

**CENTRAL UNIVERSITY OF HARYANA**  
**School of Education**

**Teaching Plan**

Programme: B.Ed.

Year: I

Course Code- SOE020208C3104

Credit: 04

Name of Teacher: Dr Rubul Kalita & Ms Meenakshi

Session: 2018-20

Semester-II

Course Title: Learning and Teaching

Maximum Marks: 100

**1. Teaching and Examination Scheme:**

Teaching Scheme (Unit wise Division of Teaching hours)				Examination Scheme		
Unit No.	L	T/P	(L+T+P)	CIA	TEE	Total Marks
I	10	4	14	30 Marks	70 Marks	100 Marks
II	14	4	18			
III	12	4	16			
IV	12	4	16			
<b>TOTAL</b>	<b>48</b>	<b>16</b>	<b>64</b>			

Legends: L- Lecture, T-Tutorial/Teacher Guided Student Activity, P- Practicum/Practical.  
CIA-Continuous Internal Assessment and TEE- Term End Examination

**2. Unit-wise Teaching Plan:**

Unit/Topic	Approximate Hours (Lecture/Tutorial/Practicum/Practical)	Content Outlines/Teaching Points	Teaching Strategies	Learning Outcomes	Evaluation Strategies	Suggested Learning Resources
<b>Unit-I</b> <b>Understanding the Teaching</b> (i) Teaching: Concept, Nature & Characteristics (ii) Phases and Levels of Teaching (iii) Maxims of Teaching	<b>10 Hours</b>	1.1 Concept of Teaching 1.1.1 Nature & Characteristics 2.1 Phases of Teaching 2.1.2 Levels of Teaching 3.1. Maxims of Teaching 4.1 Teaching styles: Concept, Meaning & Implications for classroom environment 4.1.2 Learning styles: Concept,	Lecture cum Discussion	<b>On completion of this unit the students will be able to:</b> (i) explain the meaning, nature and concept of teaching (ii) compare the different phases and levels of teaching (iii) identify and apply maxims of teaching in their teaching (iv) explain about teaching and learning styles	Students' will prepare assignment and present their views/ideas through Power Point Presentation	1. Chauhan, S.S. (2014). <i>Innovations in teaching learning process</i> . Noida: Vikas Publishing House Private Ltd 2. Nayak. B.K. (2001). Textbook on foundation of education (2 <sup>nd</sup> revised edition). Cuttack: Kitab Mahal. 3. Pandey, K.P. (1997). <i>Modern concept of teaching behaviour</i> . Delhi: Anamika Publishers & Distributors (P) Ltd.

