

Teaching: Approaches and Strategies

Programme(s) in which it is offered: **B.A.B.Ed. English and B.Sc.B.Ed. Mathematics**

Course Category: Core	Schedule of Offering: Even
Course Credit Structure: 4	Course Code: EDN3112
Total Number of Hours: 60	Contact Hours Per Week: 4
Lecture: 2 Credits, 30 Hours	Tutorial: 2 Credits, 30 Hours
Practical: 0 Credits, 0 Hours	Medium of Instruction: English
Date of Revision:	Skill Focus: Employability
Short Name of the Course: TAS	Course Stream : NA
Grading Method: Pass/Fail, Regular	Repeatable: Non Repeatable
Course Level: 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 focuses on introductory concepts in the Teaching -Learning process. Various strategies and approaches in the planning, execution and assessment phases of the Teaching process are detailed. The students are expected to acquire a basic understanding of these concepts which will enable them to apply these during the Internship.

Course Introduction

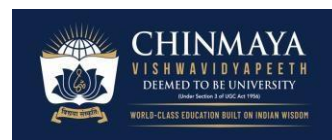
This course intends to enhance the students' capacity to understand the various approaches in Teaching and also the processes involved in the various stages of Teaching - before the class, during the classroom transaction and after the class. This course is expected to equip the students to develop competencies to become efficient professionals in the noblest of all professions- Teaching.

Course Objectives

The objectives of this course are:-

1. Understanding the various concepts involved in the process of teaching.
2. Analysing the various roles of a teacher in the pre-active phase of teaching.
3. Identifying the strategies and tasks involved in the Interactive phase of Teaching
4. Sensitizing on the roles of a teacher in the Post- active phase of Teaching.

Version No:
Approval Date:



Course Outcomes

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

1. Explain the various concepts involved in the process of Teaching.
2. Analyse the roles and functions of teacher in the pre-active phase of teaching
3. Analyse the roles and functions of teacher in the interactive phase of teaching
4. Apply strategies, approaches and skills required for teaching in the interactive phase of teaching
5. Analyse the roles and functions of teacher in the post-active phase of teaching

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	PO7	PO8	PO9
CO1	√								
CO2	√	√							
CO3	√	√	√						
CO4	√	√							
CO5	√	√							

Pedagogy

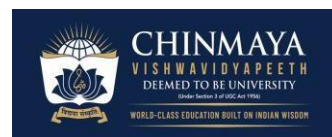
This course employs Lecture cum discussion, Library, Demonstration, Simulated Practicing of skills, Assignment, Seminar, etc. All the students will have to prepare and submit a teacher portfolio. Each student is expected to take part actively in daily discussions which will be assessed for class participation marks

Suggested Reading:

1. 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.

Version No:

Approval Date:



2. Buch, M. B., & Santharam, M, R, (1972,) *Communication in classroom*. CASE, Baroda: M S University.
3. Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the school year. *The Elementary School Journal*, 80(5), 219–231
4. Jangira, N. K., & Singh, A. (1982). *Core teaching skills: The Microteaching Approach*. New Delhi: NCERT.
5. Mangal S. K. (2002). *Teaching of Physical and Life Science*. New Delhi: Arya Book Depot
6. Mohan, R. (2019). *Teacher education* (2nd ed.). New Delhi. PHI Learning Private Limited.
7. Novak, Joseph D. & Gowin, D. Bob. (1984). *Learning how to learn*. New York: Cambridge University Press.
8. Santrock. J. W. (2006). *Educational psychology* (2nd edition), New Delhi: Tata McGraw-Hill.

Evaluation Pattern

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components	Mid-term Exam	33% Of CIA Marks	10	10 th week	1, 2,3
	Simulated Demonstration and recording	33% of CIA Marks	10	12 th week	3, 4
	Quiz	17 %of CIA marks	05	End of each module	1,2,3,4,&5
	Development of teacher portfolio	17 % of CIA Marks	05	Last 3 weeks of the course	4, 5
	CIA Marks	30%	30		
ESE		70%	70	End of the Semester	1,2,3,4,5

Module Sessions

Module I: Understanding Teaching (15 Hours)

Teaching as a planned and conscious process; proficiency in teaching – attitudes, skills, competencies and values required for Teaching; general and subject related skills and competencies required in teaching; hard skills and soft skills required for a Teacher; Teacher's professional identity; professional ethics required for a teacher; teacher commitment and teacher accountability, phases of teaching: pre-active, interactive and post-active

Readings:

- a) Jangira, N. K., & Singh, A. (1982). Core teaching skills: The Microteaching Approach. New Delhi: NCERT.
- b) Mohan, R. (2019). Teacher education (2nd ed.). New Delhi. PHI Learning Private Ltd

Activities:

- a) Video presentations on some best practices in Teaching
- b) Brainstorming and discussion on various aspects of 'Effective Teaching.

