



**TEERTHANKER MAHAVEER UNIVERSITY
FACULTY OF EDUCATION**

OPEN ELECTIVE COURSES

Under

Choice Based Credit System

[w.e.f. 2020-21]

<u>Course Code:</u> <u>OEEDU101</u>	<u>Learning and Teaching</u>	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concept of teaching-learning process, level of teaching and learner's.	
CO2.	Understanding the principles and approaches of learning and theories of intelligence.	
CO3.	Applying the various theories of learning in developing personality of learners.	
CO4.	Analyzing the students' individual differences and selecting basic teaching skills and techniques of teaching.	
CO5.	Developing professional ethics and code of conduct in prospective teachers.	
Course Content:		
Unit-1:	Process of Knowing and Learning: <ul style="list-style-type: none"> ● Concept and meaning of Education, Goals of Education ● Differentiate between information, knowledge, belief and truth. ● Learning : Meaning, nature, characteristics, principles & types. ● Factors affecting Learning : maturation, attention, interest, fatigue, school related factors. ● Motivation : definition, types and techniques, Maslow's theory 	10 Hours
Unit-2:	Approaches to Learning: <ul style="list-style-type: none"> ● Concept, theories and educational applicability of following approaches to learning. ● Behaviorist Approach : Thorndike's theory of Trial & Error; Pavlov's theory of Classical Conditioning; Skinner's theory of Operant Conditioning. ● Humanistic Approach : Roger's Social Learning Theory. ● Cognitive Approach : Bruner's theory of Discovery Learning and Kurt-Lewin's Field theory. ● Constructivism: cognitive constructivism and social constructivism (concept and features). 	13 Hours
Unit-3:	Differences in Individual Learners: <ul style="list-style-type: none"> ● Intra and Inter Individual differences : meaning, dimensions and factors ● Intelligence : nature, theories- Thurston's theory, Guilford's three Dimensional theory (S.I. Model), Gardner's theory of Multiple intelligence and assessment. ● Personality: meaning and types, Alport's Trait theory. Freud's Psychoanalytical theory ● Creativity : concept, factors and nurturing creativity 	10 Hours
Unit-4:	Classroom Dynamics and Role of teacher: <ul style="list-style-type: none"> ● Classroom climate and group dynamics. ● Development of inter personal relationships, use of socio-metric Techniques. ● Teacher as a leader of group and facilitator of learning. ● Teacher's accountability. ● Professional ethics and code of conduct for teachers in formal schools. 	9 Hours

<p>Unit-5:</p>	<p>Teaching as a Complex Activity:</p> <ul style="list-style-type: none"> ● Concept of Teaching : meaning, definition, characteristics, forms.’ ● Levels of Teaching :memory, understanding, reflective. ● Basic teaching skills and competencies. ● Strategies and techniques of teaching. 	<p>8 Hours</p>
<p><u>Text Books:</u></p>	<ul style="list-style-type: none"> ● Bhatnagar ,A.B and Anurag Learning and Teaching, R. Lal Publication. Meerut ● Arya, Mohan lal. Learning and Teaching, R. Lal Publication. Meerut 	
<p><u>Reference Books:</u></p>	<ul style="list-style-type: none"> ● Bower and Hilgard (5th ed.) <i>Theories of Learning</i> New Delhi: Prentice Hall ● Bruner, J.S. A Study of Thinking, New York: John Wiley ● Chand, Tara and Prakash, Ravi <i>Advanced Educational Psychology</i> New Delhi: Kanishka Publications ● Chauhan, S.S. (6th ed. Revised) <i>Advanced Educational Psychology</i> New Delhi: Vikas Publishing House ● Kundu, C.L. and Tutoo, D.N. Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd., ● Kuppuswamy, B. <i>Advanced Educational Psychology</i> New Delhi Sterling Publishers ● Mangal, S.K. Advanced Educational Psychology, Prentice hall of India New Delhi. New York. <p>* Latest editions of all the suggested books are recommended.</p>	
<p><u>E-Resources</u></p>	<p>https://www.learningclassesonline.com/2019/08/learning-and-teaching-pdf-book-free.html</p> <p>http://www.bdu.ac.in/cde/docs/ebooks/BEd/I/LEARNING%20AND%20TEACHING.pdf</p> <p>https://drive.google.com/file/d/1j1HmTKMTv16SCgC6-JqNjD4SI180cr5t/view</p>	

Course Code: OEEDU102	<u>Guidance And Counselling</u>	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concept of guidance and counseling, career information and training & resource center for personal and social information.	
CO2.	Applying the various testing devices, principles of guidance and counseling to solve the learners' problems and issues in their life.	
CO3.	Analyzing the strength and weakness of learners in career.	
CO4.	Evaluating the requirements and developing instruments for learners' problems in India.	
Course Content:		
Unit-1:	Concept of Guidance <ul style="list-style-type: none"> ● Meaning and concept of Guidance. ● Need & Importance of Guidance. ● Principles of Guidance. ● Types of Guidance - Educational, vocational and personal. 	12 Hours
Unit-2:	Concept of Counselling <ul style="list-style-type: none"> ● Meaning, concept, need and importance of counselling. ● Counselling and other terms (Guidance, advice, teaching, Interview). ● Principles and process of counselling. Role of counselor. ● Types of counseling (Directive, non directive, eclectic). ● Aims to study career information at different school levels. 	11 Hours
Unit-3:	Meaning and concept of career information. <ul style="list-style-type: none"> ● Meaning of career and career information, rules of career building and components of career information. ● Meaning, need and importance of occupational information need and importance. ● How to obtain occupational information. 	9 Hours
Unit-4:	Career Information and Training <ul style="list-style-type: none"> ● Sources, techniques (Standardized, Non Standardized), methods, filling- up and evaluation of career information. ● Recommendation about teacher education primary and secondary level of schools. ● Role of NCERT. ● Role of NCTE. 	10 Hours
Unit-5:	Personal Social Information and Resource Centre. <ul style="list-style-type: none"> ● Case Study. ● Sociometry. ● Guidance Services at central and state level. ● Problems of guidance in India. 	8 Hours
<u>Text Books:</u>	<ul style="list-style-type: none"> ● Sodhi, T.S. & Suri, S. P., Guidance and Counseling, Patiala: Bawa Publication. ● Oberai , S.C. Guidance and Counseling, R. Lal Publication. 	

<p><u>Reference Books:</u></p>	<ul style="list-style-type: none"> ● Aggarwal, J. C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House. ● Bhatia, K. K., Principles of Guidance and Counseling, Ludhiana: Vinod Publications. ● Bhatnagar, R. P.; Rani. S. Guidance and Counseling in Education and Psychology. ● Gibson, R.L. and Mitchell Introduction to counseling and Guidance. New Delhi: Bachelor of Education PHI Learning Pvt. Ltd. ● Joneja G. K. Occupational Information in Guidance, NCERT publication ● Oberoi S.C Educational, Vocational Guidance and Counseling ● Rao S. N. Counseling and Guidance. ● Safaya, B.N., Guidance & Counseling, Chandigarh: Abhishek Publications. ● Sharma R A Fundamentals of Guidance and Counseling ● Sharma, R. N. Guidance and Counseling ● Sidhu, H. S., Guidance and Counseling, Twenty First Century, Patiala. ● Dr. S.C. Oberai Career guidance & career information, R. Lal Publication. <p>* Latest editions of all the suggested books are recommended</p>	
<p><u>E-Resources</u></p>	<p>https://www.learningclassesonline.com/2019/09/guidance-and-counseling-in-hindi.html http://www.uprtou.ac.in/other_pdf/MAED-05.pdf</p>	