**SEMESTER – I**

| **Course Code: BD1TL** | **Credits: 5** |
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## TEACHING AND LEARNING

**COURSE OBJECTIVES**

CO1: Enable students understandto the nature of learning and teaching

CO2: Comprehend thebehavioral,cognitiveandhumanistictheories of learning and teaching

CO3: Criticallyevaluate the theory of constructivism.

CO4: Enxplore the possibility of teaching in diverse class room

CO5: Exaamine the importance of teaching profession.

**Unit - I: NATUREOFLEARNING AND TEACHING**

Learning: meaning and definitions - Basic principlesof learning-Rote learning vs.meaning full earning-Techniques of active learning and their implications–Self-learning-Teaching: meaning and definitions- Characteristics of good teaching.

**Unit- II: TEACHING IN DIVERSE CLASSROOMS AND LEARNING IN AND OUT OF SCHOOL**

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-Preparations of teachers of diverse classroom-Diversity in the classroom. Purpose of learning in and out of school- Importance of observation learning - advantages of learning outside the classroom-modern strategies of learning.

**Unit- III: THEORY OF CONSTRUCTIVISM AND LEARNER CENTERED TEACHING**

Constructivism: Meaninganddefinitions- The natureofconstructivistlearners,and the nature of learning process.Pedagogical approaches to constructivism-Characteristics of learner - centered teaching and learning-Advantages of learner-centered teaching vs teacher – centered learning.

**Unit - IV: MODELS OF TEACHING**

Model of teaching: Meaning, definitions, and function-Models: Philosophical teaching models: Insight model (Plato) Impression model (Jhon Locke) andRule model (kanl)-

Psychological models: Basic teaching model (Robert Glasser), Interaction model (Flander) and Computer based model (Daniel Davis) – Modern teaching models;: Information processing models -, Personal models, social interaction models and Behavior modification models.

**Unit - V: TEACHING AS A PROFESSION**

Teaching: Concept, nature and characteristies: Concent knowledge, Pedagogical Knowledge, Technnlogical knowledge, professiona attitude, reflective practice- Continuing professional development of teachers: Concept, process and strategies-Teacher's professional ethics and accountability: Meaning, importance and dimensions-Recommendations of NPE 1968, NPE 1986,92, RTE Act 2009 and NPE 2020.

## SUGGESTED ACTIVITIES

1. Students' seminar on techniquesofactivelearning
2. Debate on the behavioral theories of learning.
3. Present a report on the group discussion of constructivism.
4. Discussion on approaches to learning in andout of school.
5. Students' seminar on "Teaching as the noblest profession".

## TEXT BOOKS

1. Bandura,A.,&Walters,it.H.(1963). Social learning and personality development. New York: Holt, Rinehart, & Winston.
2. Bruner,J.S.(1971). The process ofeducationrevisited.Phi DeltaKappan,53,18-21.
3. Gropper,G.L.(1987).Alessonbasedonabehavioralapproachtoinstructional design. In C.M. Reigeluth (Ed.), Instructional theories in action(pp.45-112).

## SUPPLEMENTARY READING

1. Thangasamy,kokila, (2016). Teach Gently, Chennai : PavaiPathippagam,
2. Thorndike, E. L. (1905). The elements of psychology. New York: A. G. Seiler.
3. Vygotsky's.(2004). Philosophy: Constructivism and its criticisms examined Liu & Matthews,lnternationalEducaton Journal, 2005, 6(3), 386-399.

**E- RESOURCES**

1. http://www.businessdictionary.com/definition/conservatism.html
2. https://www.oecd.org/edu/ceri/50300814.pdf
3. http://www.psychologydiscussion.net/learning/learning-meaning- nature-types-and-theories-of-learning/652.

**COURSE OUTCOMES**

After completion of this course, the student-teachers will be able to :

CO1: generalize the Principles of Language across the Curriculum

CO2: practice Language proficiency skills.

CO3: distinguish the models of curriculum integration.

CO4: summarize the theories of language learning.

CO5: interpret the language related issues.

**OUTCOME MAPPING**

| COURSE OUTCOMES | PROGRAMME SPECIFIC OUTCOMES | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| CO1 | | * | | | | | | | | | | * | | | | | | * | | | | | | |
| CO2 | | | | | | | | | | | | | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | | | | | | * | | | | * | | | |
| CO4 | * | | | | | | | | | | | | | | * | * | | | | | | | | |
| CO5 | | | | | | | | | | | | | | | | | | | | * | | | | |