

**SARDAR PATEL UNIVERSITY**  
**Bachelor of Education (English)**  
**Semester – II**

Course Code	UE02 CB2E51	Title of the Course	EPC-2 Functional English Grammar
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable teacher trainee to: 1. develop a formal as well as functional knowledge of English Grammar. 2. develop linguistic competence in English. 3. apply the knowledge of digital tools in classroom teaching.
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Course Content		Weightage* (%)
Unit – 1	<b>Concept and Resources</b> a) Functional grammar and its relevance in language education b) Function focused vs form focused c) Errors analysis and Correction d) Digital tools and resources for teaching Grammar	50
Unit – 2	<b>Teaching and Assessing Functional Grammar</b> a) English Language Functions: Giving Information, Making requests, Expressing Opinions, Expressing Emotions, Expressing Agreement or Disagreement. Describing, Narrating, Persuading, Making Apologies, Giving Suggestions, Congratulating, Giving Instructions. b) Innovative ways of teaching functional grammar c) Promoting learner autonomy in grammar improvement d) Formative and summative assessment strategies	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. gain conceptual clarity on Functional English grammar. 2. enhance his/her linguistic competence. 3. utilize digital tools while teaching English grammar.
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Suggested References:
<ol style="list-style-type: none"><li>1. Leech,G: A Communicative Grammar of English</li><li>2. Quirk,R: A University Grammar of English</li><li>3. Murphy: Essential English Grammar</li><li>4. Quirk,R: A Grammar of Contemporary English</li><li>5. Parasher, S.V.: Indian English: functions and form</li><li>6. Vyavhare &amp; Bose: English for Social Interaction</li></ol>

# SARDAR PATEL UNIVERSITY

## Bachelor of Education (English)

### Semester – II

Course Code	UE02 CB2E52	Title of the Course	PE - 3: Learning and Teaching
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<p>To enable the teacher trainee to:</p> <ol style="list-style-type: none"> <li>1. know the various theories of learning and its educational implications.</li> <li>2. enhance their teaching skills with the help of educational technology.</li> <li>3. enable the student teachers to understand the system approach in education.</li> <li>4. enable the student teachers to implement various models of teaching in the classroom.</li> <li>5. make the student teachers aware of various advanced pedagogy.</li> </ol>
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Course Content		Weightage* (%)
Unit – 1	<b>Theories of Learning and its Educational Implications</b> <ol style="list-style-type: none"> <li>a) Social Learning Theory of Bandura and Maslow's Need Hierarchy</li> <li>b) Rogers' Experiential Learning</li> <li>c) Theories of Bruner and Ausubel</li> <li>d) Constructivist theories of Piaget and Vygotsky</li> </ol>	25
Unit – 2	<b>Educational Technology: An Introduction</b> <ol style="list-style-type: none"> <li>a) Educational Technology: concept, nature, scope and objectives</li> <li>b) Dale's Cone of Experience and its educational implications</li> <li>c) System approach : Concept &amp; Educational implications</li> <li>d) Concept of Feed Back in teacher education – Flanders' classroom interaction analysis category system.</li> </ol>	25
Unit – 3	<b>Models of Teaching</b> <ol style="list-style-type: none"> <li>a) Concept Attainment Model: Assumptions, Syntax, Effects and Lesson Planning</li> <li>b) Syntetic Model: Assumptions, Syntax, Effects and Lesson Planning</li> <li>c) Advanced Organizer Model: Process, Classroom Implications</li> <li>d) Inductive Thinking Model: Process, Classroom Implications</li> </ol>	25

Unit – 4	<b>Advanced Pedagogy</b> a) Programmed Learning : Principles, Techniques, Process, Classroom Implications b) Project Based Learning : Principles, Techniques, Process, Classroom Implications c) Cooperative Learning : Principles, Techniques, Process, Classroom Implications d) Team-teaching: Principles, Techniques, Process, Classroom Implications	25
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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. apply various theories of learning and approaches of teaching in actual teaching. 2. become well-equipped with educational technology as a skillful teacher. 3. apply various models of teaching in the class room. 4. understand and implement modern pedagogical advancements.
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Suggested References:
1. Mathur, S.S.2008. Educational Psychology. Agra: Agrawal Publications. 2. Bhatia, H. R. 1977. A Textbook of Educational Psychology. New Delhi: Macmillan India Ltd. 3. Dandekar, W. N. and Makhija, S. 2002. Psychological Foundations of Education. New Delhi: Macmillan India Ltd. 4. Pandey, K. P. 1998. Advanced Educational Psychology. New Delhi: Konark Publishers. 5. Singh, Chitra (2008). Educational Technology. Agra: Agrawal Publications. 6. Rao, Usha (1991). Educational Technology. Bombay: Himalaya Publishing House. 7. Kulkarni, S. S. (1986). Introduction to Educational Technology. New Delhi: Oxford and IBH Publishing Co. 8. Vednayagam, E. G. (1988). Teaching Technology for College Teachers. Bangalore: Sterling Publishers Private Limited. 9. Mangal S. K., Essentials of Educational Psychology, PHI Learning Private Limited, New Delhi

