

*Dr. P. R. Patil
Programmer,
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Semester – III
Paper : B.Ed. 5 (T)
LEARNING AND TEACHING

6 Credits : 100 Marks (20 Assignment + 80 Sem.) – 3 Hours
All Units carry equal Marks

Objectives:

On completion of this Course the students shall

- State the meaning , nature, basic conditions and types of learning
- Discuss the broad perspective of behavioristic, Social-Cognitive and constructivist theories of learning.
- Explain the process of learning a meaning making and role of teacher for facilitating meaningful learning.
- Employ the process of managing Class Room situation for meaningful learning.
- Explain teaching as a profession, and the process of preparation and development of pre-service and in-service teachers respectively.

Course Content:

Unit – 1: Understanding Learning Process

- Learning : Meaning and nature, Learning as a process and an outcome.
- Basic Conditions of Learning: Maturation, Readiness, Attention, Fatigue, Materials & Learning Style.
- Motivation: Meaning, Types & Techniques.
- Types of Learning: Gagne's categories of Learning.

Unit – 2: Theoretical Perspective of Learning

- Behaviouristic Theory: Classical Conditions theory of Pavlov, its educational implications.
- Behaviouristic Theory: Operant conditioning theory of Skinner, its educational implications.
- Social cognitive Theory: Social Learning Theory of Bandura and its educational implications.
- Constructivist Theory: Social constructivism theory of Lev Vygotsky and its educational implications.

Unit – 3: Meaningful Learning

- Meaning, Attributes – active, constructive, reflective, intentional, contextual, collaborative and conversational.
- Learning as meaning making: Concept & process of meaning making, characteristics of learner as meaning maker – curiosity, interest, active engagement.
- Meaningful Learning as experiencing – Observing, Perceiving and internalizing and deriving meaning from experience.
- Role of teacher for facilitating meaningful learning in and out of school.

Unit – 4: Teaching for Meaningful Learning

- Teaching as instructing vs. teaching as facilitating learning; Teaching as empowering learners.

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- Bruner's Model of teaching for meaningful learning and its educational implications.
- Teaching in diverse Class Rooms: Grouping for facilitating learning – Ability grouping, heterogeneous groupings, Groupings by interest, grouping by choice.
- Modes of teaching - Learning : Face to face & distance mode, oral – aural & digital, individualized & group based.

Unit – 5: Teaching as a profession

- Importance and characteristics of teaching profession, characteristics of an effective teacher.
- Needs, components and modes of Pre-services teacher – education programmes for different levels of school education.
- Needs and strategies for continuing professional development of in-service teachers.
- Professional ethics and accountability of teachers: Meaning, importance and recommendations of NPF19 & 6/92.

Suggested Assignment:

Each student is required to complete assignments on any two of the following-

1. Preparation of a report on different conditions of learning through Class Room observations.
2. Preparation of a report on observation of two Class Room transactions on any subject in respect of the indicators of meaningful learning.
3. Preparation of a term paper on professional ethics and accountability of a teacher.

References

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- Delecco, J.P. & Crawford, W.R. (1974) : Psychology of Learning & Instruction: Englewood Cliffs, N.J. Prentice Hall.
- Lindgren. H.C.: (1980): Educational Psychology in the Class Room. New York : Oxford University Press.
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Semester – III
Paper : B.Ed. 6 (P)
OBSERVATION OF CLASS ROOM TRANSACTIONS
2 Credits : 50 Marks

Objectives:

On completion of the task the students shall

- Conceptualize the technique(s) followed by a teacher in the Class Room.
- Comprehend the steps followed by the teacher.
- Appreciate the process of Teacher Students interaction.
- Prepare a record of observation.

Tasks / Assignment-

Each student has to observe ten Class Room transactions delivered by 10 teachers in the nearby School(s) following a Schedule of observation for each lesson.

Then he / she has to prepare a report of his / her observation and submit it to the head of the Course before filling up form for the Semester End Examination.

Preparatory Activities:

All the students have to attend two to three classes delivered by the faculties of the department on What, How and When of Class Room observations and procedure of preparation of report on this School Based Activity. Thereafter they are to be permitted to visit the Classes for observation.

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Semester – IV

Paper : B.Ed. 7 (T)

LEARNING ASSESSMENT

6 Credits : 100 Marks (20 Assignment + 80 Sem.) – 3 Hours

All Units carry equal Marks

Objectives: On Completion of the Course the Students shall

- State the nature, purpose and types of educational assessment and evaluation.
- Explain the importance of assessment for learning and its processes.
- Understand the process of construction of a test and its uses.
- Analyze the issues in assessment and policy provisions on learner assessment.
- Interpret the result of assessment using basic statistical methods.

