traditions	https://sanskritdocuments.org/ https://sanskritlibrary.org/
10	Bharatavani – Ministry of Education: Multilingual language resources, dictionaries and Indian language tools.	https://bharatavani.in/



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E02NC BEE02	Learning and Teaching	4-0-1	120	04

● Course Learning Outcomes (CLOs)

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

CLO1: Explain and analyze major theories of learning, including humanistic, cognitive, constructivist, and Indian perspectives, and examine their implications for learner-centered, inclusive, and effective teaching-learning processes.

CLO2: Apply principles of educational technology, digital pedagogies, ICT tools, system approaches, and feedback mechanisms to design, implement, and enhance technology-enabled teaching-learning experiences.

CLO3: Examine and apply various models of teaching, innovative pedagogical approaches, and instructional strategies to create engaging, collaborative, and experiential learning environments.

CLO4: Design, develop, and evaluate learner-centered instructional resources, technology-enabled learning materials, assessment practices, and reflective teaching strategies to improve educational outcomes.

CLO5: Integrate Indian Knowledge Systems, reflective practice, professional ethics, collaboration, and holistic pedagogies to foster lifelong learning and professional competence in teaching.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Learning Theories and Their Educational Implications a) Humanistic and Social Learning Perspectives ● Social Learning Theory – Albert Bandura ● Maslow's Hierarchy of Needs b) Experiential and Meaningful Learning ● Rogers' Experiential Learning Theory ● Learner-Centered Teaching c) Cognitive Learning Theories ● Jerome Bruner's Discovery Learning ● David Ausubel's Meaningful Verbal Learning d) Constructivist and Indian Perspectives on Learning (IKS) ● Piaget's Cognitive Constructivism ● Vygotsky's Social Constructivism ● Indian Concepts: Guru-Shishya Parampara, Shravan–Manan–Nididhyasan	Classroom Lecture, Inquiry-Based Learning, Reflective Practices, Collaborative Learning	CLO1 CLO5



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II	Educational Technology and Technology-Enabled Learning a) Educational Technology: Concept, Nature, Scope and Objectives, Educational Technology in the NEP-2020 Era b) Dale's Cone of Experience: Concept, Structure and Educational Implications c) System Approach in Education: Concept, Components and Educational Applications d) Digital Pedagogy and Feedback Systems: Concept of Feedback in Teaching, ICT Tools for Teaching and Learning	ICT-Enabled Learning, Demonstration, Classroom lecture, Problem-Based Learning	CLO2 CLO4
III	Models of Teaching a) Concept Attainment Model: Process and Classroom Implications b) Syntetic Model: Process and Classroom Implications c) Advanced Organizer Model: Process and Classroom Implications d) Inductive Thinking Model: Process and Classroom Implications	Classroom lecture, Demonstration, ICT enabled learning, Workshops, Case-Based Learning	CLO3 CLO4
IV	Advanced Pedagogies for 21st Century Learning a) Programmed Learning: Concept and Principles b) Cooperative Learning: Principles and Techniques c) Team Teaching: Principles and Process d) Indian Knowledge Systems and Holistic Pedagogy: Learning through Experience (Anubhava), Reflection (Chintan)	Experiential Learning, Collaborative Learning, Reflective Practices	CLO2 CLO3 CLO5
V	Innovative and Technology-Enhanced Learning Approaches a) Project based learning: Concept and Process b) Collaborative Learning: Principles and Techniques c) Digital Teaching Resource Development d) Classroom Climate and Learning Outcomes	Blended Pedagogy, Self-Directed Learning, Presentations, Seminar, Project	CLO2 CLO4 CLO5

● Assessment Methodologies

(A) Internal Assessment

1. Formative Assessment (30 Marks)

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

- Comparative Study of Learning Theories
- Project on Technology Integration in Teaching
- Case Study on Innovative Pedagogical Practices
- Reflection on Teaching Experiences

b) Activities: (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)



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Common Rubrics for Assignment Evaluation (15 Marks)