# SARDAR PATEL UNIVERSITY

## Bachelor of Education (English)

### Semester – II

Course Code	UE02 CB2E53	Title of the Course	PE – 4: Knowledge and Curriculum Part- I
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<p>To enable the teacher trainee to:</p> <ol style="list-style-type: none"> <li>utilize the concept of Knowledge in various contexts.</li> <li>construct the knowledge on the basis of obtained insight of the process of knowledge.</li> <li>critically analyze various curricula.</li> </ol>
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Course Content		Weightage* (%)
Unit – 1	<b>Understanding Knowledge &amp; Process of Knowing</b> <ol style="list-style-type: none"> <li>Knowledge: Concept, Characteristics, Sources and Types</li> <li>Distinction between: Knowledge, Information, Belief and Skill; Teaching, Training and Mentoring; Local &amp; Universal Knowledge; Concrete &amp; Abstract Knowledge; Theoretical &amp; Practical Knowledge</li> <li>Knowledge and Education with reference to Epistemology</li> <li>Process of knowing</li> </ol>	50
Unit – 2	<b>Construction of Knowledge &amp; Conceptual Understanding of Curriculum</b> <ol style="list-style-type: none"> <li>Construction of Knowledge and major Factors in the construction process and Role of a teacher in this process</li> <li>Methods of Acquiring Knowledge; Transmission of Knowledge</li> <li>Curriculum: Concept, Features and Types</li> <li>Principles of Curriculum</li> </ol>	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	<p>The teacher trainee will be able to:</p> <ol style="list-style-type: none"> <li>1. understand knowledge in relation to various concepts; and get the etymological understanding of education.</li> <li>2. know the process of knowledge construction and factors affecting to it.</li> <li>3. understand the concept of curriculum and its major principles.</li> </ol>
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#### Suggested References:

1. Butchvarov, P. (1970). *The Concept of Knowledge*. Evanston, Illinois: North Western University Press
2. G.W. Ford and Lawrence Pungo (1964). *The Structure of Knowledge and the Curriculum*. Rand MacNally & Company, Chicago
3. Aggarwal, J.C. (2009). *Theory & Principles of Education*. 12<sup>th</sup> Revised edition, Vikas Publishing House Pvt. Ltd.
4. Hirst, Paul H. (1978). *Knowledge and the Curriculum – a collection of philosophical papers*. General Editor: R.S. Peters. International Library of the Philosophy of Education.
5. Pandey, R.S. (2007-08). *Principles of Education*. Agrawal Publications, Agra-7

**SARDAR PATEL UNIVERSITY**  
**Bachelor of Education (English)**  
**Semester – II**

Course Code	UE02 CB2E54	Title of the Course	CPS-03: Pedagogy of English Language – Level Two
Total Credits of the Course	04	Hours per Week	04

Course Objectives	<p>To enable the teacher trainee to:</p> <ol style="list-style-type: none"> <li>1. get a clear understanding of task based language teaching.</li> <li>2. be familiar with participatory approaches to English Language teaching.</li> <li>3. be familiar with recent development in materials preparation.</li> <li>4. put into practice Bloom's taxonomy in ELT.</li> </ol>
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Course Content		Weightage* (%)
Unit – 1	<b>Task Based Language Teaching</b> <ol style="list-style-type: none"> <li>a) Methodology of TBLT</li> <li>b) The Pre- During -Post Task Phases</li> <li>c) Designing Tasks for Developing Language Skills</li> <li>d) Tasks for Assessing Language Skills</li> </ol>	25
Unit – 2	<b>Participatory Approaches to ELT</b> <ol style="list-style-type: none"> <li>a) Content and Language Integrated Learning (CLIL)</li> <li>b) Whole Language Approach</li> <li>c) Multiple Intelligences and Language Teaching</li> <li>d) Constructivism and Teaching Skills</li> </ol>	25
Unit – 3	<b>Lesson Planning for ELT</b> <ol style="list-style-type: none"> <li>a) Bloom's Taxonomy and ELT</li> <li>b) Formulating Instructional Objectives (ABCD)</li> <li>c) Lesson Planning for Stray and Units</li> <li>d) Syllabus and Textbooks</li> </ol>	25
Unit – 4	<b>Materials for developing Language Skills</b> <ol style="list-style-type: none"> <li>a) Listening and Speaking: Sub skills</li> <li>b) Reading: sub-skills: skimming, scanning/ searching</li> <li>c) Writing: sub-skills: sequencing and organizing, Coherence and cohesion</li> <li>d) Materials for developing Listening, Speaking, Reading and Writing</li> </ol>	25