Course Content:

Unit – 1 : Assessment, Evaluation and Learning

- Assessment & Evaluation : Meaning, Purpose – purpose of assessment (Improving Learning & teaching), Purpose of Evaluation (Placement, diagnosis, Promotion, Certification, Providing feedback), Inter relationship between assessment and Evaluation.
- Classification of assessment based on : Purpose (placement, formative, diagnostic & summative) Scope (teacher made, standardized), Attributes (achievement, attitude, aptitude), nature of information (Qualitative, Quantitative) , Mode of response (oral, written, performance), Nature of interpretation (Norm referenced & criterion referenced) , Context(Internal, External).
- * The above terms to be explained in brief.
- Continuous and comprehensive assessment (CCA): Meaning, Importance & Scope.
- Learning and Assessment: Assessment of Learning, Assessment for learning, Assessment as learning.

Unit – 2 : Assessment for Learning

- Meaning, Importance and Purpose:
Nature – Formative, Continuous with Learning, Comprehensive (Cognitive, Affective and Psychomotor aspects of learning)
- Tools and Techniques:
Formal Methods – Testing, Observation Schedules, video recording.
Informal Methods - Participant observation, talking, taking notes, interviewing.
Use Testing tools – Achievement tests, diagnostic tests, proficiency tests.
Use of non-testing tools – analysis of verbal & non- verbal activities, projects etc.
- Self and Peer – Assessment techniques, observation, interviews, focused group discussion, rubrics.
- Provision of feedback for students, parents and teachers: need & modes.

Unit – 3 : Construction of Tests and its Use

- Planning the Test: Development of Blue Print.

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- Preparing, Trying out & evaluation of the test.
- Characteristics of a good test – Reliability, Validity, Usability.
- Administration of the test and analysis of students performance, Preparation of report and its use in enhancing learning.

Unit – 4 : Issues in assessment & Policy Provisions

- Current Practices : Over emphasis on summative assessment (Periodic & term-end Examinations), and marking, competitive Examination (Its Adverse effect on learners).
- Issues and problems: Marking vs. Grading, Objectivity vs. Subjectivity, Close-ended vs. open ended test items, relative neglect of non-cognitive aspect.
- Policy perspectives : Recommendations of 19 & 6/92 NCF 2005, RCFCE Act 2009, non-detention policy and its implication on quality of learning.
- Emerging practices in assessment: Online Assessment, participatory assessment.

Unit – 5 : Elementary Statistics

- Measures of central tendency : Mean, Median, Mode – Their Computation, uses and limitations.
- Measures of variability: Average Deviation, Quartile Deviation, Standard Deviation – Their computation, uses & limitation.
- Correlation : Meaning, uses and Calculation of Coefficient of correlation by Rank difference method.
- Normal Probability Curve: Characteristics, Standard Scores: Z- Score, T- Score.

Suggested Assignment:

Each student is required to complete assignments on any two of the following-

1. Preparation of a Term Paper on issues and problem of assessment of learning.
2. Preparation of a Plan for CCA activities for any class during an academic session.
3. Analysis of Examination Marks obtained by the student in any subject and preparation of a report.

References

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Semester – IV
Paper : B.Ed. 8 (P)
CONSTRUCTION OF ACHIEVEMENT TEST
2 Credits : 50 Marks

Objectives: On Completion of the task the students shall

- Understand the process of preparation of a blue Print.
- Explain the Components of a Blue Print along with their weightage in it.
- Construct an achievement test using the blue Print.

Task / assignments:

Each student has to select a subject of his / her choice from among the subjects English, Odia, History, Geography, Phy- Science, Bio- Science, Mathematics and choose a text book of that subject from any one level of School Education i.e. from Class VI to Class X.

The student is then to select four Units (Preferably first four Units) from the book on which a Blue Print of a question paper carrying 50 Marks is to be developed giving due weightage to (i) Content Units (ii) Instructional objectives and (iii) Types of questions. Finally on the basis of that blue print an achievement test is to be constructed.

The total task of preparation of blue print and construction of achievement test can be done by each student in the practical classes in 'Work Shop' mode. The report is to be submitted to the head of the course before the Semester End Examination.

Preparatory Actives:

All the students are to attend 3-4 Classes taken by the faculties of the department on. What is a blue print? What are its Components? Weightage to each components. How to prepare a blue print table or three dimensional chart? And the construction of an achievement test on the basis of the blue print.

Then the students are to be directed to take up their individual work on the construction of achievement tests in the subsequent practical classes under the guidance of the teacher.

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