Dynamics of Teaching

Programme(s) in which it is offered: All U.G. courses

Course Category: Minor	**Schedule of Offering**: Even
Course Credit Structure: 3	**Course Code:**
Total Number of Hours: 45	**Contact Hours Per Week:** 3
Lecture: 3 credits, 45 hours	**Tutorial:** NA
Practical: NA	**Medium of Instruction:** English
Date of Revision:	**Category of the Course:** Skill Development
Short Name of the Course: DOT	**Course Stream :** Sciencel and Society (Education)
Course Level: Beginner	**Course Instructor:** Dr. Pramod Dinakar
	Maximum intake: 15

Course Description

This course is offered as a Minor Course open for all U.G. students of CVV. This course is introductory in nature. It focuses on aspects of the noblest of all Professions – 'Teaching'. This course will be particularly useful to those who would like to take up a career in Teaching –either at the School level or at the Collegiate / University level.

Course Introduction

This course is intended to help the learners to develop a basic awareness about the various concepts involved in Teaching and Learning. The learners of this course will get an opportunity to understand the various concepts underlying Teaching and Learning; as well as their practical application in actual Teaching context.

Course Objectives

The objectives of this course are:

1) To comprehend the concept of Teaching and Leaning, especially in the Indian context
2) To analyse the Learner and identify the determinants of effective teaching-learning
3) To familiarise with the phases of Teaching and the processes involved
4) To illustrate the contemporary trends and approaches in Teaching-Learning
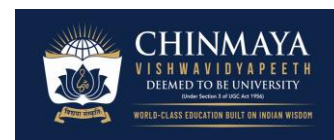
Course Outcomes

On the completion of the minor course, the learners are expected to —

1) explain the concepts related to teaching and learning
2) analyse the diverse learners tin a classroom and identify the determinants of effective teaching-learning
3) describe the various phases of Teaching and the processes involved within each phase
4) analyse the contemporary trends and approaches in Teaching- learning

Pre-requisites

There are no pre-requisites for this course as it is introductory in nature. Interest in Teaching would be an essential criterion. Moreover, since this course is offered in online mode, learners are expected to have a reasonably stable internet connection with required bandwidth to take part in the live sessions as well as to access the contents in the Learning Management System.

Pedagogy

The sessions will be conducted as online live lectures. Each live lecture will be supplemented with a reading material or video content made available on the Learning Management system (Moodle). The live sessions will be a combination of lectures, discussions and presentation by the learners. Each session will begin with a formative assessment of the previous day's lectures and shared content. A Continuous Internal Assessment activity will be conducted at the end of each Unit.

Suggested Reading:

There shall be no prescribed single textbook for this course. However, a set of recommended readings are prescribed for the course which may enhance learner's understanding of the content of the course.
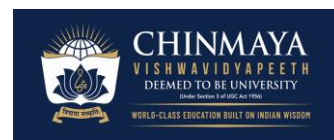
i) Essential readings

Mohan, R. (2019). *Teacher education* (2nd ed.). New Delhi. PHI Learning Private Limited.

ii) Extra reading /References

Aggarwal, J.C. (2001): Essentials of educational psychology. New Delhi: Vikas Publishing House.

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives. In P. W. Airasian, K. A. Cruikshank, R. E. Mayer, P. R. Pintrich, J. Raths, & M. C. Wittrock (Eds.), *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Bhatnagar, S. (2001). Advanced educational psychology. Meerut : R. Lal Book Depot

Bloom, B.S. (1956). Taxonomy of educational objectives: the classification of educational goals; Handbook I: Cognitive domain. In M. D. Engelhart, E. J. Furst, W. H. Hill, & D. R. Krathwohl (Eds.), *Taxonomy of educational objectives: the classification of educational goals; Handbook I: Cognitive domain*. New York: David McKay.

Buch, M. B., & Santharam, M, R, (1972,) *Communication in classroom*. CASE, Baroda: M S University.

Jangira, N. K., & Singh, A. (1982). C*ore teaching skills: The Microteaching Approach*. New Delhi: NCERT.

Nagpure, V. (1992) *Teacher education at secondary Level*. Bombay: Himalaya Publishing House.

Passi, B. K. (1976). *Becoming better teacher - Micro-teaching approach*. Ahmedabad: Sahitya Mudranala.

Singh, L. C. (1987). *Microteaching: Theory and Practical*. Agra: National Psychological Corporation.

Evaluation Pattern

Continuous evaluation on multiple component bases will be the pattern of evaluation. The students will be evaluated based on the components detailed below. The evaluation is based on the idea that the learner can display a persistent commitment to the learning process. Classroom participation means active participation in discussions and not mere attendance.