Criteria	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement (0.5)	Marks (15)
Conceptual Understanding	Demonstrates comprehensive understanding and accurate application of concepts, theories, and principles	Demonstrates good understanding with minor inaccuracies	Demonstrates basic understanding with some conceptual gaps	Demonstrates limited understanding and significant misconceptions	___/3
Analysis, Interpretation and Critical Thinking	Provides insightful analysis, evaluation, comparison, and reflection supported by logical reasoning	Provides adequate analysis and interpretation with logical explanations	Provides limited analysis with superficial interpretation	Mostly descriptive with little evidence of analysis or critical thinking	___/3
Application and Practical Relevance	Effectively applies concepts to educational situations with relevant examples and implications	Applies concepts appropriately with some practical relevance	Demonstrates limited application and relevance to practice	Shows little or no application to educational contexts	___/3
Organization and Presentation	Well-organized, coherent, professionally presented, and follows academic conventions	Generally organized and clearly presented with minor issues	Adequately organized but lacks clarity or consistency	Poorly organized and difficult to follow	___/3
Originality, Reflection and Use of Evidence	Demonstrates originality, reflective thinking, and effective use of evidence, references, or observations	Shows some originality, reflection, and appropriate use of evidence	Limited originality, reflection, or supporting evidence	Little evidence of independent thought, reflection, or supporting data	___/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/Analyze & Above (A)	
I	1, 5	24	2	4	5	11
II	2, 4	24	2	3	6	11
III	3, 4	24	1	3	7	11
IV	2, 3, 5	24	1	4	6	11
V	2, 4, 5	24	1	2	3	6
Total		120	7	16	27	50

• Assessment and Evaluation

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

(C) CLOs – PLOs and PSOs Matrix

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

• Suggested Learning Materials

Sr. No.	Title	Author(s)	Edition	Publisher
1	Educational Technology	S.K. Mangal & Uma Mangal	Latest Edition	PHI Learning Pvt. Ltd.
2	Educational Psychology	Anita Woolfolk & Ellen Usher	15th Edition	Pearson Education
3	Models of Teaching	Bruce Joyce, Marsha Weil & Emily Calhoun	10th Edition	Pearson Education
4	Teaching and Learning	N.L. Gage & David Berliner	Latest Edition	Pearson Education
5	How People Learn: Brain, Mind, Experience and School	National Research Council	Latest Edition	National Academies Press
6	Indian Knowledge Systems: Knowledge Traditions and Practices	Kapil Kapoor & Avadhesh Kumar Singh	2021	DK Printworld



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7	National Education Policy 2020	Ministry of Education, Government of India	2020	Government of India
8	National Curriculum Framework	NCERT	2023	NCERT
9	Learning Theories: An Educational Perspective	Dale H. Schunk	8th Edition	Pearson Education
10	Educational Technology	R.A. Sharma	Latest Edition	Surya Publications
11	Educational Technology and ICT	A.K. Jha	Latest Edition	APH Publishing Corporation
12	Teaching and Learning with Technology	Judy Lever-Duffy & Jean B. McDonald	Latest Edition	Pearson Education
13	How Learning Works: Seven Research-Based Principles for Smart Teaching	Susan A. Ambrose et al.	2nd Edition	Jossey-Bass
14	Classroom Instruction That Works	Robert J. Marzano, Debra Pickering & Jane Pollock	Latest Edition	ASCD Publications
15	Foundations of Indian Psychology (Vol. I & II)	K. Ramakrishna Rao, Anand Paranjpe & Ajit Dalal	Latest Edition	Pearson India
16	Indian Knowledge Systems: An Introduction	B. Mahadevan, Vinayak Rajat Bhat & Nagendra Pavana R.N.	Latest Edition	PHI Learning Pvt. Ltd.
17	Artificial Intelligence in Education: Guidance for Policy Makers	Wayne Holmes, Maya Bialik & Charles Fadel	Latest Edition	UNESCO Publishing
18	E-Learning and the Science of Instruction	Ruth C. Clark & Richard E. Mayer	5th Edition	Wiley
19	Teaching in the Digital Age	A.W. (Tony) Bates	3rd Edition	BCcampus Open Education
20	Constructivism: Theory, Perspectives and Practice	Catherine Twomey Fosnot	2nd Edition	Teachers College Press, Columbia University

• 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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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E02NCBE E03	Knowledge and Curriculum (Part-I)	2-0-1	60	02

● Course Learning Outcomes (CLOs)

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

CLO1:Analyze the concepts, nature, and sources of knowledge and explain their significance in educational theory and practice.