<p>(iv) Teaching &amp; Learning Styles: Concept, Meaning, &amp; implications for classroom environment</p>		<p>Meaning &amp; Implications for classroom environment</p>		<p>(v) relate between teaching styles and learning styles</p>	<p>4. Sachdeva, M.S., &amp; Sharma, K.K.(2016). Learning and teaching. Patiala: Twenty First Century. 5. Snowman &amp; Baihler. (2006). <i>Psychology applied to teaching</i>. Boston: Houghton Mifflin Company.</p> <p><b>Web source:</b></p> <p><a href="http://www.algonquincollege.com/profes/learning-and-teaching-styles/">www.algonquincollege.com/profes/learning-and-teaching-styles/</a></p> <p><a href="https://www.time4learning.com/learning-styles.shtml">https://www.time4learning.com/learning-styles.shtml</a></p> <p><a href="https://www.researchgate.net/.../275567766_Learning_Styles_and_Their_Relation_to_T...">https://www.researchgate.net/.../275567766 Learning Styles and Their Relation to T...</a></p> <p><a href="https://www.researchgate.net/publication/318054965_Teaching_Style_A_Conceptual_Overview/download">https://www.researchgate.net/publication/318054965 Teaching Style A Conceptual Overview/download</a></p>
<p><b>Unit-II Learning and It's Theories</b> (i) Learning: Meaning, Definition and Characteristics and Factors affecting learning (ii) Learning Theories and their Educational Implications - Learning by Trial and Error (Thorndike) - Learning by Stimulus – Response Conditioning (Pavlov &amp; Skinner) Gestalt theory – Learning by insight Drive theory - Asubel - Social Cognitive theory – Vygotsky</p>	<p><b>18 Hours</b></p>	<p>1.1 Meaning and Definition of Learning 1.2 Characteristics of Learning 1.3 Factors affecting Learning 2.1 Learning by Trial and Error (Thorndike) 2.2 Classical Conditioning Theory of learning by Pavlov 2.2.1 Operant Conditioning Theory of Learning by Skinner 2.3 Gestalt Theory of Learning 2.4 Cognitive theory of learning by Asubel 2.5 Social Cognitive theory by Vygotsky</p>	<p>Lecture cum Discussion</p>	<p><b>On completion of this unit the students will be able to:</b> (i) define and state the meaning of learning (ii) explain the factors affecting learning (iii) compare the various theories of learning (iv) apply the implications of learning theory</p>	<p>Students' will prepare assignment and present their views/ideas through Power Point Presentation and Group Discussion</p> <p>1. Bigge, M. L. (1982). <i>Learning theories for teachers</i> (4th Edition). New York: Harper and Row Publishers. 2. Chauhan, S.S. (2007). <i>Advanced educational psychology</i> (7<sup>th</sup> Edition). New Delhi: Vikas Publishing House Private Ltd. 3. Fernald, I.D., &amp; Fernald, P.S. (2015). <i>Munn's Introduction to psychology</i> (5<sup>th</sup> edition). Delhi: AITBS Publishers. 4. Woolfolk, A. (2005). <i>Educational psychology</i> (9<sup>th</sup> Edition). Delhi: Pearson Education (Singapore) Pvt. Ltd., Indian Branch.</p> <p><b>Web source:</b></p> <p><a href="http://www.yourarticlelibrary.com/learning/7-important-factors-that-affect-learning/606..">www.yourarticlelibrary.com/learning/7-important-factors-that-affect-learning/606..</a></p> <p><a href="https://tecfa.unige.ch/tecfa/publicat/perava-papers/ocde/ocde14.htm">https://tecfa.unige.ch/tecfa/publicat/perava-papers/ocde/ocde14.htm</a></p> <p><a href="https://www.learning-theories.com/vygotskys-social-learning-theory.html">https://www.learning-theories.com/vygotskys-social-learning-theory.html</a></p> <p><a href="https://www.instructionaldesign.org/LearningTheories">https://www.instructionaldesign.org/LearningTheories</a></p>
<p><b>Unit-III</b> <b>Unit III: Creativity &amp; Intelligence</b> (i) Creativity: Concept,</p>	<p><b>16 Hours</b></p>	<p>1.1 Creativity: Creativity: Concept, nature, process 1.2 Identification &amp; Techniques of fostering creativity in classroom 1.3 Intelligence: concept,</p>	<p>Lecture cum Discussion</p>	<p><b>On completion of this unit the students will be able to:</b> (i) define and state the meaning of Creativity (ii) explain the factors affecting creativity</p>	<p>1. Bigge, M. L. (1982). <i>Learning theories for teachers</i> (4th Edition). New York: Harper and Row Publishers. 2. Chauhan, S.S. (2007). <i>Advanced educational psychology</i> (7<sup>th</sup> Edition). New Delhi: Vikas Publishing House Private Ltd.</p>