Total Marks: 100

I.	Classroom participation	: 10%
II.	Quiz (CIA - given at the end of each module)	: 20%
III.	Presentation by participants	: 15%
IV.	Assignments (1 x 15%)	: 15%
V.	End-Term examination	: 40%

Assignments, if found to be plagiarized in full or part will be rejected.

Evaluation Pattern Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components	Classroom Participation	16.67 % 0f CIA Marks	10	Daily	1,2,3,4
	Quiz	33.33 % of CIA Marks	20	End of Module	1,2,3,4
	Presentation by Participants	25 % of CIA Marks	15	Last 3 weeks of the course	2, 4
	Assignment	25 % of CIA Marks	15		4
	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: Teaching and Learning   (6hours)

Learning and Teaching – meaning and definition; Learning and Teaching in Indian tradition; Teacher – in Indian and Western contexts; various connotations for Teacher in Indian tradition - Acharya, Upadhaya, and 'Guru'; skills, and competencies required for a teacher; Teacher as a Social Engineer; Professional ethics required for a Teacher
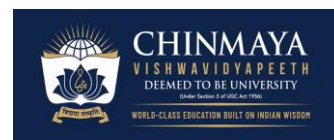
Readings:

a) Educational Administration Management & Leadership in School Education from https://nroer.gov.in/home/file/readDoc/59835ecc16b51cc4c4db2843/Code%20of%20 Conduct%20of%20Teachers%20and%20Professional%20Ethics.pdf

b) Teaching and Learning. From https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1764819/

Activities:

a) Quiz

b) Group discussions

c) Presentation by students

Module II: Understanding the Learner   (18 hours)

Psycho-social characteristics of children, adolescents, and young adults; Understanding the Learner with regard to individual differences in educational achievement, social and economic status, psychological constructs like intelligence, personality, interest, creativity, etc.; Exceptional children - slow learners, gifted children, underachievers, learners with specific learning disabilities; Multi-cultural classroom; Inclusive classroom; determinants of classroom effectiveness–motivation, interest, span of attention and fatigue levels of learners.

Readings:

a) Growth and Development from https://www.ncbi.nlm.nih.gov/books/NBK335/

b) Understanding the Learner from http://scerttripura.org/upload/Final_Module_2_Upperpri_Understanding_the_learner_and_learning.pdf

c) How to Teach Now by William Powell and Ochan Kusuma-Powell from http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx

Activities:

a) Quiz

b) Group discussions

c) Presentation by students

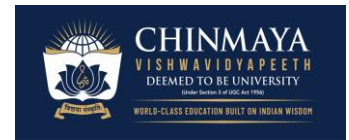## Module III: Phases of teaching   (15 hours)

Phases of teaching: pre-active, interactive and post-active. Pre-Active Phase:- lesson planning – basic concepts; aspects to be considered while planning a lesson; Inter-active Phase - methods and approaches used in classroom interaction, whole group and small group teaching learning methods, collaborative classroom, importance of blended learning; Post-Active Phase of Teaching: - assessment- formative and summative assessment; continuous and comprehensive evaluation

Readings:

a) A study on implementation of continuous and comprehensive evaluation in upper primary schools of Kerala by R. G. Kothari and Mary Vineetha Thomas from http://mierjs.in/ojs/index.php/mjestp/article/viewFile/34/33

b) Phases of Teaching by V. K. Maheswari from
http://www.vkmaheshwari.com/WP/?p=424

c) Teaching and its phases- from https://www.pblishing.com/essentials-of-instructional-technology-book/chapter-318-Chapter-1-teaching-and-its-phases

Activities:

a) Quiz

b) Group discussions

c) Presentation by students

Module IV: Contemporary Trends and Approaches in Teaching (6 hours)

Constructivism and its implications; Outcome-based education; theory of multiple intelligences and emotional intelligence; addressing and assessing learning styles –visual, auditory, and kinaesthetic; modern roles of a teacher – reflective practitioner; scaffolder, action researcher

. Readings:

a) Outcome Based Education System Vs Traditional Education System- https://www.iitms.co.in/blog/outcome-based-education-system.html

b) A framework and Context for the Reflective Practitioner from https://www.wlc.edu/uploadedFiles/Content/Academics/Programs_of_Study/Undergraduate_Programs/Education/Teacher-Education-Handbook-AppendixG-Reflective-Practitioner.pdf

Activities:

a) Quiz

b) Group discussions

c) Presentation by students)

d) Assignment