

LEARNING

- Process of constructing knowledge
- Immediate feedback facilitates learning.
- Practise reinforces learning
- Many short sessions are better than long sessions.
- Variety is better
- Learner is the central factor
- Multi-sensory approach enhance learning [visual/auditory/motor]
- Attention is the mother of learning.

ROTE LEARNING:

- It doesnot involve higher level thinking
- It doesnot facilitate deep understanding

MEANINGFUL LEARNING

- It facilitates good comprehension
- It facilitates further application of learning
- It encourages more involvement of students
- It connects new learning with previous knowledge

ACTIVE LEARNING

- It indicates the type of learning which involves active participation of students
- Learners involves through seminar, debate, problem solving
- It requires active learners and teachers
- It take more time

Techniques to make class active

- | | | |
|------------------|-------------------|--|
| • Peer teaching | • Seminar | • Ensuring participation of students in the process of learning & teaching |
| • Brain Storming | • Debate | |
| • Role - Play | • Peer Assessment | • Facilitates active interaction (teacher-pupil) (pupil - pupil) |

• &

SELF LEARNING:

- It creates independent learning
- It facilitates effective utilization of learning time
- It is not confined to ~~self~~
- It develops individual's learning capacity

- It facilitates proper time management
- It helps in enhancing burden of learning
- Can be sorted against it
- It requires self motivation

TEACHING

- ⇒ The process of facilitate learning [help others to learn] to construct knowledge / develop skills.
- ⇒ Teachers not only to have subject knowledge, but also the knowledge to of how students learn.
- ⇒ Teachers should have student pedagogy along with subject competency.
- ⇒ Teacher should know learner is the central factor.

Characteristics of Good Teaching :

- Good subject competency competency
- Effective communication
- follow suitable methods of teaching
- Inspire learners.
- Love teaching (enjoy)
- Proper time evaluation
- Interactive nature
- Give proper reinforcement
- Give proper feedback

- Involves elements of humour
- Create and sustain interest
- Suitable to the level of students
- Meet students examination needs
- Adopt suitable assessment technique
- Clarify student's doubt
- Take personal interest in students
- Confidence

VIEWS OF GREAT PHILOSOPHERS ON TEACHING

PLATO: regards education is the means to achieve justice

ARISTOTLE: Purpose of school is develop and exercise student's potential for Reasoning

ROUSSEAU: emphasised the expression to produce a well balanced and ~~free~~ free-thinking child.

GIANDHI: "Education is an all round drawing out of the best in child and man - body, mind and spirit"

TAGORE: "learning should take place in nature and from nature and not be restricted to classroom"

PESTALLOZI: Education ^{should} ~~is to~~ develop the powers of head, heart and hands.

John Dewey Curriculum should be relevant to student's lives
Learning by doing is important.

Froebel Upholds the importance of play in (learning) education

Swami Vivekanandhan Education is the manifestation of perfection already in man

UNIT - II Teaching in Diverse classrooms and Learning in and out of school

Diverse Classroom

- ⇒ Students with all abilities with different culture and linguistic background
- ⇒ We should include all students from different diversity
- ⇒ Classroom where we should integrate different culture (content)
- ⇒ Knowledge construction process: how teachers facilitate learning
- ⇒ Equity pedagogy: Adopting suitable methods in order to ^{be} applicable to every learner ^{satisfactory level}
- ⇒ Content integration: content and examples should be different cultures

CHALLENGES OF TEACHING DIVERSE LEARNERS

- ⇒ Communication
- ⇒ Cultural Differences
- ⇒ Language diversity
- ⇒ Different Perspectives of Learning

- Lack of suitable methods of teaching for using in diverse classroom
- Emphasise Inclusive
- Make school facility equally accessible to all
- Make the classroom safe for all
- Become familiar with other culture too
- Follow multi sensory approach
- Encourage collaborative learning
- Use inclusive language
- Anticipate sensitive areas in the curriculum
- Helps students develop +ve attitude towards diversity

PREPARATION

Teachers need to be prepared for the classroom and for the needs of diverse class. The points to be kept in mind while preparing to teach in a diverse classroom.

- Try to be familiar with the culture of students
- Adopt multi sensory approach
- develop integrated content which focus on different culture
- Facilitate sharing and active interactions
- Respect all cultures

- Make teaching activity oriented
- develop values such as cooperation, tolerance, broad mindedness
- Give constructive feedback.