CLO2:Examine the psychological, social, cultural, and contextual factors influencing knowledge construction and learner development in educational settings.

CLO3:Analyze the principles, foundations, and processes of curriculum development and evaluate their relevance to learner-centred and inclusive educational practices.

CLO4:Evaluate the processes of knowledge transmission and apply appropriate pedagogical and communication strategies to facilitate effective learning in diverse educational contexts.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Understanding Knowledge & Process of Knowing a) Knowledge: Concept, Characteristics, Sources and Types b) Distinction between: Knowledge, Information, Belief and Skill; Teaching, Training and Mentoring; Local & Universal Knowledge; Concrete & Abstract Knowledge; Theoretical & Practical Knowledge c) Knowledge and Education with reference to Epistemology d) Process of knowing	Classroom Lecture, Case-Based Learning, Collaborative Learning, Problem-Based Learning	CLO1 CLO2 CLO4
II	Construction of Knowledge & Conceptual Understanding of Curriculum a) Construction of Knowledge and major Factors in the construction process and Role of a teacher in this process b) Methods of Acquiring Knowledge; Transmission of Knowledge c) Curriculum: Concept, Features and Types d) Principles of Curriculum	Group Discussion, Research-Oriented Learning, Reflective Practices	CLO1, CLO2, CLO3 CLO4
III	Foundation of Indian Knowledge Systems a) Indian Knowledge Systems: Concept and Characteristics. b) Sources of Indian Knowledge: Vedas, Upanishads, Purans and Epics c) Transmission of Knowledge in the Guru-ShishyaParampara d) Project on the Integrating local and indigenous Knowledge into School Curriculum.	Blended Learning Self-Directed Learning, Mini Projects, Field-Based Tasks, Presentations	CLO1 CLO2 CLO3 CLO4



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● Assessment Methodologies

(A) Internal Assessment

1. Formative assessment (15)

Assessment Tasks (Any one)

- Project on Digital Portfolio on Sources of Indian Knowledge
- Seminar on Theoretical Knowledge and Practical Knowledge in Everyday Life
- Assignment on Guru-ShishyaParampara and Its Relevance in Modern Education

Common Rubrics for Seminar/Project/Assignment/ Digital Resources Showcase: (15 Marks)

Criteria	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement (0.5)	Marks (15)
Analysis of Concepts	Critically analyzes concepts, identifies relationships, and presents deep understanding with relevant examples.	Analyze concepts clearly with appropriate examples.	Demonstrates basic understanding with limited analysis.	Shows little understanding and analysis.	___/3
Critical Evaluation and Application	Critically evaluates ideas and effectively applies concepts to educational or real-life contexts with insightful conclusions.	Evaluates and applies concepts with logical reasoning and relevant examples.	Provides limited evaluation and application of concepts.	Minimal evaluation and inability to apply concepts meaningfully.	___/3
Organization and Presentation	Content is exceptionally well-organized, coherent, visually appealing, and professionally presented.	Well-organized and clearly presented.	Adequately organized with minor issues.	Poorly organized and difficult to follow.	___/3
Use of Evidence and References	Uses multiple authentic sources and integrates evidence effectively with proper citations.	Uses relevant sources with appropriate referencing.	Uses limited sources or inconsistent referencing.	Uses inadequate sources or lacks references.	___/3
Communication Skills	Communicates ideas clearly, logically, and effectively using appropriate academic language.	Communicates ideas clearly with minor errors.	Communication is understandable but lacks clarity.	Communication is unclear and ineffective.	___/3
Total					___/15

2. Summative Assessment (10 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	1,2,4	20	2	3	3	08
II	1,2,03,4	20	2	2	5	09
III	1,2,03,4	20	2	2	4	08
Total		60	6	7	12	25

● Assessment and Evaluation

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

(C) CLOs – PLOs and PSOs Matrix

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

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	The Concept of Knowledge. Evanston, Illinois	Butchvarov, P.	1970	North Western University Press
2	The Structure of Knowledge and the Curriculum.	G.W. Ford and Lawrence Pungo.	1964	Rand MacNally & Company, Chicago
3	Theory & Principles of Education.	Aggarwal, J.C.	12th Revised edition /2009	Vikas Publishing House Pvt. Ltd.



