

**TUMKUR UNIVERSITY**  
**AKSHAYA COLLEGE OF EDUCATION,**  
**BED DEGREE 2<sup>ND</sup> SEMESTER SYLLABUS**  
**LEARNING, TEACHING AND ASSESSMENT**

**Contact Hours: 60**

**Credits:4**

**Marks: 100**

**Objectives: After completing this course the student-teachers will be able to**

**1. Comprehend the theories of learning and intelligence and their applications for teaching children**

**2. Analyze the learning process, nature and theory of motivation**

**3. Describe the stages of teaching and learning and the role of teacher**

**4. Situate self in the teaching learning process**

**5. Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.**

**Unit 1: Human Learning and Intelligence**

1.1 Human learning: Meaning, definition types and steps of concept formation with example.

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner (detail)

- Cognitivism: Piaget, Bruner (only implications)

- Social Constructivism: Vygotsky, Bandura (only implications)

1.3 Intelligence:

- Concept and definition, nature, types, I Q

- Theories on intelligence; Two-factor (Spearman), Multifactor (Guiford), Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics of creative child, -factors influencing creativity .

how to develop creative attitude.

1.5 Implications for Classroom Teaching and Learning W.R.T above

**Unit 2: Learning Process and Motivation**

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition. characteristics, importance and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory; meaning .types, stages and factors affecting .  
meaning ., stages and factors affecting Thinking types ( associative, logical,  
covergent, divergent, rational, reflective, critical), and Problem Solving (Maier  
steps)

2.5 Motivation: Definition . nature, types , importance, strategies. and Maslow's  
Theory

### **Unit 3: Teaching Learning Process**

3.1 Maxims of Teaching ; meaning and discuss important with examples

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

### **Unit 4: Overview of Assessment and School System**

4.1 Assessment: Conventional meaning and constructivist perspective

4.2 Assessment of Learning' and Assessment for Learning': Meaning and  
difference

4.3 Comparing and contrasting assessment, evaluation, measurement, test and  
examination

4.4 Formative and summative evaluation, Curriculum Based Measurement

4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit,  
grading, choice, alternate certifications, transparency, internal-external proportion,  
improvement option

**TUMKUR UNIVERSITY**  
**BED DEGREE 2ND SEMESTER SYLLABUS**  
**KNOWLEDGE AND CURRICULUM**

**Contact Hours: 60**

**Credits:4**

**Marks: 100**

**Objectives:**

**Student - Teachers will be able.....**

- 1. To understand meaning of Epistemological terminologies and Understand their similarities and differences between them**
- 2. To become familiar with ideologies related to child centered education**
- 3. To understand the changes in education in the context of society, culture and modernization**
- 4. To Focus on the social and knowledge related bases of Education**
- 5. To Understand and accept education in context of various values**
- 6. To Understand various school activities and class room interaction with reference to multi culture and democracy**
- 7. To Understand the National, Global & Secular paradigms of education**
- 8. To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction**
- 9. To Able to clarify the interrelation among curriculum, syllabus & text book**
- 10. To understand the co-relation among power, principles and curriculum**
- 11. To Evaluate co-curricular activities with reference to new society formation**
- 12. To develop the skill of curriculum evaluation**
- 13. To understand the determinants of Curriculum Making.**

**Unit - 1 Epistemological Basis of Education**

1.1 A. Concept and Differences OF Knowledge, Information and Skill:

. B. *Facets of Knowledge*; local and universal, concrete and abstract, theoretical and practical.

1.2. Teaching and Training: Concept and Differences

1.3. Rational, Belief and Truth: Concept and Differences

1.4. Modern child centered education with Following Reference -

A) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.

B) Discovery - Concept and Importance with reference to Dewey.

C) Dialogue - Concept and Importance with reference to Plato.

**Unit : 2 Social Basis of Education**

2.1. Educational change because of industrialization, Democracy, idea of individual autonomy in the context of society, culture and modernization

2.2. Education in relation to modern values (Equity, Equality, Individual Opportunity, and Social Justice): with special reference to Ambedkar

2.3. Conventional school activities and daily routine of school class room with reference to multiculturalism.

2.4. Nationalism, Universalism, Secularism and their interrelation with Education.

**Unit - 3 Process of Curriculum Development**

3.1. Curriculum: Concept and Importance, Bases of Curriculum

3.2. Stages of Curriculum Construction

3.3. Role of Curriculum in Effective Teaching and Learning Process

- 3.4. Relationship between aims of education and curriculum
- 3.5. Teacher's role in curriculum construction
- 3.6. Curriculum and discipline

**Unit - 4 Vision, mission in relation to curriculum and reconstruction of society**

- 4.1. Various co-curricular activities and its impact on reconstruction of society
- 4.2. Relationship between power, ideology and curriculum
- 4.3. Process/ steps of critical analyses of textbook, children literature, hand books and other TLM.
- 4.4. Evaluation of curriculum
- 4.5. Broad determinants of curriculum making: At the national and state level, national priorities; economic necessities, Technological possibilities; cultural orientations and International contexts. .

