

# **SRI KAGINELE MAHASAMSTHANA KANAKA GURUPEETHA COLLEGE OF EDUCATION**

**Survey No.1, Ward No. 58, Adichunchanagiri Road, Kuvempunagar, Mysuru, Karnataka 570023**



## **VALUE ADDED COURSE**

**“Functional English for Teacher Education Programme”**

**2022-23**

## **SYLLABUS**

## **Expert Committee**

1	<b>Dr.Vishalakshi.K.K</b> Principal	Chairperson
2	<b>Sampath Kumar S G</b> Lecturer, Kalidasa PU College, Mysuru	Member
3	<b>Moly Vargese,</b> ELTC Wing, DIET, Mysuru	Member
4	<b>Dr. Sharmista Chakravarthi</b> Lecturer, BGS B.Ed. College, Mysuru	Member
5	<b>Anitha</b> Asst. Professor, Onkarmal Somanı B.Ed. College, Mysuru	Member
6	<b>Anu Thomus</b> Asst. Professor, Chayadevi College of Education, Mysuru	Member
7	<b>Dr.Mohankumar</b> Principal, NDRK College of Education	Member
8	<b>Dr. Rajagopal</b> Principal, Vidya Vikas College of Education	Member

## **Course Title: Functional English for Teacher Education Programme**

**Course Pattern:** Semester

**Eligibility:** Should be a student of SKMK College of Education,Mysore

**Credit:** A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of L amounts to one credit and a minimum of a two – hour session of T or P amounts to one credit. L stands for Lecture session, T stands for Tutorial Session and P stands for practical /Practice session.

**Theory cum Practice:** These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory in to practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes in to batches of 25 to fifty students as per the Laboratory facilities available in the College.

**Lab Works:** Basic work : One Credit

Application: One Credit

**Examination:** College level C1 & C2 Pattern

**Pattern of examination:** Internal

**External Students:**Not allowed

**Course Structure:** This four-unit syllabus covers essential aspects of functional English for Bachelor of Education students, enabling them to communicate effectively and teach English in a classroom setting. It includes readings from both classic and contemporary books to provide a comprehensive understanding of the subject. The course structure integrates lectures, discussions, practical exercises, and real-world application to enhance learning.Role-playing, teaching practice, and discussions on classroom communication.

**Marks allocation:**

1	Continuous assessment	05 Marks
2	Continuous assessment	05 Marks
3	Seminar/ Tutorial	05 Marks
4	Project report	10 Marks
5	Internal Test	05 Marks
6	Semester end exam	20 Marks
<b>Total marks for the course=50 Marks</b>		

## **FUNCTIONAL ENGLISH**

**Contact Hours: 30 hours**

**Marks: 50**

### **Objectives:**

The objectives of teaching functional English at the Bachelor of Education level typically include:

1. **Enhancing Communication Skills:** To develop students' proficiency in spoken and written English, enabling them to communicate effectively in various educational and professional contexts.
2. **Facilitating Classroom Instruction:** To equip future educators with the language skills necessary to deliver lessons, explain concepts, and interact with students in English.
3. **Promoting Critical Thinking:** Encouraging students to analyze, evaluate, and interpret texts, fostering critical thinking skills that can be applied in teaching and beyond.
4. **Enhancing Reading and Writing Abilities:** Improving students' reading comprehension and writing skills, enabling them to create and assess educational materials effectively.
5. **Supporting Professional Development:** Preparing students for careers in education, ensuring they can engage with academic literature, research, and educational resources in English.
6. **Fostering Cultural Sensitivity:** Promoting an understanding of the cultural nuances of English to effectively engage with a diverse student population.
7. **Strengthening Language Proficiency:** Developing a strong foundation in English grammar, vocabulary, and pronunciation to communicate with clarity.
8. **Encouraging Lifelong Learning:** Instilling a love for learning the English language, which is vital for educators to stay updated with advancements in pedagogy and curriculum.

**Unit 1:** Communication Skills: Understanding the components of effective communication, verbal and non-verbal communication, active listening, and public speaking.

**Unit 2:** Reading and Comprehension : Reading strategies, comprehension techniques, and critical analysis of written texts.

**Unit 3:** Writing Skills: Writing structure, grammar, and style, including essays, reports, and creative writing.

**Unit 4:** Practical Application: Applying functional English skills in the classroom, lesson planning, and effective communication with and colleagues.

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### ***Reference Books:***

- "Effective Communication Skills" by Dale Carnegie
- "The Art of Public Speaking" by Stephen E. Lucas
- "Reading Like a Writer" by Francine Prose
- "How to Read Literature Like a Professor" by Thomas C. Foster
- "The Elements of Style" by William Strunk Jr. and E.B. White
- "On Writing: A Memoir of the Craft" by Stephen King
- Course Structure: Writing workshops, peer reviews, and editing exercises.
- "The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom" by Stephen D. Brookfield
- "How to Talk So Kids Will Listen & Listen So Kids Will Talk" by Adele Faber and Elaine Mazlish.