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4	Knowledge and the Curriculum – a collection of philosophical papers.	Hirst, Paul H.	1978	International Library of the Philosophy of Education.
5	Principles of Education.	Pandey, R.S.	2007-08	Agrawal Publications, Agra-7
6	Curriculum Development: Theory and Practice	Hilda Taba	Latest Edition	Harcourt Brace
7	Curriculum Studies: Perspectives and Practices	A.V. Kelly	Latest Edition	Sage Publications
8	School Curriculum: Principles and Foundations	J.C. Aggarwal	Latest Edition	Shipra Publication
9	National Curriculum Framework	NCERT	2005 & 2023	NCERT
10	Knowledge and Curriculum	Alex Moore	Latest Edition	Sage Publications

● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Web link
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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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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DCS	U2E02NC BEE04	Pedagogy of English Language - Level Two	4-0-1	120	04

● Course Learning Outcomes (CLOs)

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

CLO1: Design, implement, and evaluate Task-Based Language Teaching (TBLT) activities and learner-centred tasks for developing and assessing English language skills.

CLO2: Apply participatory, constructivist, multilingual, and inclusive approaches to facilitate effective English language teaching in diverse classroom contexts.

CLO3: Prepare outcome-based lesson plans using Bloom's Taxonomy, instructional objectives, curricular resources, and appropriate pedagogical strategies for English language teaching.

CLO4: Develop, adapt, utilize, and evaluate instructional materials, digital resources, and assessment tools for enhancing listening, speaking, reading, and writing skills.

CLO5: Demonstrate innovation, reflection, collaboration, professional competence, and technology-enabled practices through remedial teaching, self-directed learning, and contemporary English language teaching initiatives.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Task Based Language Teaching a) Methodology of TBLT b) The Pre-During-Post Task Phases c) Designing Tasks for Developing Language Skills d) Tasks for Assessing Language Skills	Classroom Lecture, Collaborative Learning, Experiential Learning, Simulation and Role-Play, Reflective Practices	CLO1, CLO4
II	Participatory Approaches to ELT a) Content and Language Integrated Learning (CLIL) b) Whole Language Approach c) Multiple Intelligences and Language Teaching d) Constructivism and Teaching Skills	Classroom Lecture, Case-Based Learning, Problem-Based Learning, Collaborative Learning, Simulation and Role-Play	CLO2, CLO5
III	Lesson Planning for ELT a) Bloom's Taxonomy and ELT b) Formulating Instructional Objectives (ABCD) c) Lesson Planning for Stray Lessons and Units d) Syllabus and Textbooks	Classroom Lecture, Inquiry-Based Learning, Self-Directed Learning, Collaborative Learning, Reflective Practices	CLO3, CLO5
IV	Materials for Developing Language Skills a) Listening and Speaking: Sub-skills b) Reading: Sub-skills – Skimming, Scanning and Searching	Classroom Lecture, Experiential Learning, ICT-Enabled Learning, Collaborative Learning,	CLO1, CLO4, CLO5



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	c) Writing: Sub-skills – Sequencing and Organizing, Coherence and Cohesion d) Materials for Developing Listening, Speaking, Reading and Writing Skills	Reflective Practices	
V	Contemporary Perspectives and Professional Practices in ELT a) Developing a TBLT Lesson Plan and Presentation b) The Future English Classroom: ELT in Viksit Bharat 2047 (PPT/Poster presentation) c) Bilingual Schools in Gujarat after NEP 2020: Concept, Features, Opportunities & Challenges d) The "Madhyam Gujarati – UttamAngreji" Project: Background, Objectives, Pedagogical Features and Case Study	Seminars, Micro-Projects/Mini Research Tasks, Research-Oriented Learning, Collaborative Learning, ICT-Enabled Learning, Self-Directed Learning	CLO2, CLO3, CLO4, CLO5

