

INSTITUTE OF LANGUAGE TEACHING

(English Medium) B.Ed. College – Rajkot

SYLLABUS

CC1 - CHILDHOOD AND GROWING UP

Unit-1 Educational Psychology and Learner

- 1.1 Educational Psychology: Meaning, Concept and Scope, Introduction to the techniques of Educational Psychology (Observation, Interview, Case Study and Socio-Metric)
- 1.2 Concept of Growth and Development, Stages of Human development(Childhood, Teenage and Adolescence) Stage-wise characteristics and Developmental Tasks (Having Hurst's list)
- 1.3 Needs and Scholastic programs for the comprehensive development of an Adolescent (Physical, Mental, Emotional and Social)
- 1.4 Indian Adolescent: Characteristics and Problems of Adolescents (Bullying, Teasing, addiction, stealing and wandering)

Unit-2 Learning, Motivation and Memory

- 2.1 Learning: Concept and Principles
 - 2.1.1 Pavlov's theory of Classical Conditioning
 - 2.1.2 Skinner's theory of Operant Conditioning
 - 2.1.3 Thorndike's theory of Trial and Error
 - 2.1.4 Kohler's theory of Insight Learning
- 2.2 Factors affecting Teaching Learning process
- 2.3 Transfer of Learning: Meaning, Significance and types
- 2.4 Motivation: Definition, Concept, Types and Characteristics of person with high achievement Motivation
- 2.5 Concept of Memory, process, remedies of improving memory and reasons of forgetting

Unit-3 Psychological Tests and Education of Exceptional Children

- 3.1 Intelligence: Concept, characteristics and Intelligence Quotient (I.Q)
- 3.2 Concept of Psychological test and its general introduction (Intelligence Test, Aptitude Test and Attitude Scale: Names , Number of Items, Reliability and Validity, Test Types, One example and its introduction in terms of its developer)
- 3.3 Mental Health: Concept, Characteristics and factors affecting it
- 3.4 Defence Mechanisms (Day Dreaming, Rationalisation, Compensation, sublimation, Identification)

Unit-4 Personality and Individual Differences

- 4.1 Personality: Meaning, Concept and Types (Introvert, Extrovert and Ambivert)
- 4.2 Personality Measurement Tests (Only Introduction) (Observation, Self-Representation, Projection Techniques)
- 4.3 Exceptional Children: Concept, types, characteristics, limitations, Teaching-Learning Techniques (Mentally Retarded, Gifted, Physical Disabled)
- 4.4 Personality and Individual Differences: Meaning, Factors affecting it and educational implications

INSTITUTE OF LANGUAGE TEACHING

(English Medium) B.Ed. College – Rajkot

SYLLABUS

CC2 - CONTEMPORARY EDUCATION IN INDIA

Unit-1 Ancient Education and Modern Secondary Education & Training In India

- 1.1 Education In India During The Vedic And Buddhist Period
 - 1.1.1 Historical Background
 - 1.1.2 Meaning and Importance
 - 1.1.3 Specializations methods
 - 1.1.4 Relation of Teacher –Student and Educational Secondary Education and Training Institutes
- 1.2 Secondary Education and Training Institutes
 - 1.2.1 Pre-Service Teacher Training Meaning, Important, Programmers, Problems, Solutions
 - 1.2.2 In-service Teacher-Training, Meaning, Importance, Programs, Problems, Solutions

Unit-2 Pattern of National Education in India and Understanding of Statistics

- 2.1 List of Education Commissions after Independence and Establishment of Education Policy, Chairman and Needs
 - 2.1.1 University Education Commission (1948-49)
 - 2.1.2 Secondary Education Commission (1952-53)
 - 2.1.3 National Education Commission (1964-66)
 - 2.1.4 National Education Policy (1986)
 - 2.1.5 National Education Policy (1992)
- 2.2 Measures of Central Tendency:
 - 2.2.1 Concept and Calculation of Mean, Median, Mode (Based on Unclassified Score)
 - 2.2.2 Concept and Calculation of Standard Deviation (Based on Unclassified Score)

