Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02CBED52	Title of the Course	PE-3 : Basics of Teaching and Learning
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. The student-teachers differentiate old and new paradigms of learning and teaching. 2. The student-teachers clarify the context of the paradigm shift in learning and teaching. 3. The student-teachers formulate questions and activities implementing Bloom's Taxonomy. 4. The student-teachers explain various theories and models of learning and develop planning for classroom implementation. 5. The student-teachers explain the role of technology and assess the need of using technology in teaching-learning process. 6. The student-teachers compose planning based on the Models of Teaching and execute them. 7. The student-teachers justify the need of incorporating advanced pedagogy in teaching.

Course Content		
Unit	Description	Weightage* (%)
1.	**Learning and Teaching** A. New Paradigm of Learning-Teaching 1. Paradigm Shift in Assumptions about Learning 2. Paradigm shift in assumptions about Teaching B. Learner and Teacher 1. Types of Learners and Process of Learning 2. Teacher as manager of Learning : Skills, Personality and Classroom behaviour. C. Cognitive- Affective development of Learners 1. Bloom Proposed Cognitive Development 2. Bloom Proposed Affective Domain D. Classroom Interaction for Cognitive Affective Development 1. Designing questions and activities based on Textbooks for Cognitive Development.	16

	2. Designing questions and activities based on Textbooks for Affective Development.	
2.	**Learning Theories : 1** A. Discovery Learning 1. Bruner's Discovery Learning : Concept 2. Educational Implication of Discovery Learning B. Experiential Learning 1. Concept, Experiential Learning cycle proposed by Kolb 2. Educational Implications and Teaching-design C. Information Processing Theory 1. Meaning of Information Processing, Information Processing Model 2. Educational Implications D. Team Teaching and Self Learning 1. Team Teaching : Concept, planning and execution 2. Self Learning Material: Importance, Nature, Implementation of self learning material	18
3.	**Learning Theories : 2** A. Constructivist Approach of Learning 1. Meaning and Characteristics 2. Comparison of traditional and constructivist classroom and Educational Implication B. Humanist perspective of learning 1. Introduction of Roger's learner centric education 2. Introduction of Comb's learner centric education C. Advance Organizer 1. Concept, characteristics and objectives 2. Types and Educational Implications D. Flipped Classroom 1. Concept 2. Textbook based planning and Implementation	18
4.	**Educational Technology** A. Educational Technology 1. Meaning, Nature, Characteristics 2. Need of Educational Technology, objectives of using educational technology	16

	B. System Approach 1. Concept, characteristics, factors and Importance 2. System analysis of Instruction and its classroom implications C. Dale's cone of Experience 1. Concept 2. Educational Implications D. E-learning 1. Concept, objectives and Importance 2. Teaching designs based on E-learning	
5.	**Models of Teaching** A. Concept Attainment Model 1. Meaning and Assumptions 2.Syntax and Effects B. Inquiry Training Model 1. Meaning and Assumptions 2. Syntax and Effects C. Synactic Model 1. Meaning and Assumptions 2. Syntax and Effects D. Lesson Planning based on Models of Teaching 1. Lesson planning and classroom implementation based on Concept Attainment Model and Inquiry Training Model 2. Lesson Planning and classroom implementation based on Synactic Model	16
6.	**Advanced Pedagogy** A. Co-operative Learning 1. Concept and Principles 2. Techniques and classroom implications B. Project Based Learning 1. Concept 2. Process and Evaluation of projects C. Meta-cognition 1. Concept and Principles 2. Techniques and classroom implications D. Blended Learning 1. Concept 2. Textbook based examples and classroom implications	16

Teaching-Learning Methodology	Lecture, Demonstration, Presentations, workshops, Group work, Practical work, Flipped classroom.

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: Having completed this course, the students will be able to

1. Enlist paradigm shift in concepts of teaching-learning.
2. Describe learning process and explain types of learners.
3. Clarify the role of the teacher as facilitator.
4. Evaluate cognitive and Affective development of learners in context of Bloom's Taxonomy.
5. Explain various theories of learning derive their characteristics and infer their classroom implications.
6. Clarify advanced pedagogy concepts in context of the paradigm shift in Teaching Learning.
7. Design lesson plans and execute them based on specific theories of learning.

Suggested References:

Sr. No.	References
1.	Anderson Lorin w (1989). The Effective Teacher. Study Guide and Readings. New York. McGraw-Hill Book Company.
2.	Bugelski, B.R. (1964). The psychology of Learning. University of Buffalo. Methuen & Co limited. London
3.	Clark L.H. (1968). Strategies and Tactics in Secondary School Teaching: A Book of Reading. New York. The Macmillan company. *Educational Researcher.*
4.	Highet, G. (1964). The Art Of Teaching. London. University Paperbacks.

5.	Kumar, K. (2004). *What is worth teaching?* (3rd ed.). Orient Blackswan.
6.	Lampert, M. (2001).Chapter 1 & Chapter 2.In *Teaching problems and the problems ofteaching*.Yale University Press.
7.	Lembo, J.M. (1971). When Learning Happens Schocken Books. New York.
8.	Mac MIllan, C J B, and Nelson, T. W. (1969). Concepts Of Teaching: Philosophical Essays. Rand Menally and Company. Chicago.
9.	Marx, M H. (Editor) (1969). Learning: Processes. University of Missouri. Columbia.
10.	McClosky M.G. (1971). Teaching Strategies and Classroom Realities. New York. Printice-Hall Publication.
11.	Percival F, Ellington H. (1988). A handbook of educational Technology.Second edition.Kogan page.London. Nichos Publishing company.
12.	Richmond w k. (1970). The concept of Educational Technology: A Dialogue with Yourself. Weidenfeld and Nicolson.
13.	Vygotsky, L. (1997). Interaction between learning and development. In M. Gauvain& M. Cole (Eds.), *Readings on the development of children*. New York: WH Freeman & Company.
14.	Whitaker, Patrick. (1995). Managing to Learn. Cassell Villages Huse. London.
15.	Wilson J A R. Robeck M C, Michael W.B. (1969). Psychological Foundation of Teaching and Learning. McGraw Hill Book Company.

On-line Resources
http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories
https://www.angelo.edu/faculty-and-staff/instructional-design/online-teaching/section_13.php
http://www.progressiveteacher.in/a-paradigm-shift-in-the-education-system/

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