● Assessment Methodologies

(A) Internal Assessment (50 Marks)

1. Formative assessment (30 Marks)

a) Assessment Tasks (Any One)(15 Marks)

- ICT/AI-based English Language Learning Resource Development
- Presentation on "The Future English Classroom: ELT in Viksit Bharat 2047"
- Analysis and Presentation of Bilingual Education after NEP 2020

Common Rubrics for the above Assessment Tasks: (Understanding of Topic, Analysis and Reflection, Application to ELT, Organization of ideas and Presentation)

b) Assignment: Preparing Remedial Tasks for English Language Learners (15 Marks)

Common Rubrics for Assignment Evaluation

Criteria	Excellent (3)	Good (2.5)	Average (1.5)	Needs Improvement (0.5)	Marks (15)
Identification and Understanding of Learner Difficulties	Accurately identifies learner difficulties and demonstrates comprehensive understanding of language learning needs	Good understanding with minor gaps	Basic understanding evident	Limited understanding of learner difficulties	___/3
Design and Relevance of Remedial Tasks	Designs highly relevant, appropriate, and skill-based remedial tasks aligned with identified learner needs	Relevant tasks with minor limitations	Basic remedial tasks developed	Tasks are inappropriate or inadequately developed	___/3



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Creativity and Innovation in Remedial Strategies	Develops creative, learner-centred, and innovative remedial activities using suitable teaching-learning resources	Demonstrates some creativity and originality	Limited creativity evident	Lacks creativity and innovation	___/3
Application and Practical Utility	Demonstrates strong applicability of remedial tasks for improving language skills and classroom learning outcomes	Good applicability with some practical relevance	Limited applicability	Little or no practical utility	___/3
Organization, Reflection and Presentation	Well-organized work demonstrating reflection, creativity, clarity, and professional presentation	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

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, 4	24	1	2	7	10
II	2, 5	24	1	2	7	10
III	3, 5	24	1	2	7	10
IV	1, 4, 5	24	1	2	7	10
V	2, 3, 4, 5	24	1	2	7	10
Total		120	5	10	35	50

● Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Regularity, Presentations, Seminar, Projects, Assignment on 'Preparing Remedial Tasks for English Language Learners', 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	2	3	3	2	2	2	2	2	2	3	2	2
CLO2	2	3	1	3	3	3	2	3	3	2	3	2
CLO3	3	3	2	2	2	2	2	2	2	3	2	2
CLO4	2	3	3	2	2	2	2	2	3	3	3	3
CLO5	2	3	3	3	3	2	3	2	2	3	3	3

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Teaching English as a Second Language	M. L. Tickoo	Latest Edition	Orient Blackwan
2	Approaches and Methods in Language Teaching	Jack C. Richards & Theodore S. Rodgers	2009	Cambridge University Press
3	Language Teaching Methodology	David Nunan	Latest Edition	Pearson Education
4	Teaching by Principles: An Interactive Approach to Language Pedagogy	H. Douglas Brown	4 th Edition	Pearson
5	The Practice of English Language Teaching	Jeremy Harmer	5 th Edition	Pearson
6	Task-Based Language Teaching	David Nunan	Latest Edition	Cambridge University Press
7	Methods of Teaching English	N Krishnaswamy Lalitha Krishnaswamy	2006	Macmillan
8	Communicative Language Teaching	William Littlewood	2009	Cambridge University Press
9	Aspects of Language Teaching	H G Widdowson	2009	Oxford University Press
10	Essentials of English Language Teaching	A K Sinha	2017	Shipra Publications
11	Second Language Pedagogy	N S Prabhu	Latest Edition	Oxford University Press
12	Games for Language Learning	Andrew Wright, David Betteridge and Michael Buckby	Latest Edition	Cambridge University Press
13	The Study of Language	George Yule	Second Edition	Cambridge University Press