Module II: Pre-active Phase of Teaching (15 Hours)

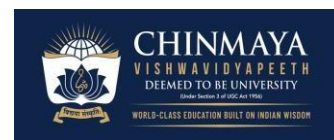
Analysis of teacher roles and functions in the pre-active phase of teaching– visualizing; planning and decision-making; visualizing the learner and learner readiness, subject matter and content, learning resources, as well as approaches/strategies; planning and decision-making on learning outcomes: establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/tasks – instructional time as a variable in learning; planning and decision making on instructional approaches and strategies: expository or inquiry, individualized or small group or whole class; visualizing skills required for learner engagement in the context of the strategy decided; preparing for instruction: identifying and selecting available learning resources or developing required learning resources; major components of lesson planning.

Readings:

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

Version No:

Approval Date:



- b) Novak, Joseph D. & Gowin, D. Bob. (1984). Learning how to learn. New York: Cambridge University Press

Activities:

- a) Preparation of a lesson template based on concepts learnt in lesson planning

Module III: Interactive phase of Teaching (15 Hours)

Analysis of teacher roles and functions in the interactive phase - facilitating and managing learning; expository strategy as approach to teaching for understanding: presentation-discussion-demonstration; constructivist paradigm in teaching and learning; problem based learning; project based learning; approaches to organizing learning; approaches to individualized instruction: computer managed instruction, programmed instruction, and learning packages; approaches to small group and whole group instruction; cooperative and collaborative approaches to learning; interactive methods like brainstorming, role play and dramatization, group discussion, simulation and games, debate, quiz and seminar; practicing instructional skills: structuring, soliciting and reacting, verbal and non-verbal, feedback and reinforcement, discourse, demonstration and modelling; Introduction to various models of Teaching; Illustration of some models of Teaching - the Advance Organizer Model; Inquiry Training model; Concept Attainment / Concept Formation models, Inductive Thinking model, etc.

Readings:

- a) Joyce, B., & Weil, M. (1980). *Models of Teaching*. NJ: Prentice Hall, INC,
b) Passi, B. K. (1976). *Becoming better teacher- Micro-teaching approach*. Ahmedabad: Sahitya Mudranala.

Activities:

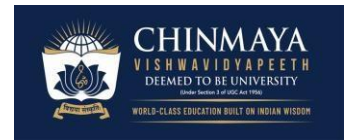
- a) Practice of skills in a simulated situation
b) Simulated demonstration and recording of different teaching approaches

Module IV: Post-active Phase of Teaching (15 Hours)

Meaning Analysis of teacher roles and functions in the post-active phase: evaluation of pupil learning, evaluation and generating feedback on all three phases of teaching; Using learner achievement as a feedback for evaluating teacher/ teaching effectiveness: Reflection on appropriateness and sufficiency of planning and implementation activities of a teacher;

Version No:

Approval Date:



Reflection and appraisal for professional development in teaching: self-reflection, observation and feedback by peers, analysis of teaching using media, appraisal by students; Understanding teacher as a professional: expectations and responsibilities of a teacher, teacher as an autonomous functionary and a member of a community of professionals - balancing personal aspirations and professional pressures, developing an 'identity' as a teacher.

Readings:

- a) Jangira, N. K., & Singh, A. (1982). *Core teaching skills: The microteaching approach*. New Delhi: NCERT.
- b) Mangal S. K. (2002). *Teaching of physical and life science*. New Delhi: Arya Book Depot
- c) Mohan, R. (2019). *Teacher education* (2nd ed.). New Delhi. PHI Learning Private Limited.
- d) Novak, Joseph D. & Gowin, D. Bob. (1984). *Learning how to learn*. New York: Cambridge University Press
- e) Santrock. J. W. (2006). *Educational psychology* (2nd edition), New Delhi: Tata McGraw-Hill

Activities:

- a) Development of a teacher portfolio and its presentation