Unit-3 Policy Related Laws in Education

- 3.1 Right to Education Act-2009
(Meaning, Needs, Only Introduction of Articles)
- 3.2 Right to Information Act
(Meaning, Needs, Process To Get Information)
- 3.3 RMSA (Rashtriya Madhyamik Shiksha Abhiyan) (Meaning, Needs)
- 3.4 Open Universities (IGNOU-BAOU) (Concept, Role of Regional Center)
- 3.5 Mid-Day-Meal Scheme
(Historical Background, Importance, Implementation)

Unit-4 A Role of an SSA Regarding Innovation in Education

- 4.1 School Environment (ECO CLUB), (PRAGNA PROJECT)
(Meaning, Needs, Importance Implementation)
- 4.2 Integrated Education For Disabled Children
(Meaning, Importance, Implementation)
- 4.3 Kasturba Gandhi Balika Vidhyalaya (KGBV)
(Meaning, Needs, Institute Introduction)
- 4.4 BALA (Building As Learning Aid)
(Meaning, Importance, Special Characteristics)
- 4.5 Construction and Work Of School Management Committee (SMC)

INSTITUTE OF LANGUAGE TEACHING

(English Medium) B.Ed. College – Rajkot

SYLLABUS

EC1 – PEDAGOGY OF ENGLISH SUBJECT – 1 (PART -1)

Unit-1 Importance of English & Basic Language Skills

- 1.1 Importance of English Teaching & State Policies
- 1.2 Teaching Basic Language Skills : LSRW
(Listening, Speaking, Reading and Writing)
- 1.3 Skills of English Teacher

Unit-2 Objective and Lesson Planning

- 2.1 Aims
- 2.2 Objectives
- 2.3 Microteaching
 - 2.3.1. Concepts
 - 2.3.2 Skills : Introduction, Questionner, Illustration, B. B. Work
- 2.4 Bridge Lesson Planning

Unit-3 Methods and Approaches in ELT

(Relavant features, Principles, advantages and disadvantages of the following)

- 3.1 Grammar Translation Method
- 3.2 Direct Method
- 3.3 Structural Approach
- 3.4 Functional Approach

Unit-4 Communicative Language Teaching and Instructional Material

- 4.1 Concept and Principles of Communicative Language Teaching
- 4.2 Differences between traditional approach and communicative approach
- 4.3 Group Method Techniques in CLT (Simulation, Roleplay, language games, Group work, Pair work, activities)
- 4.4 Use and importance of following Instructional Material
 - (1) Match Stick drawing
 - (2) Pictures
 - (3) Charts
 - (4) Flash Cards

INSTITUTE OF LANGUAGE TEACHING

(English Medium) B.Ed. College – Rajkot

SYLLABUS

EC2 – PADAGOGY OF COMMUNICATIVE ENGLISH

Objectives: To enable the student teachers to understand:

1. The process of communication
2. The importance of interpersonal skills
3. The significance of attitudes in a profession
4. Goal setting and achieving
5. Leadership qualities

Unit-1 Process of Communication

- 1.1 Communication – a process
- 1.2 Verbal and non-verbal communication
- 1.3 Barriers to communication

Unit-2 Communication Situation

- 2.1 Presentation skills
- 2.2 Group Discussions/meetings/conference skills
- 2.3 Interview skills
- 2.4 Conversation skills
- 2.5 Personality Development and Interpersonal skills
- 2.6 Team work and group dynamics

Unit-3 Language for Communication

- 3.1 Proficiency in grammar and vocabulary
- 3.2 Proficiency in spoken English
- 3.3 Writing CV/Resume
- 3.4 Writing Reports/Emails
- 3.5 Writing agenda/notice/minutes/invitations

**There will three assignments based on this course

Reference:

1. Butterworth, John and Jeoff Thwaites. (2005), Thinking Skills. Cambridge Uni.Press.
2. Feldman, Daniel A. (2004), Critical Thinking. New Delhi: Viva.
3. Harmer, Jeremy.(2006), How to Teach English. New Delhi, Longman.
4. Johnson, Karen.(1996), Understanding Communication in Second Language Classrooms. Cambridge Uni. Press.
5. Richards, Jack C. (2005), Professional Development for Language Teachers. Cambridge Uni. Press.
6. Stevens, Michael.(1999), How to be better at giving presentations. London: Koran Press