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14	Fundamental Concepts of Language Teaching	H H Stern	2007	Oxford University Press
15	Teaching Language as Communication	H G Widdowson	Latest Edition	Oxford University Press
16	English Language Teaching in India: Issues and Innovations	R K Agnihotri A L Khanna	1995	Sage Publications
17	Principles and Practices in Second Language Acquisition	Stephen D Krashen	Latest Edition	Prentice-Hall International
18	Teaching English as a Second Language	Manish A Vyas Yogesh L Patel	2009	PHI Learning Pvt. Ltd.
19	Introducing Second Language Acquisition	Muriel Saville-Troike	2006	Cambridge University Press

● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	DIKSHA – English Teaching Resources	https://diksha.gov.in
2	SWAYAM – Language Teaching Courses	https://swayam.gov.in
3	British Council – Teaching English	https://www.teachingenglish.org.uk
4	NCERT e-Resources and Textbooks	https://ncert.nic.in
5	Cambridge English Teaching Resources	https://www.cambridgeenglish.org



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Bachelor of Education (English) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E02NC BEE05	Assessment for Learning	2-0-1	60	02

● Course Learning Outcomes (CLOs)

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

CLO1: Explain the concepts and characteristics of measurement, assessment, evaluation, examination, and grading.

CLO2: Analyze assessment approaches and contemporary evaluation practices in educational settings.

CLO3: Apply basic statistical techniques for interpreting educational data and assessment results.

CLO4: Construct assessment tools and test items aligned with learning outcomes and learner needs.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Assessment and Evaluation a) Concept and characteristics of Measurement, Assessment and Evaluation b) Concepts of Test, Examination and Grading c) Criterion Referenced Test (CRT) and Norm Referenced Test (NRT) d) Purposes of Assessment in Behaviouristic, Cognitivist and Constructivist Paradigm	Classroom Lecture, Inquiry-Based Learning, Collaborative Learning	CLO1, CLO2
II	Basic Statistics a) Measures of Central Tendency (Theory & Calculation) b) Measures of Variability (Theory & Calculation) c) Percentiles and Percentile Rank (Theory) d) Correlation (Theory)	Classroom Lecture, Seminars, Collaborative Learning, Self-Directed Learning	CLO2, CLO4
III	Designing Assessment Tools and Innovative Assessment Practices a) Digital Assessment Tools (Google Forms, LMS-Based Assessment) b) Rubrics and Rating Scales c) Preparation of Achievement Tests in School Subjects d) Contemporary Trends in Educational Assessment	Blended Learning, Self-directed Learning, ICT-enabled learning	CLO3, CLO4



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● Assessment Methodologies

(A) Internal Assessment

1. Formative assessment (15 Marks)

Assessment Tasks (Any One)

- Assignment: Design an Achievement Test (Choose one English topic from Std. 6–10, Prepare: Learning Outcomes, Blueprint, Table of Specifications, 20 Test Items, Answer Key, Marking Scheme)
- Seminar: (Content Accuracy-3, Critical Analysis-3, Presentation Skills-2, Response to Questions-2)
- Workshop: (Participation-2, Skill Demonstration-3, Application-3, Reflection-2)
- Case Study: (Problem Analysis-3, Evidence-based Evaluation-3, Solution Design-3, Presentation-1)

Common Rubrics for Assignment (15 Marks)

Criterion	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement (0.5)	Marks (15)
Assessment Design	Excellent alignment among outcomes, blueprint and items	Mostly aligned	Partially aligned	Poor alignment	___/3
Analysis of Assessment Decisions	Critically justifies item selection and assessment approach	Good justification	Limited justification	No justification	___/3
Application of Assessment Principles	Correct use of assessment concepts and standards	Mostly correct	Some errors	Major errors	___/3
Innovation and Authenticity	Creative, learner-centred and authentic assessment design	Some innovation	Limited innovation	Conventional only	___/3
Documentation	Professional presentation	Clear presentation	Adequate	Poor presentation	___/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	1	8	10
II	2,4	20	1	1	8	10
III	3,4	20	1	1	3	05
Total		60	03	03	19	25