Learning in and out of School

Purpose It paves foundation for education

- It maintain discipline in students
- It help students make use of library, laboratory
- It develop the students to develop knowledge.

Advantages It develops students knowledge

- It develops discipline in students
- It develops learning capacity
- It develops communication skills
- It develops students personality
- It facilitates to clarification of doubts

Limitation Attendance may be inconvenient

- It is time consuming
- Infrastructure limitations

Learning out of School: field trips, study tour, TV etc

Purpose: To provide learners real life experience

- To connect learning with real life situations
- To develop problem solving skills
- To enrich exposure

- To develop confidence in students
- To strengthen interaction between students and teachers

Advantages:

- Students get real world learning experience
- It encourages problem solving skills
- It makes learning more useful
- Real life application
- It improves communication skills.

demerits

- It may be more expensive
- consumes more tym
- limited portions can be covered
- It may cause in discipline in students
- It may have less safety

OBSERVATION LEARNING - Albert Bandura

Process of learning by watching the behaviours of others.

The targeted behaviour is observed, memorised, reproduced

- Albert Bandura is the exponent of observe learning
- It is common in children. [They imitate others]
- 4 major process
 - Attention: observer ^{must pay attention} ~~should be attend~~ to target ~~the~~ behaviour
 - Retention: ^{Observer} ~~we~~ must store the target behaviour in brain
 - ~~for easy~~ The observer can structure the information
 - Reproduction: Process in which observer is able to perform the behaviour he observe in others

[ARM]

- Motivation: Observer must be motivated to produce the desired behaviour

Importance of Observation Learning:

- It helps to be familiar with desired behaviour
- It helps students modify their behaviour
- It develops observation skills.
- It develops students retention capacity
- It develops students capacity to compare.
- It upholds importance of motivation in learning

MODERN STRATEGIES OF LEARNING

- Incidental Learning
 - Unintentional / Unplanned Learning
 - It occurs while implementing
- Context based Learning
 - Learning from real life experience
 - refers to learning in proper context.
- Learning by Doing:
 - by engaging in activities
 - Like a child learning to write.
- Multi sensory Approach
 - Approach that focus on visual, au

- Collaborative Learning
→ discussion, debate, peer teaching

UNIT - III Theory of Constructivism and Learner Centered Teaching

Constructivism: Theory of learning that views learning as construction of knowledge.
: learners construct their own knowledge using his prior knowledge.

Social Constructivism: Knowledge construction occurs from interaction by other [Lev Vygotsky]

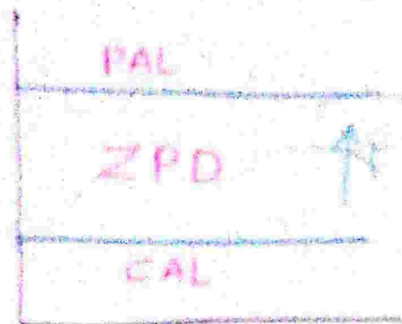
Cognitive Constructivism: Knowledge constructed by learner's prior knowledge
[Piaget]

PAL

CAL: Current Ability level: It is the level up to which a learner can reach his own

PAL: Potential Ability level: It is the ^{max.} level up to which a learner can reach if he get support from knowledgeable sources.

ZPD - Zone of Proximal Development - It is the gap b/w a person's CAL and PAL



Scaffolding is the process support given to learner to raise from current ability level to potential ability level

• ZPD is the area between the things the learner can do alone and the things he can do only with help from a more knowledgeable person or peer group

• It is the gap b/w what is known and what can be known

⇒ Scaffolding Strategies

- activate prior knowledge
- Provide hints
- Ensure the involvement of students
- Use Multi sensory approach [audio visual aids]
- Explain key concepts
- Clarify pupil doubts
- Prompt students answers

Role of Teacher in Constructivist Classroom

- Teacher is the facilitator
- Consider student's prior knowledge
- facilitate knowledge construction
- Promote collaborate learning
- Clarify pupils doubt
- Motivate students properly
- Arrange suitable environment for learning
- Evaluate process and product

Role of Learner

- Constructs new knowledge
- Peer teaching and assessment
- Share responsibilities with teachers.
- Interacts ~~and~~ actively with teacher and peers.
- faces new situations, uses his prior knowledge and constructs his own knowledge.

