



Course Title: Learning, Teaching and Assessment

Credit Units: 4

Course Code:

Level: UG

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
3	1	-	-	4

Course Objectives:

After completing this course the pupil-trainees will be able to

- Comprehend the theories of learning and intelligence and their applications for teaching children
- Analyze the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- 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.

Student Learning Outcome

- Pupil training will able to understand the theories of learning and intelligence and its application in classroom teaching learning process.
- Pupil training will able to analyze the learning process , nature and theory of motivation and its application for teaching children.
- Pupil training will able to develop skills to situate self in the teaching learning process.
- Pupil training will able to describe the stages of teaching and learning and the role of teacher.
- Pupil training will able to analyze the scope and perspective of assessment in teaching learning process in the school system towards enhanced learning.

Course Contents/Syllabus:

	Weightage (%)
MODULE I : Human Learning and Intelligence	20
Descriptors/Topics <ul style="list-style-type: none"> • Human learning: Meaning, definition and concept formation • Learning theories: <ul style="list-style-type: none"> - Behaviourism: Pavlov, Thorndike, Skinner - Cognitivism: Piaget, Bruner - Social Constructism: Vygotsky, Bandura • Intelligence: <ul style="list-style-type: none"> - Concept and definition - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg) • Creativity: Concept, Definition and Characteristics 	



<ul style="list-style-type: none"> • Implications for Classroom Teaching and Learning 	
MODULE II : Learning Process and Motivation	
Descriptors/Topics <ul style="list-style-type: none"> • Sensation: Definition and Sensory Process • Attention: Definition and Affecting Factors • Perception: Definition and Types • Memory, Thinking, and Problem Solving • Motivation: Nature, Definition and Maslow’s Theory 	20
MODULE III : Teaching Learning Process	
Descriptors/Topics <ul style="list-style-type: none"> • Maxims of Teaching • Stages of Teaching: Plan, Implement, Evaluate, Reflect • Stages of Learning: Acquisition, Maintenance, Generalization • Learning Environment: Psychological and Physical • Leadership Role of Teacher in Classroom, School and Community 	20
MODULE IV : Overview of Assessment and School System	
Descriptors/Topics <ul style="list-style-type: none"> • Assessment: Conventional meaning and constructivist perspective • Assessment of Learning’ and ‘Assessment for Learning’: Meaning and difference • Comparing and contrasting assessment, evaluation, measurement, test and examination • Formative and summative evaluation, Curriculum Based Measurement • Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option 	20
MODULE V : Assessment: Strategies and Practices	
Descriptors/Topics <ul style="list-style-type: none"> • Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure • Typology and levels of assessment items: Multi choice, open ended and close ended; direct, indirect, inferential level • Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions • Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations; • School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009) 	20

Pedagogy for Course Delivery:



- Lecture
- Tutorials
- Presentation and Discussions Visits
- Observations

Lab/ Practicals details, if applicable:

Engagement with the field as part of course as indicated below:

- Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
- Preparation of Self study report on individual differences among learners
- Prepare a leaflet for parents on better emotional management of children
- Compilation of 5 CBM tools from web search in any one school subject
- Team presentation of case study on assessment outcome used for pedagogic decisions
- Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	End Term Examination
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							



Text & References:

Essential Readings:

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11thedn, Pearson Publication, New Delhi.

Suggested Readings

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
- Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books