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● Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class regularity	50
2	End-Semester Examination	Written Examination	50

(C) CLOs – PLOs & PSOs Matrix

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

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Statistics in Psychology and education	Mangal, S. K.	Latest	Tata MacGrow Hill Publication, New Delhi.
2	Fundamental Considerations in Language Testing	Bachman, L.F.	1990	Oxford University Press
3	Language Testing in Practice.	Bachman, L.F. and A.S. Palmer	1996	Oxford University Press

● 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	Google Forms	https://docs.google.com/forms



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Bachelor of Education (English) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	U2E02NC BEE06	Phonetics and Phonology of English	2-1-0	60	02

● Course Learning Outcomes (CLOs)

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

CLO1: Analyze the mechanisms of speech production and classify English speech sounds using phonetic principles and articulatory features.

CLO2: Apply concepts of phonology, supra-segmental features, and phonetic transcription to improve pronunciation and spoken communication in English.

CLO3: Examine Indian traditions of phonetics and sound classification and evaluate their relevance for English pronunciation teaching and multilingual classrooms.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Production of Speech Sounds and their Classification a) Concepts of Indian English, RP and World Englishes b) The Respiratory, Phonatory and Articulatory Systems; Organs of Speech c) Classification of Vowels: Short and Long Vowels; Three-Term Label d) Classification of Consonants: Manner and Place of Articulation, Voiced and Voiceless Sounds, Aspiration, Consonant Clusters	Lecture Lecture-cum-Discussion Demonstration Pronunciation Practice Sessions Language Laboratory Activities Audio-Visual Learning Group Work and Presentation	CLO1,
II	Phonology and Usage a) Phoneme, Phone, Allophone; Types and Structure of Syllables b) Supra-segmental Features: Stress, Rhythm and Intonation c) Connected Speech: Weak Forms, Assimilation, Elision and Linking d) Studying Pronunciation from the Dictionary; Phonetic Transcription	Lecture-cum-Discussion Demonstration Pronunciation Practice Sessions Language Laboratory Activities Audio-Visual Learning	CLO2
III	Indian Traditions of Phonetics and Speech a) Introduction to Indian Linguistic Traditions and Knowledge Systems b) Ancient Indian Contributions to the Study of Language and Sound: Overview of Panini and Shiksha Traditions	Seminar Practical Work Self-Study Assignments Comparative Analysis of English and Indian Sound Systems	CLO3



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c) Sound Classification in Sanskrit and Indian Languages: Vowels, Consonants and Places of Articulation	Listening and Recording Activities	
d) Relevance of Indian Phonetic Traditions for English Pronunciation Teaching and Multilingual Classrooms	Group Work and Presentation	

● Assessment Methodologies

(A) Internal Assessment

1. Formative Assessment (15 Marks)

Assignment / Activities: (Any One)

- Pronunciation Portfolio with Audio Recordings (Rubric-based)
- Seminar on World Englishes and Indian English
- Phonetic Transcription and Pronunciation Practice Assignment
- Comparative Presentation: Modern Phonetics and Indian Phonetic Traditions
- Digital Pronunciation Resource Review (Cambridge Dictionary, Oxford Learner's Dictionary, Forvo, etc.)

Rubrics for Pronunciation Portfolio with Audio Recordings (15 Marks)

Criteria	Excellent (3)	Good (2.5)	Satisfactory (1.5)	Needs Improvement (0.5)	Marks (15)
Accuracy of Pronunciation	Consistently accurate	Mostly accurate	Some inaccuracies	Frequent inaccuracies	___/3
Application of Phonetic Concepts	Excellent application	Good application	Basic application	Limited application	___/3
Improvement over Time	Significant improvement	Noticeable improvement	Some improvement	Minimal improvement	___/3
Reflection on Learning	Insightful reflection	Good reflection	Basic reflection	Limited reflection	___/3
Organization and Submission	Well-organized and complete	Mostly organized	Adequate	Incomplete	___/3
Total					___/15