Constructivist Classroom

- Interactive and democratic atmosphere
- Learner centred (autonomy)
- Teachers and students share responsibilities in decision making and show mutual respect.

→ Negotiation is an important aspect of constructivist classroom.

LEARNER CENTERED TEACHING

- is an approach that places the learner as the center of a process of learning and teaching
- Problem solving, Question - Answer, debate, Brain Storming
- It make use of strategy for active interaction

Characteristic

- Learner is the centre of teaching & learning
- Focus on developing problem solving skills
- It encourages collaboration.
- It encourages active participation & interaction.
- It upholds student autonomy

Teacher Centered Teaching

- Teacher is the centre of the process of teaching and learning
- Teacher talks more
- Focus on teacher

Learner Centered Teaching

- Learner is the centre of the process of teaching
- Learner talks more
- Focus on both teacher & student

- Learner is passive
- Interaction is less
- Strict Discipline
- Teacher autonomy is emphasised

- Learner is active
- More Interaction
- Liberal discipline
- Learner autonomy is emphasised

UNIT IV : MODELS OF TEACHING

Effective Teaching of English (172) Pg

Definition: A teaching model is an instructional pattern based on a specific learning theory. It is a plan to design educational activities and environment. Teaching model specifies the curriculum, instructional materials, teacher-pupil relationship etc.

Functions:

- It describes the nature of teacher - pupil relationship
- It makes direct and indirect effects of teaching
- It specifies the steps to be followed in teaching
- It describes the support system (flash card, trips etc) to be considered

PHILOSOPHICAL MODELS:

(1) Plato's Insight Model of Teaching

- revolves around pupil
- teacher is only a helper
- Purpose of

(2) John Locke's Impression Model of Teaching

- A
- Education means discipline [acc to Locke's]
 - Emphasises the importance of discipline in human life
 - child is educated to be disciplined
 - Emphasises moral values and virtues and avoiding evil
 - Emphasises that teacher's behaviour must be exemplary to the concept they teach
 - Child should be respected
 - Purpose of education is to produce an individual with a sound mind & sound body
 - Focus of education should be developing moral behaviour in society.

(3) Immanuel Kant's Role Model of Teaching.

- Divides education as moral & physical
- To live an independent life we must be ~~to~~ morally and physically fit
- Emphasises supreme principle of morality [categorical imperative]

- One should respect humanity in others
- We should act according to rules of ^{applicable} ~~all~~ foreveryone
- The rightness or wrongness of action ~~do~~ does not depend upon the consequences but depends upon whether they fulfil their duty or not.

PSYCHOLOGICAL MODELS

(1) Basic teaching Model of Robert Glasser:

- ~~helps teachers to~~ This model focusses on,
- helping the students to realise, retain and remember the new learning material.
- It involves ~~introducing~~ ^{relationship b/w} the lesson and illustrate the students what they are about to learn and what they have already learn.
- To integrate new learning and previous learning
- General ideas to be presented first followed by specific details
- Instructional Objectives
- (2) Entering behaviour
- (3) Instructional Procedures
- (4) Performance Assessment

Instructional Objectives: Objectives which should attain by students upon completion of a unit of instruction

Entering Behaviour: Initial behaviour/knowledge of a learner before entering the new teaching-learning process

Instructional Procedures: It implies methods, procedure and strategies of teaching

Performance Assessment
(Exit behaviour): The final behaviour/knowledge of learner is tested.
: with this we can calculate the effectiveness of Instructional Procedures.

(2) Flander's Interaction Model

- * FIACS - Flanders Interaction Analysis Category System
- Flander's considers teaching process as Interaction
- Divides Classroom behaviours into 10 categories known as FIACS*
- It is said to include all communication categories

possibilities in classroom

→ In these, 7 categories are used when the teacher talks
2 categories are used when the pupil talks
1 category is used for silence / confusion.

→ FACS analyses the behaviour of both teacher & students

→ According to Flanders' model, only verbal communication in the classrooms are only considered

→ It is an observational tool used to classify the verbal behaviour of teachers and students as they interact in the classroom.

→ Flanders considers teaching as an interaction as a process.

