

## Learner Environment and Engagement

Programme(s) in which it is offered: Integrated B.A. B.Ed., and B.Sc. B.Ed.

<b>Course Category:</b> Core	<b>Schedule of Offering:</b> Even
<b>Course Credit Structure:</b> 3	<b>Course Code:</b> EG516
<b>Total Number of Hours:</b> 45	<b>Contact Hours Per Week:</b> 3
<b>Lecture:</b> 2 Credits, 30 Hours	<b>Tutorial:</b> 1Credit, 15 Hours
<b>Practical:</b> 0 Credits, 0 Hours	<b>Medium of Instruction:</b> English
<b>Date of Revision:</b>	<b>Skill Focus:</b> Employability
<b>Short Name of the Course:</b> LEE	<b>Course Stream :</b> NA
<b>Grading Method:</b> Pass/Fail, Regular	<b>Repeatable:</b> Non Repeatable
<b>Course Level:</b> Beginner	

### Course Description

This course is offered as a Professional Education Course for Integrated B.A.B.Ed. and B.Sc.B.Ed. students. It is focused on highlighting the concepts related to theories of learning, understanding student diversities, enhancing classroom practices and also strategies to engage the learner in various contexts

### Course Introduction

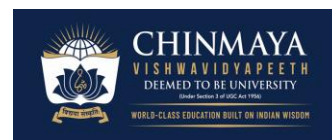
This course intends to acquaint the students with the basic theories of Teaching and Learning which the student teachers are expected to internalize and apply during the Internships. The course also tries to make the student teachers aware of the different kinds of learners that may be present in a classroom and thus develop the attitude of 'inclusion in a classroom. Strategies to make the classroom practices better and effective as well those for engaging the leaners in various contexts are also discussed well in this course.

### Course Objectives

1. Understand various theories of Teaching-Learning
2. Analyse student diversities in classroom
3. Synthesise strategies to enhance classroom practices
4. Comprehend strategies of engaging the learner

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## Course Outcomes

At the end of this course, student teachers will be able to:

1. Internalize the various theories of Teaching-Learning
2. Analyse student diversities in classroom
3. Develop the attitude of Inclusion
4. Evolve strategies to enhance classroom practices
5. Explain strategies of engaging the learner

## PO-CO Mapping

This explains how the Course Outcomes (CO) are mapped with the Programme Outcomes (PO).

**PO-CO Mapping Matrix**

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						

## Pedagogy

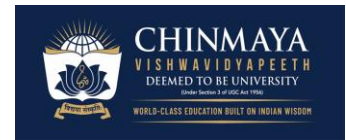
This course employs Lecture cum discussion, PowerPoint presentations, Library works, group activities, Assignment, Seminar, etc. All the students will have to submit an assignment. Each student is expected to take part actively in daily discussions which will be assessed for class participation marks.

## Suggested Reading:

1. Aggarwal, J.C. (2001): Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Alexandria, VA: ASCD. Slavin, R. (2014). Educational psychology: Theory and

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practice (11th ed.). Boston: Pearson Education.

3. Sharma, R.A. (2001). Fundamentals of Educational Psychology. Meerut : R. Lall Book Depot.
4. Anita Wool folk (2004). Educational Psychology. Pearson Education
5. Dandapani, S. (2004). Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
6. Aggarwal J. C. (2004) Psychology of learning & development, Shipra Publishers, N. Delhi
7. Bhatnager Suresh & Saxena Anamika (2007) Advanced Educational Psychology, R Lall Book Depot, Meerut
8. Cohen, Louis (1976). *Educational Research in Classroom and Schools, A Manual of Materials and Methods*, New York, Harper and Row Publishers
9. MHRD (2005). Action Plan for Inclusive Education of Children and Youth with Disabilities. Available on <http://www.education.nic.in>
10. Ministry of Human Resource Development. National Policy on Education (PoA-1992). New Delhi: Government of India.
11. National Council of Educational Research and Training. NCERT (2006). Including Children and Youth with disabilities in Education, a Guide for Practitioners. Department of Education of Groups with Special Needs. New Delhi:
12. National Council of Educational Research and Training. Available on <http://ncert.nic.in> NCF (2005). National Curriculum Framework. New Delhi: NCERT.
13. Sharma RN & Sharma RK (2003) Advanced Educational Psychology, Atlantic Publishers & Distributors, N. Delhi