2. Summative Assessment (10 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	20	1	2	5	8
II	2	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 / Assignment/ Reviews/ Phonetic Transcription Activities/ Term End Examination	50
2	End-Semester External Examination	Written Examination	50

(C) CLOs – PLOs and PSOs Matrix

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

● Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Teaching English as a Second Language	M. L. Tickoo	Latest Edition	Orient Blackwan
2	Approaches and Methods in Language Teaching	Jack C. Richards & Theodore S. Rodgers	3 rd Edition	Cambridge University Press
3	Language Teaching Methodology	David Nunan	Latest Edition	Pearson Education
4	Teaching by Principles: An Interactive Approach to Language Pedagogy	H. Douglas Brown	4 th Edition	Pearson
5	The Practice of English Language	Jeremy Harmer	5 th Edition	Pearson



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	Teaching			
6	Task-Based Language Teaching	David Nunan	Latest Edition	Cambridge University Press
7	Exercise in Spoken English Part 1 to 3	Dept of Phonetics and Spoken English, CIEFL, Hyderabad	22 nd impression 2006	Oxford University Press
8	English Phonetics and Phonology: A Practical Course	Peter Roach	2009 (4th Ed.)	Cambridge University Press
9	A Course in Phonetics	Peter Ladefoged & Keith Johnson	2015 (7th Ed.)	Cengage Learning
10	Gimson's Pronunciation of English	Alan Cruttenden	2014 (8th Ed.)	Routledge
11	Introducing Phonetics and Phonology	Mike Davenport & S. J. Hannahs	2013 (3rd Ed.)	Routledge
12	An Introduction to Phonetics and Phonology	John Clark, Colin Yallop & Janet Fletcher	2007 (3rd Ed.)	Wiley-Blackwell
13	Fundamentals of Phonetics: A Practical Guide for Students	Larry H. Small	2019 (5th Ed.)	Pearson
14	Phonetics: Transcription, Production, Acoustics, and Perception	Henning Reetz, Allard Jongman & Jody Kreiman	2020 (2nd Ed.)	Wiley-Blackwell
15	Phonology	Francis Katamba	1989	Longman
16	Introducing English Pronunciation	Beverly Collins & Inger M. Mees	2013	Routledge
17	English Pronunciation in Use (Intermediate)	Mark Hancock	2012 (2nd Ed.)	Cambridge University Press
18	English Pronunciation in Use (Advanced)	Martin Hewings	2007 (2nd Ed.)	Cambridge University Press
19	How to Teach Pronunciation	Gerald Kelly	2000	Pearson Education (Longman)

● Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Web Link
1	Resources, articles, activities and pronunciation teaching strategies for teachers.	https://www.teachingenglish.org.uk/
2	Interactive lessons on sounds, stress, rhythm, connected speech and pronunciation.	https://www.bbc.co.uk/learningenglish/features/pronunciation
3	Official IPA charts, phonetic symbols and pronunciation resources.	https://www.internationalphoneticassociation.org/
4	High-quality academic materials on articulatory phonetics and phonology.	https://www.internationalphoneticassociation.org/content/links-phonetics-resources
5	Pronunciation guides, phonemic charts and	https://www.cambridgeenglish.org/educat



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	ELT resources.	ors-organisations/resources-for-teachers/
6	Teaching materials and pronunciation activities.	https://elt.oup.com/?srsltid=AfmBOorir5haGLxG2dfP3liDAAdUlk2KI9X5VOvMwNEkcnQx9UoQIvXV
7	Sounds of Speech (University of Iowa): Interactive animations showing articulatory positions for English sounds. Excellent for understanding organs of speech.	https://soundsofspeech.uiowa.edu/
8	Beginner-friendly explanations of phonemes, stress and intonation.	www.englishclub.com
9	NPTEL: Indian MOOCs on Linguistics, Communication Skills and English Language Teaching.	https://nptel.ac.in/courses/109104031
10	SWAYAM: MOOCs related to English language, communication skills and linguistics.	https://onlinecourses.swayam2.ac.in/e-learning/preview/ntr26_ed67
11	British and American pronunciation	https://www.oxfordlearnersdictionaries.com?utm_source=chatgpt.com