**DEVAKI AMMA MEMORIAL TEACHER EDUCATION COLLEGE CHELEMBRA, MALAPPURAM**

LIST OF MULTIPLE MODE APPROACH TO TEACHING LEARNING PROCESS

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| **Sl.No** | **Subject** | **Topics** | **Mode of different approach in teaching learning process** |
| 1 | EDUCATION IN CONTEMPORARY INDIA | Concept of social diversity- diversity at individual level- regional diversities- diversity in language | Brain storming |
| Aspirations of Indian Society | Focused group discussion |
| types of education formal, informal and non-formal | Problem solving methodologies |
| Education after formation of Modern Kerala- KER- Kerala Development Experience and Education- Curricular shift in Kerala after 1990s. | Problem solving methodologies |
| Transcending caste, class and gender through different programs and policies- SSA, RMSA,RTE Act, NCF 2005, NCFTE 2009-mid-day meal and other legal provisions. | Experiential learning |
| 2 | DEVELOPMENT OF THE LEARNER | Principles of development | Experiential learning |
| Social development: influence of parents, family, peer group-identity crisis- Erikson's theory of psycho social development | Brain storming |
| Moral and ethical development: concept of morality, Kohlberg's theory | Focused group discussion |
| Developmental hazards | Problem solving methodologies |
| Transaction Analysis, NLP | Problem solving methodologies |
| Educational provisions for learner diversities | Experiential learning |
| 3 | SCHOOL ORGANIZATION | Organisational process in school - HM/Principal as a leader - Duties and responsibilities of HM | Experiential learning |
| Timetable - Types and Principles of timetable construction. | Problem solving methodologies |
| Physical activity and exercise , Exercise and safe heart rate | Experiential learning |
| First aid for Common injuries: head injuries , different wounds, sprain ,strain ,dislocation and fractures | Participative learning |
| YOGA education-Meaning and definition ,history and types of yoga, benefits of yoga, general guidelines for yogic practices and misconceptions about yoga, ,importance of asanas and pranayamas, yoga and stress management | Experiential learning |
| 4 | UNDERSTANDING DISCIPLINES AND SUBJECTS | Major school subjects – languages, social sciences, mathematics and sciences. | Problem solving methodologies |
| Major school subjects – languages, social sciences, mathematics and sciences | Participative learning |
| Disciplinarites- disciplinary Interdisciplinary and multidisciplinary | Experiential learning |
| Emerging subjects (Disaster management, Nano technology, Gemmology, Bio informatics, Immunology etc.) | Problem solving methodologies |
| disciplines-classifications of disciplines (Biglan Model): soft Vs Hard, Pure life Vs pure Non-life, Applied life Vs Applied | Brain storming |
| 5 | THEORETICAL BASES OF TEACHING SUBJECT | Micro teaching | Focused group discussion |
| Curriculum | Brain storming |
| Methodology of teaching | Focused group discussion |
| NCF, KCF | Brain storming |
| 6 | PERSPECTIVES ON EDUCATION | Education as a discipline - Education as bipolar and tri polar process - Child centered a life centered education | Focused group discussion |
| Relation between education and philosophy | Experiential learning |
| Educational sociology and its functions. | Problem solving methodologies |
| Western schools- Basic ideals of Idealism, Naturalism, and Pragmatism and its educational implications. | Participative learning |
| 7 | FACILITATING LEARNING | Concepts and definitions of learning- characteristics of learning process | Art integrated teaching |
| Meaning and definitions, historical perspectives | Participative learning |
| Gagne's theory of learning and instruction- educational implications | Experiential learning |
| Multi-stage model of memory- theories of forgetting | Problem solving methodologies |
| Guidance and counselling- concept- types- need and importance- role of teacher | Participative learning |
| 8 | PEDAGOGIC PRACTICES | Discussion | Experiential learning |
| Content analysis | Problem solving methodologies |
| TPACK | Problem solving methodologies |
| Bloom’s Taxonomy of Educational Objectives | Experiential learning |
| Planning and designing of lesson templates | Experiential learning |
| 9 | GENDER, SCHOOL AND SOCIETY | Gender- distinction between gender and sex | Brain storming |
| gender identity construction in school- distribution of roles and responsibilities in classroom and schools | Focused group discussion |
| Safety at school, home and beyond- identification of sexual abuse/violence verbalization of sexual abuse/viole | Experiential learning |
| Role of School in a democratic Society- School as a miniature society, functions of schools in society | Focused group discussion |
| 10 | EDUCATIONAL THOUGHTS AND PRACTICE | Philosophical thoughts on Education of Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, J. Krishnamoorthy | Participative learning |
| Modernization- Education and modernization | Experiential learning |
| Equality of educational opportunity. – Equality and Justice in the Indian Constitution, differential school system and the idea of common neighbourhood school | Problem solving methodologies |
| Curriculum for generating knowledge | Experiential learning |
| Systematic curriculum reforms - NCF 2005. | Focused group discussion |
| 11 | CREATING AN INCLUSIVE SCHOOL | Concept of inclusive school- Understanding the Difference: Inclusive, Integrated and Segregated Education | Participative learning |
| Other Impairments and Disabilities | Experiential learning |
| characteristics of inclusive learning friendly Environment | Problem solving methodologies |
| Strategies for meeting diversity in the classrooms-Concept of resource teacher- Major Activities of resource teacher- the Collaborative teaching by regular and collaborative teachers- concept and method of Multilevel Instruction-Inclusive evaluation | Focused group discussion |
| 12 | PROFESSIONALIZING EDUCATION | Profession –professional ---professionalism-- meaning, need and importance | Experiential learning |
| Job Attractions -challenges in the global level | Focused group discussion |
| Techno pedagogy – meaning, need and scope | Participative learning |
| Digital lesson plans | Experiential learning |
| Teachers as a community of learners- Collaboration of schools with colleges, universities and other institutions. | Focused group discussion |
| 16 | ENVIRONMENTAL EDUCATION | Meaning, Importance and components of Environment- Principles of | Experiential learning |
| Biosphere, Flow of Energy, Nutrient Cycles, Carrying Capacity, Conservation of natural resources. Bio- magnification | Focused group discussion |
| Pollution- Water, land, air, sound and radioactive | Participative learning |
| Co- curricular activities- Field trips, Collection, Exhibitions, Film shows, Video Shows, eco clubs. | Experiential learning |
| Evaluation in Environmental Education | Focused group discussion |
| Use of appropriate tools and techniques of evaluation- Achievement tests, questionnaire, rating scale, observation schedule and Case studies, Evaluation of projects | Experiential learning |
| 17 | GUIDANCE AND COUNSELLING | Understanding Guidance | Focused group discussion |
| Teacher as a guidance personal (role - essential qualities needed) | Participative learning |
| Role and functions of school counsellors | Experiential learning |
| Role of teachers in dealing with special needs | Experiential learning |