**TUMKUR UNIVERSITY**  
**AKSHAYA COLLEGE OF EDUCATION.**  
**CONTEMPORARY EDUCATION IN INDIA**

Contact Hours: 60

Credits:4

Marks: 100

**Objectives:**

**After completing this course the student-teachers will be able to**

- 1. Explain the history, nature and process and Philosophy of education.**
- 2. Analyze the role of educational system in the context of Modern Ethos. Understand the concept of diversity.**
- 3. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.**

**Unit-1 Development of Education in India**

**1.1 Meaning and importance of Education**

1.2 Development of Education Pre independence Education period  
1854 -Woods, 1882- Hunter,1917 -Sergeant, 1944- sadlar

1.3 Development of Education Post independence Education period  
Modaliyar, Kothari, NEP, Rajaramanna, NCF 2009

**Unit -2 Constitutional provisions and Current Issues in Indian Education**

2.1 . Education and Four pillars of Indian Constitution

2.2 . Fundamental & derived rights in relation to Education.

2.3. Articles related to Education

2.4. Education of disadvantage groups (SC,ST, OBC & Minorities)

2.5 . Inclusive Education: meaning and importance

2.6 . Right to Education – 2009

2.7. Issues: Medium of Instruction, Language formula, access,

**Unit-3 Types of School in India**

3.1 . In relation to Funding: State, Aided, un-aided schools

3.2 Educational contribution : Aurobindo, Rabindranath Tagore, Jiddu Krishnamurthy etc

3.3. Other types: causes/ objectives / admission process of : Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.

3.4 . Affiliation Based Types: meaning, objectives, function of : CBSE, SBSE, ICSE.

**Unit-4 : Policies, programmes & Schemes for enhancement of quality**

Karnataka Education Act 1983: with reference to primary and secondary education. Role and Functions: BRC, DIET, CTE, IASE, DSERT

**TUMKUR UNIVERSITY**  
**AKSHAYA COLLEGE OF EDUCATION.**  
**TECHNIQUES, METHODS AND APPROACHES OF PEDAGOGY**

**Contact Hours: 60**

**Credits:4**

**Marks: 100**

**Objectives**

- 1. Understand the teaching learning as system.**
- 2. Differentiate tools, techniques, methods and approaches and familiarize**
- 3. Understand the schematic orientation towards class room transaction.**
- 4. Understand the role of teacher in various contexts.**
- 5. Equip with abilities for TLM preparation.**

**Unit 1: Teaching-learning System**

1.1. Teaching : Meaning, characteristics, steps. Objectives and advantages of teaching -as System approach

1.2 . Application for the learning-teaching system

1.3 . Learning , evaluation and feed back ;  
Meaning and relationship between each pair

1.4 . Objectives for teaching –learning system, aims and objectives, instructional objectives, Detailed bloom Taxonomy of objectives

**Unit 2: Empowering teacher with tools and techniques.**

2.1 . Teaching Competencies: Meaning, Components, significance of competency of teacher in contextual use.

2.2 . Content analysis: meaning, purposes of C A Teaching, testing  
Meaning, characteristics, types and examples of .....Theories, rules, laws, concepts, phenomenon, events, information, hypothesis, generalization, assumption. Facts. Formula

2.3 . Designing teaching learning system in terms of planning of class room activities

planning in relation to curricular transaction and outcomes .

(Meaning, criteria, steps, format and importance or uses of) .....

\*Short term period based planning (LP) ,

\*planning for sequel of periods (UP),

\*long term planning (YP) and

\*course planning (SYLLABUS).

2.4 . Role of teacher in terms of maintaining records, (which, why, how)

**Unit 3: Teaching and teacher as facilitator**

3.0 meaning of TMA

3.1 Techniques of teaching :

Meaning, types, characteristics and uses of

Questioning, Discussing, Narrating,

3.2 . Methods of teaching:

Meaning, steps, merits and demerits of

\* Induction, \* Deduction, \* Induct-deductive processes,

3.3 . Approaches of teaching:

Meaning, characteristics, steps, merits and demerits of

\* Expository, \* Discovery, \* Enquiry and \* Dialectical approaches,

3.4. Advanced practices of teaching-learning programme:

\* ICT based programme (changes, framework, pedagogy practices, advantages) and

\* Virtual class room programme (meaning, characteristics, advantages)

#### **Unit 4: Teaching learning material**

4.1. Print material: Meaning, characteristics and uses of

\* Text Books, \* Reference Books and \* Self Instructional Modules.

4.2 . Multimedia material : meaning, importance of

e-material (e-book, e-zino, e-journal) And Software material

4.3 . Learning packages; meaning, types and importance of instructional kits, resource unit, improvised apparatus

4.4 . Performance tasks; meaning and characteristics,

4.5 Exercise and practice materials; (meaning, purpose, principles and importance)