



FORMAT FOR COURSE CURRICULUM

Course Title: Teaching Approaches And Learning Resources

Course Code: to be decided later Credit Units:04

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	-	-	-	04

Level: UG

Course Objectives: To enable students to:

- Demonstrate his/her understanding of the role of a teacher at different phases of instruction.
- Write instructional objectives for teaching of a topic.
- Demonstrate his/her understanding of different skills and their role in effective teaching.
- Use instructional skills effectively.
- Understand teaching as a process of communication and be aware of various resources available for making it effective.
- Prepare and use appropriate instructional material for effective classroom transaction.
- Design and develop an ICT integrated learning resource.

<ul style="list-style-type: none"> • Critically reflect on the suitability of learning resources planned in teaching-learning. • Organize learning with active participation of learners- individually and in groups 	
<p>Pre-requisites: Graduation in any discipline</p>	
<p>Student Learning Outcomes: After completion of the course student- teacher will be able to</p> <ul style="list-style-type: none"> • Define the teaching as a concept • Compare the main differences in the different phases of teaching • Train themselves to use the different audio-visual resources in an appropriate manner • Extrapolate the teaching practices as a researcher 	
<p>Module I Understanding Teaching</p>	<p>20</p>
<ul style="list-style-type: none"> • Assumptions underlying teaching and their influence on the planning for teaching • Teaching as a planned activity – Phases of teaching: pre-active, interactive and post-active. • An analysis of teacher roles and functions in the three phases: <i>pre-active phase</i> –visualizing; decision-making on outcomes, preparing and organization of learning experiences ; <i>interactive phase</i> -facilitating and managing learning; <i>post-active phase</i> – assessment of learning outcomes, 	

<p>reflecting on pre-active, interactive and post-active processes</p> <ul style="list-style-type: none"> • General and subject related skills and competencies required in teaching 	
<p>Module II Approaches and Skills of Teaching</p>	<p>20</p>
<ul style="list-style-type: none"> • Approaches to Organizing Learning - <i>Individualized Instruction</i>: Computer Managed Instruction, Programmed Instruction, and Learning Activity Packages; <i>Approaches to Small Group and Whole Group Instruction</i>: Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and Seminar • Instructional Skills: Structuring, Soliciting and Reacting, Verbal and Non verbal, Feedback and Reinforcement, Discourse, Demonstration and Modeling • Using learner achievement as a feedback for evaluating teacher/ teaching effectiveness • Understanding teacher as a professional: expectations and responsibilities of a teacher, teacher as an autonomous functionary and a member of a community of professionals, developing an 'identity' as a teacher. 	

Module III Learning, Communication and Experience	
<ul style="list-style-type: none"> • Classroom communication – an analysis of its facilitative and Inhibitive nature • The nature of teacher talk • Learning resources and the nature of experiences provided by them – Edgal Dale’s Cone of Experience 	
Module IV Learning Resources for Classroom Teaching	20
<ul style="list-style-type: none"> • Meaning, purpose, steps in development, guidelines for use, and criteria of judging quality of the following resources • Print Resources: resources for communicating verbal experiences - text book, work book, case study and self instructional material • Audio Resources: resources for communicating audio experiences - educational radio broadcast and audio programmes – an analysis of their formats, strengths and limitations • Visual Resources: Resources for communicating visual experiences – <i>Non-projected visual Resources</i>: graph, map chart, poster, models and material – nature of experiences provided by them, their making and possibilities of 	

<p>using them as learning resources; <i>Projected Visual Resources</i>: still visuals – slide, transparency and film-strip, moving visuals – film, video and animation</p> <ul style="list-style-type: none"> • ICT and Multimedia as technology-enhanced communication devices in teaching-learning: a comparative review of various learning resources 	
<p>Module V Classroom Learning Community as Learning Resource</p>	<p>20</p>
<ul style="list-style-type: none"> • Teacher’s role in building learning communities in a classroom through promotion of common goals, partnership, shared leadership, co-evolving and co-learning • Cooperation and competition as processes in group learning • Evaluation and critiquing of different types of resources 	
<p>Pedagogy for Course Delivery:</p> <ul style="list-style-type: none"> • Seminars • School Visits • Problem - Solving <p>Assessment/ Examination Scheme:</p>	

Theory L/T (%)	Lab/Practical/Studio (%)			End Term Examination	
30	-			70	
Theory Assessment (L&T):					
Continuous Assessment/Internal Assessment				End Term Examination	
Components (Drop down)	Class test	project	presentation	Attandnace	
Weightage (%)	10	10	05	05	70

Text & References:

- Bloom, B. S., Englehart M. D., Furst E J, Hill, W. H. and Khrathwohl, D. R. (1956, 1964) Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Affective Domain, Longman London
- Buch, M. B. and Santharam M. R. (1972) Communication in Classroom, CASE, Faculty of Ed. & Psy. M S Univ. Baroda
- Davis, Irork (1971) The Management of Learning, Mc Graw Hill, London
- Jangira, N. K. and Ajit Singh (1982) Core Teaching Skills: The Microteaching Approach, NCERT, New Delhi

- Passi, B. K. (1976) Becoming better teacher Micro-teaching Approach, Sahitya Mudranalaya, Aahmedabad
- Sharma, R. A. (1983) Technology of Teaching; International Publishing House, Meerut
- Kumar, K. L. (1996) Educational Technology; New Age International (P) Ltd Publishers, New Delhi
- D. Jonassen (Ed). (1996) Handbook of research in educational communications and technology, Scholastics Press.
- Savery, J. and Duffy, Thomas M. (1995) Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.
- Dale Edgar (1961) Audio-visual Methods in Teaching (Revised) Hoft, Rinehart and Winston, New York.
- Das, R. C. (1993), Educational Technology – A Basic Text, Sterling Publishers, New Delhi.
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