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	<p>The course will enable the teacher-trainee to:</p> <ol style="list-style-type: none"> <li>1. design tasks and activities for teaching language skills, grammar and vocabulary.</li> <li>2. compare traditional method with current methods in ELT and adapt new techniques in the language classroom.</li> <li>3. formulate instructional objective in accordance with Bloom's Taxonomy.</li> <li>4. analyze the current syllabuses and textbooks / Course books in ELT.</li> </ol>
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Suggested References:
<ol style="list-style-type: none"> <li>1. Nunan, D. (2007) Designing Communicative Tasks for the classroom, CUP</li> <li>2. Prabhu.N.S. (1996) Second Language Pedagogy, OUP</li> <li>3. Penny Ur (2013) A Course in English Language Teaching, CUP</li> <li>4. Brumfit,C.J (ed). (1996) General English Syllabus Design. Oxford</li> <li>5. Field,J (2007) Listening in the Language Classroom, Cambridge.</li> <li>6. Guse,J.(2010) Communicative Activities for EAP, Cambridge.</li> <li>7. Prabhu.N.S. (2019) Perceptions of Language Pedagogy, Orient Black Swan</li> <li>8. Cunningsworth (1985) Textbook Analysis and Supplementary Skills. Longman. London</li> </ol>



# SARDAR PATEL UNIVERSITY

## Bachelor of Education (English)

### Semester – II

Course Code	UE02 CB2E55	Title of the Course	CPS 4: Assessment for Learning
Total Credits of the Course	02	Hours per Week	02

Course Objectives	<p>To enable the teacher trainee to:</p> <ol style="list-style-type: none"> <li>1. compare the concepts of measurement, assessment, evaluation, examination and grading.</li> <li>2. analyze the current evaluation practices and plan evaluation accordingly.</li> <li>3. enable the learners to use some basic statistical techniques for evaluation purposes.</li> <li>4. prepare different types of learner assessment and test items with reference to their subjects of teaching.</li> </ol>
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Course Content		Weightage* (%)
Unit – 1	<b>Assessment and Evaluation</b> <ol style="list-style-type: none"> <li>a) Concept and characteristics of measurement, assessment and evaluation</li> <li>b) Purposes and approaches of assessment in behaviouristic, cognitivist, and Constructivist paradigms</li> <li>c) Concepts of test, examination and grading</li> <li>d) Critical review of current evaluation practices</li> </ol>	50
Unit – 2	<b>Types of Assessment, Types of Test Items and basic statistics</b> <ol style="list-style-type: none"> <li>a) CRT vs. NRT, Formative vs. Summative, Continuous Comprehensive Evaluation (CCE)</li> <li>b) Types of Questions (length): MCQ, Very Short Answer, Short Answer, Essay Type</li> <li>c) Types of Questions (Content): Factual, Inferential, Referential, Open ended</li> <li>d) Basic Statistics: Measures of Central Tendency, Percentiles and Percentile Rank, Measures of Variability, Correlation (Pearson)</li> </ol>	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	<p>The teacher-trainee will be able to:</p> <ol style="list-style-type: none"> <li>1. construct tools to measure and evaluate the students.</li> <li>2. apply behaviouristic, cognitivist, and Constructivist approaches while constructing test items.</li> <li>3. apply statistical techniques for evaluation purposes.</li> <li>4. construct different types of learner assessment and test items based on the objectives.</li> </ol>
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Suggested References:
<ol style="list-style-type: none"> <li>1. Mangal, S. K. Statistics in Psychology and education. Tata MacGrow Hill Publication, New Delhi.</li> <li>2. Bachman, L.F. 1990. Fundamental Considerations in Language Testing. Oxford: Oxford University Press.</li> <li>3. Bachman, L.F. and A.S. Palmer. 1996. Language Testing in Practice. Oxford: Oxford University Press.</li> </ol>

**SARDAR PATEL UNIVERSITY**  
**Bachelor of Education (English)**  
**Semester – II**

Course Code	UE02 CB2E56	Title of the Course	CPS 5: Phonetics and Phonology of English
Total Credits of the Course	02	Hours per Week	02

Course Objectives	To enable the teacher trainee to: 1. be familiar with the nature of English Speech 2. identify the role of organs of speech in the production of speech sounds 3. speak with proper accents and intonations 4. suggest remedial materials for the study of phonetics and phonology
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Course Content		Weightage* (%)
Unit – 1	<b>Production of speech sounds and their Classification</b> a) Concepts of Indian English, RPs, World Englishes b) The respiratory, the phonatory and the 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, Voiceless, Aspiration, Consonant Cluster	50
Unit – 2	<b>Phonology and Usages</b> a) Phoneme, Phones, Allophones, Types and structure of syllable b) Supra-segmental: Stress, rhythm and Intonation c) Connected Speech: Weak forms, Assimilation, Elision and Linking d) Studying Pronunciation from the Dictionary, Phonetic Transcription	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	<p>The teacher-trainee will be able to:</p> <ol style="list-style-type: none"> <li>1. recognize the organs of speech and articulate speech sounds accurately.</li> <li>2. classify speech sounds and transcribe words and sentences correctly.</li> <li>3. acquire awareness about phonological concepts of English language.</li> <li>4. Transcribe words and texts in phonetics scripts.</li> </ol>
Suggested References:	
<ol style="list-style-type: none"> <li>1. Daniel Jones: Pronunciation of English</li> <li>2. J D O Conner: Better English Pronunciation</li> <li>3. Dhamija and Sasikumar : A Course in phonetics and spoken English</li> <li>4. Peter Roach: Phonetics and phonology of English</li> </ol>	