## Evaluation Pattern

### Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
<b>Continuous Internal Assessment (CIA) Components</b>	Mid-term Exam	33% of CIA Marks	20	10 <sup>th</sup> week	1 , 2 & 3
	Participation	17% of CIA Marks	10	Daily	1, 2, 3, 4, 5
	Presentation	33% of CIA Marks	20	8 <sup>th</sup> and 12 <sup>th</sup> weeks	3, 5
	Assignment / Practicum	17% of CIA Marks	10	13 <sup>th</sup> week	5
	CIA Marks	100 % (To be converted to 60%)	60		
	ESE	40%	40	End of the Semester	1,2,3,4,5

## Module Sessions

### Module I: Theories of Learning

(20 Hours)

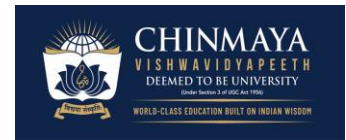
Theories of Learning :Behaviourist approach- Thorndike, Pavlov and Skinner; Cognitive approach- Gestalt, Kurt Lewin; Constructivist approach- Piaget, Bruner &, Vygotsky; Social learning Albert Bandura; Gagne's hierarchy of learning; Expository learning- Ausubel; Information processing approach to learning- Atkinson and Shiffrin; Cognitive neuroscience- basic concepts and relevance in learning.

### Readings:

- Ausubel, DF , and Robinson, F. S.(1984). An introduction of Educational Psychology, N Y Holt Renhart Winston , Inc
- Blair, G M Jones R S and R. H.(1998). Educational Psychology (Second Ed) N Y: The Macmillan & Co.
- Crow, L D and Crow(1998). A Educational Psychology (Revised Ed) N Y : The Macmillan & Co

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- d) Mangal, S.K. (2014). Essentials of Educational Psychology. PHI Learning Pvt. Ltd, New Delhi.

**Activities:**

- a) Comparison of various theories of Learning

**Module II: Learner Diversities**

**(15 Hours)**

Concept of Individual Differences- Areas of individual Differences - Interest, Attitude and Aptitude - Concept on segregation (special school) , integration and inclusion - Persons with disability- Types of disability – children with special needs (CWSN) - Understanding the educational needs of Exceptional children Types of Learners – gifted, slow, under achiever, over achiever -Meaning of Inclusion and Inclusive Society Exclusion -and Inclusion: Conceptual overview - Obstacles/barriers in Inclusion - Elements necessary for creating an inclusive society; Inclusive education- National Policy and Acts RCI(1992),PWD (1995), NTA (1999), RTE (2010).

**Readings:**

- a) Aggarwal J. C. (2004) Psychology of learning & development, Shipra Publishers, N. Delhi
- b) MHRD (2005). *Action Plan for Inclusive Education of Children and Youth with Disabilities*. Available on <http://www.education.nic.in>

**Activities:**

- a) Field visit to a special school and inclusive school
- b) Analysis of policies related to inclusion

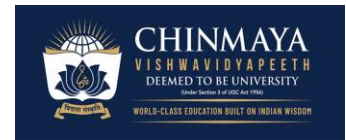
**Module III: Enhancing classroom practices**

**(5 Hours)**

Individualised Instruction –PI, Modules, Group dynamics, Classroom Interaction analysis-FIACS; Action Research - Concepts ,principles and relevance; Case study - Need and importance of case study, steps in case study.

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**Readings:**

- a) Cohen, Louis (1976). *Educational Research in Classroom and Schools, A Manual of Materials and Methods*, New York, Harper and Row Publishers.

**Activities:**

- a) Conducting and Reporting on FIACS
- b) Video clipping --- and analysis of FIACS
- c) Case study of contextual challenges of adolescents

**Module IV: Engaging the Learner**

**(5 Hours)**

Field trips, Outreach activities, Day celebration in schools, Exhibitions, Organising craft workshop; Model construction, Library, Laboratory, Sports and arts, Collaboration, Clubs

**Readings:**

- a) NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- b) Teacher Education for Quality School education: Pre-Service Education. New Delhi.

**Activities:**

- a) Group presentation of simulated Library, Laboratory settings and discussion