Categories: Teacher Talk (1 to 7)

(1) Accepts feeling : seeking and accepts the feelings of students

(2) Praises or Encourages: teacher encourages the behaviour of learner

(3) Accepts or uses ideas of pupil: clarifying or developing ideas introduced by pupil.

(4) Ask questions : teacher asking a question with regards to the topic of discussion

(5) Lecturing : Expressing the thoughts and ideas for giving explanation

(6) Giving direction: giving directions or commands which a student is expected to follow.

(7) Criticising / Justifying Authority: ^{Teacher} justifying or criticising some actions his own or. Intention is to modify pupil's behaviour.

Pupil Talk (Band 4)

(8) Response: It implies talk by pupil in response to teacher.

(9) Initiation: It implies talk by that pupil initiate. It involve expressing own ideas ⁱⁿ for initiating a new topic, asking something etc.

Silence or Confusion (For both teacher & pupil)

(10) Silence / Confusion: It include periods of confusion in which communication cannot be understood by the observer or periods of silence.

(3) Computer Based teaching model of Daniel Davis

→ This is a teaching model in which the instructions are carried out by computer instead of a teacher.

→ This model involves teaching, diagnosis & remedial teaching.

MODERN TEACHING MODELS

→ Identified by Bruce Joyce and Marsha Weil

→ Identified 23 models of teachings and classified into 4 families in accordance with the characteristics

- (1) Information Processing Family
- (2) Personal development Family
- (3) Social Interaction Family
- (4) Behaviour Modification Family

(1) Information Processing Family

→ Models in this category focuses on developing intellectual ability of learners.

eg. (1) Concept Attainment Model

(2) ~~Social Inter~~

(2) Personal development Family [Personal family]

→ Models of this family focus on developing individual personal and emotional lives of individual.

eg. Awareness Training Model

(3) Social Interaction Model [Social family]

→ Models of this family focus on developing the capacity of learners to establish interpersonal relationships.

→ emphasises importance of social interaction

eg. Group Investigation

Social Enquiry

(4) Behaviour Modification family [Behaviour System family]
→ Model of this family focus on modifying the behaviour of learner

→ eg: Self control Model through operant Method.
: Direct instruction Model

ELEMENTS OF TEACHING MODEL

(1) FOCUS : central idea of the topic
: objectives of teaching

(2) SYNTAX : Steps Sequence of Steps of activities involved in teaching
: Activities ^{are} arranged in order

(3) SOCIAL SYSTEM : It shows the interaction b/w teacher and student
: Every teaching model is different and has its own social system

(4) PRINCIPLES OF REACTION : It implies to how a teacher response to the activities of students.

(5) SUPPORT SYSTEM : It implies supporting conditions to meet the ~~conditions~~ objectives
: It is the extra requirements used in teaching beyond the usual human skills
eg: lab, film, reference material.

(6) INSTRUCTIONAL AND NURTURANT EFFECTS : Indirect effect
(Direct)

UNIT-V TEACHING AS A PROFESSION

CONTENT KNOWLEDGE

- It refers to the knowledge of subject a teacher teaches.
- It is also known as subject competence
- Teachers must have a deep understanding of the subject he teaches.
- He must be thorough with all relevant items of the topic and related area

Importance

- It helps the teacher transmit a curricular material effectively
- It helps the teacher clarify pupil's doubt
- It helps the teacher to enhance the quality of teaching
- It helps the teacher integrate new learning with the prior knowledge of the pupil.

PEDAGOGICAL KNOWLEDGE

- Refers to the specialised knowledge of teacher with regards to the methods and strategies of teaching, classroom management and assessment of Learning
- Helps teacher to create ~~teach~~ effective teaching and learning

- It helps teacher to improve effectiveness of teaching
- helps the teacher to select suitable method of teaching
- helps the teacher to meet individual difference among students
- helps the teacher to use multi sensory approach
- helps the teacher to make effective assessment of student learning
- helps the teacher to create and sustain interest in classroom
- helps the teacher make teaching more psychological.

