SEMESTER – I

Course Code: BD1TL	Credits: 5

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																				*				