

## Indian Institute of Teacher Education

### Gandhinagar

Subject	Education	Paper No	104	Compulsory/Optional	<b>Compulsory</b>
Title of the Paper	<b>PRINCIPLES AND TECHNIQUES OF TEACHING</b>				
Credit	2+2	(30+30 Hours)			

#### Objectives :

- 1 To enable the students to understand process of instruction and its various components.
- 2 To enable the students acquire knowledge about approach, Methods and techniques to instruction.
- 3 To acquaint the students about planning of instruction.
- 4 To enable the students to understand various methods, media and use of technology to strengthen the process of instruction
- 5 To provide students with the knowledge of planning of instruction.
- 6 To enable the students to understand the evolution and feedback for the process of instruction.

#### Mode of Curriculum Transaction :

- 1 Lecture cum Discussion
- 2 Field visit / Exposure visit
- 3 Assignment
- 4 Practical work & Activities
- 5 Demonstration of audio – visual aids and visualization

Unit	Sub-unit	Content	Credit
1		<b>Unit - 1 : Instruction : Meaning and concept</b>	1
	1.1	Meaning of instruction	
	1.2	Instruction as a complex and continuous process	
	1.3	Prerequisites for instruction <ul style="list-style-type: none"><li>▪ Knowledge of the content or specific subject</li><li>▪ Knowledge of pedagogy</li><li>▪ Knowledge of learners and their characteristics</li><li>▪ Knowledge of curriculum</li><li>▪ Knowledge of educational goals and objectives</li></ul>	
	1.4	Slogans of instruction <ul style="list-style-type: none"><li>▪ From known to unknown</li><li>▪ From concrete to abstract</li><li>▪ From simple to complex</li><li>▪ From indefinite to definite</li><li>▪ From analysis to synthesis</li><li>▪ From particular to general</li></ul> Maxims of instruction	
	1.5	Learning by doing	
	1.6	Principle of creating interest <ul style="list-style-type: none"><li>▪ Principle of inspiration</li><li>▪ Correlation with life</li><li>▪ Correlation with other subjects</li></ul>	

Unit	Sub-unit	Content	Credit
		<ul style="list-style-type: none"> <li>▪ Principle of planning</li> <li>▪ Principle of proper selection of depth of knowledge</li> <li>▪ Principle of individual differences</li> <li>▪ Principle of creation and joy</li> <li>▪ Principle of democratic attitude</li> <li>▪ Principle of recapitulation</li> </ul>	
	1.7	Effectiveness of teaching	
2		<b>Unit - 2 : Approaches, Methods and Techniques</b>	1
	2.1	Teachings skills and Techniques <ul style="list-style-type: none"> <li>▪ Different skills of teaching and their components</li> <li>▪ Integrated use of skills and its importance</li> </ul>	
	2.2	Different approaches of instruction <ul style="list-style-type: none"> <li>▪ Different approaches to instruction and their merits and demerits. <ol style="list-style-type: none"> <li>a) Systems approach</li> <li>b) Input-process-output model</li> <li>c) Cognitive approaches: Inquiry training, concept Attainment, advance organizer models.</li> </ol> </li> <li>▪ Inductive approach</li> <li>▪ Deductive approach</li> <li>▪ Activity based approach</li> <li>▪ Constructivist approach</li> </ul>	
	2.3	Methods of instruction <ul style="list-style-type: none"> <li>▪ Teacher - centered (Lecture cum discussion, Demonstration, Mastery learning strategy)</li> <li>▪ Pupil - centered (Self study, Self discovery, Problem-solving, Experimentation, Programmed instruction/Programmed Learning)</li> <li>▪ Group - centered (Group discussion, project method )</li> </ul>	
	2.4	Other special methods/Techniques of instruction (Heuristic method, Seminar, Panel discussion, Buzz session, Brainstorming, Symposium, Role-play, work-shop)	
	2.5	Modes and media (Print, Audio-visual media, human interaction, Teleconferencing, video- conferencing etc.)	
3		<b>Unit – 3 : Planning of Instruction</b>	1
	3.1	Meaning, Logic and importance	
	3.2	Kinds of planning	
	3.3	Different models of planning	
	3.4	Lesson plan, unit plan and annual plan.	
	3.5	Content analysis and logical sequencing	
	3.6	Formulating instructional objectives	
	3.7	Different domains and their level. (Cognitive domain, Affective domain, Psychomotor domain)	
	3.8	General objectives & specific objectives	
	3.9	Reducing objective to behavioral terms.	
4		<b>Unit - 4 : Educational Technology in Instruction and Evaluation</b>	1
	4.1	Knowledge of various software and hardware & their implementation	
	4.2	Media resource centre	
	4.3	Mass-media as source of education	

Unit	Sub-unit	Content	Credit
	4.4	Evaluation: Meaning and importance	
	4.5	Formative and summative evaluation	
	4.6	Continue and comprehensive evaluation	
	4.7	Evaluation through E T	
	4.8	Ways and means of Feedback	

### Reference Books:

Sr.No.	Title
1	Arends, R. I. (1994). Learning to teach, Mc Graw-Hill, Inc. New York.
2	Aggarwal, J.C. (1985). Theory and Principles of Education, Philosophical bases of education. Vikas Publisher
3	Bloom, Benjamin: Taxonomy of educational objectives: the classification of educational goals. New York, Longmans, Green, 1956
4	C.E.R.I., (1971). Educational Technology: The design & implementation of learning systems, OECD Publications.
5	Jacobson, D.; Eggen, P. & Kanchak, D. (1989). Methods for teaching Columbus, Merrill Publishing company.
6	Dave Jayendra & others : Adhyayan Adhyapan Pravrutti Ane Shikshan.
7	Joseph, K.S.(2003). Learning to Educate, Vadodara, Gold Rock Publications,
8	Worwick, D. (1971). Team Teaching, U.K., University of London Press Ltd.,
9	Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching, Vikas Publishing House PVT Ltd., Noida.
10	Singh, U. and Sevak, V. (1989). Shaikshnik Technology Paribhasha Kosh. , Bareilly, Dipika Prakashan.
11	Trivedi, R.S. (1996). Shikshanman Navinikaran Shaikshnik Technology. Ahmedabad, Gurjar Prakashan.
12	Patel, L.K. and Patel, M.B. (1994). Microteaching Adhyapan Kaushlyao. Ahmedabad, Dhaval Prakashan.
13	Shelat, N.D. and others. (1986). Nutan Adhyapan Padhhatio. B.D.Shah College of Education, Modasa.