• TECHNOLOGICAL KNOWLEDGE

- It implies the teacher's knowledge how to use ^{various} technologies and ~~various~~ related resources
- It implies the capacity of teacher to make use of technological devices and facilitate effective teaching & learning

eg: powerpoint presentation

- enhances teacher's potential
- improves quality of teaching
- upgrades teacher
- helps the teacher to meet individual variation among learner
- helps teacher to cover more portion with limited time
- facilitate online teaching

- helps teacher make use of online resources.
- facilitate digitalization of educational process
- Technological knowledge of teacher

Limitations:

- Technology is not a substitute for human resource
- It may be expensive and expertise
- It require specialized knowledge for effective use
- It reduces emotional relationship

REFLECTIVE PRACTICE Pg 324 (mg)

- It implies the process in which the practitioners engage in a continuous cycle of self evaluation and ^{observations} ~~assessment~~ ~~to evaluate themselves~~ in order to understand their own actions.
- In reflective teaching, teacher think critically about their teaching and try to facilitate themselves by improvement.

Professional Development of teachers:

- It implies development of teacher's ability and performance to better meet their needs of their students.
- It includes ~~teacher's~~ development of teacher's subject knowledge, pedagogical knowledge, technological knowledge and psychological knowledge as part of developing his professional competence

→ It also includes development of professional behaviour and ethics.

Measures to improve professional development

- develop knowledge
- attend refresher course
- attend seminar
- engage in research programme
- read academic journal
- ~~Practise~~
- Participate academic discussion

→ PROFESSIONAL ETHICS OF TEACHERS

→ Principles that govern the behaviour of a person or a group in a professional environment

→ It tells the people in a professional setup what they are supposed to do and not to do.

→ Professional ethics includes the following

- | | | |
|------------------------------|-----------------------------|-------------------|
| • Truthfulness | • Fairness | • dignity |
| • responsibility | • Freedom | • Impartiality |
| • Professional
Compliance | • Professional
Behaviour | • Confidentiality |

• Trustworthiness

→ Professional ethics gives guide line regarding how to behave in professional environment.

• RIGHT TO EDUCATION ACT, 2009

→ It describes the importance of free and compulsory education for children aged b/w 6 and 14 years under the article 21(A)

→ It ~~was~~ came into existence on 2010, April 1 making education a fundamental right to every child.

→ It is against the interview and donation at the time of admission

→ Specify the role of central govt, state govt and local bodies in enhancing the quality of education in the country.

Features of right to education:

→ It aims to provide free education to children aged b/w 6 to 14 years.

→ It enforces education as a fundamental right (Article 21A)

→ Act mandates 25% reservation for disadvantaged section of the society. This section include SC, ST,

socially backward caste, differently abled etc.

- It include ^{provision} ~~prohibition~~ to a non ^{admitted} ~~admissioned~~ child to be admitted to an age appropriate class
- It specify the sharing of financial and other responsibilities among the central and state govt.
- It specify the norms and standards related to pupil-teacher ratio, building infrastructure, school working days, teacher working hours
- It prohibits deployment of teacher for non-education work other than census, election to local authority, state legislature and parliament and disaster ~~team~~ management
- It prohibits
 - physical punishment
 - Mental harassment
 - Interview for admission
 - Private tuition
 - Running of school without recognition
 - Capitation
- It focus on making the learner free of fear and anxiety through learner centered teaching
- This act had a clause "no detention policy" which was

removed under the Right of Children to Free Education Act Amendment Act 2019.

NATIONAL POLICY ON EDUCATION, 2020

- National Policy on education 2020 proposes message for Professionalisation and quality improvement of teachers.
- Dr. K. Kasthoor Rangan was the chairman of the drafting committee of the NPE-2020
- Major Recommendation of NPE-2020
 - National Professional Standards for Teachers:
National standards for Teachers will be evolved at national level to determine all aspects of teacher career management including tenure, professional development, salary increment, promotion and recognition.
 - Teacher audit or Performance Appraisal: It will be carried out at regular interval. Criteria for performance appraisal will be evolved. Promotion, Salary-Increment etc will be based such appraisal.
 - Continuous Professional Development: School teachers must undergo 50 hrs of CPD opportunities every year to keep themselves up to date.

- Focus of International Pedagogic Approach:

Pedagogical Approaches prevailing at International level will be studied by NCERT and Recommendation will be made for assimilation in pedagogical practices in India.

- NCFTE National Curriculum ^{Framework} for Teacher Education

It will be formulated focussing on guidelines to be followed for enhancing the quality of teacher education.

A merit based ~~tenure~~ of structure of tenure, salary will be developed. Additional incentives and recognition for outstanding teachers will be ensured.