<p>nature, process</p> <p>(ii) Identification &amp; Techniques of fostering creativity in classroom</p> <p>(iii) Intelligence: concept, meaning and nature</p> <p>(iv) Theories of Intelligence</p> <ul style="list-style-type: none"> <li>- Spearman's Two Factor Theory</li> <li>- Thurston's Group Factor Theory</li> <li>- Gardner's Theory of Multiple Intelligence</li> </ul>		<p>meaning and nature</p> <p>1.4 Theories of Intelligence</p> <p>1.5 Spearman's Two Factor Theory</p> <p>1.6 Thurston's Group Factor Theory</p> <p>1.7 Gardner's Theory of Multiple Intelligence</p>		<p>(iii) compare the various theories of Creativity and intelligence</p> <p>(iv) apply the implications of intelligence theory in their teaching.</p>	<p>3.Fernald, I.D., &amp; Fernald, P.S.(2015). Munn's Introduction to psychology(5<sup>th</sup> edition). Delhi: AITBS Publishers.</p> <p>4.Woolfolk, A. (2005). <i>Educational psychology</i> (9<sup>th</sup> Edition). Delhi: Pearson Education (Singapore) Pvt. Ltd., Indian Branch.</p> <p><b>Web source:</b></p> <p><a href="http://www.yourarticlelibrary.com/learning/7-important-factors-that-affect-learning/606">www.yourarticlelibrary.com/learning/7-important-factors-that-affect-learning/606</a>.</p> <p><a href="https://tecfa.unige.ch/tecfa/publicat/peraya-papers/ocde/ocde14.htm">https://tecfa.unige.ch/tecfa/publicat/peraya-papers/ocde/ocde14.htm</a></p> <p><a href="https://www.learning-theories.com/vygotskys-social-learning-theory.html">https://www.learning-theories.com/vygotskys-social-learning-theory.html</a></p> <p><a href="https://www.instructionaldesign.org/Learning_Theories">https://www.instructionaldesign.org/Learning_Theories</a></p>
<p><b>Unit-IV</b></p> <p><b>(i) Teaching Profession and Approaches of Teaching</b></p> <p>Teaching as Profession</p> <p>(iii) Role of a teacher in teaching-learning process (as Transmitter of knowledge and Facilitator of Knowledge)</p> <p>(iv) Professional Ethics of Teachers</p> <p>(v) Skills &amp; Competencies of 21<sup>st</sup> century teachers</p> <p>(vi) Approaches to Teaching: Behaviourist and Constructivist</p>	<p><b>16 Hours</b></p>	<p>1.1 Teaching as Profession</p> <p>1.2 Role of a teacher in teaching-learning process (as Transmitter of knowledge and Facilitator of Knowledge)</p> <p>1.3 Professional Ethics of Teachers</p> <p>1.4 Skills &amp; Competencies of 21<sup>st</sup> century teachers</p> <p>1.5 Approaches to Teaching: Behaviorist and Constructivist</p>	<p>Lecture cum Discussion</p>	<p><b>On completion of this unit the students will be able to:</b></p> <p>(i) explain the teaching as a profession</p> <p>(ii) compare behavioristic and constructivist approach of teaching</p> <p>(iii) recognize and analyze the competencies and skills teachers</p> <p>(iv) understand the professional ethics of teaching.</p> <p>(v) Understand the changing role of teacher.</p>	<p>6. Chauhan, S.S. (2014). <i>Innovations in teaching learning process</i>. Noida: Vikas Publishing House Private Ltd</p> <p>7. Nayak, B.K. (2001). Textbook on foundation of education(2<sup>nd</sup> revised edition). Cuttak: Kitab Mahal.</p> <p>8. Pandey, K.P. (1997). <i>Modern concept of teaching behaviour</i>. Delhi: Anamika Publishers &amp; Distributors (P) Ltd.</p> <p>9. Sachdeva, M.S., &amp; Sharma, K.K.(2016). Learning and teaching. Patiala: Twenty First Century.</p> <p>10. Snowman &amp; Baihler. (2006). <i>Psychology applied to teaching</i>. Boston: Houghton Mifflin Company.</p> <p><b>Web source:</b></p> <p><a href="http://www.algonquincollege.com/profes/learning-and-teaching-styles/">www.algonquincollege.com/profes/learning-and-teaching-styles/</a></p> <p><a href="https://www.time4learning.com/learning-styles.shtml">https://www.time4learning.com/learning-styles.shtml</a></p> <p><a href="https://www.researchgate.net/publication/275567766_Learning_Styles_and_Their_Relation_to_Teaching">https://www.researchgate.net/publication/275567766_Learning_Styles_and_Their_Relation_to_Teaching</a></p> <p><a href="http://teachercodes.iiep.unesco.org/teacher-codes/guidelines/Guidelines.pdf">http://teachercodes.iiep.unesco.org/teacher-codes/guidelines/Guidelines.pdf</a></p> <p><a href="https://unesdoc.unesco.org/ark:/48223/pf0000185872/PDF/185872eng.pdf.multi">https://unesdoc.unesco.org/ark:/48223/pf0000185872/PDF/185872eng.pdf.multi</a></p> <p><a href="https://cedar.wvu.edu/cgi/viewcontent.cgi?article=1016&amp;context=jec">https://cedar.wvu.edu/cgi/viewcontent.cgi?article=1016&amp;context=jec</a></p>

						<a href="http://www.ncte-india.org/Approved%20by%20CP%20Final%20Q-%20Code%20of%20Professional%20Ethics%207%20Feb%2011.pdf">http://www.ncte-india.org/Approved%20by%20CP%20Final%20Q-%20Code%20of%20Professional%20Ethics%207%20Feb%2011.pdf</a>
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**Internal Assessment Strategies:**

The thirty marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

<b>S. No.</b>	<b>Activity</b>	<b>Mode</b>	<b>Weightage of Marks</b>
1	Two Sessional tests will be conducted(Best one will be considered)	Written Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum	Assignment & Presentation (PPT)	15
3	Percentage of attendance		05
	<b>Total Marks</b>		30