

Tel. No.: 2419700/2419567  
Fax: 0821-2419363/2419301



**UNIVERSITY OF MYSORE**

Estd.1916

D. No. 45  
26/07/24  
Email: registrar@uni-mysore.ac.in

www.uni-mysore.ac.in

Vishwavidyanilaya Karyasoudha  
Crawford Hall, Mysuru- 570 005

(Re-accredited by NAAC at 'A')

(NIRF-2023 Ranked 44 in University Category & 71 in Overall Category)

**No.: PMEB-1/Spl./11/2023-24**

**Date: 06-07-2024**

**NOTIFICATION**

Sub.: Syllabus and Examination pattern of **PG Diploma in Education** courses under Specialized Programmes from the academic year 2024-25-reg.

- Ref.: 1. Decision of the BOS Meeting held on 25-01-2024.  
2. Decision of the Faculty of Education meeting held on 14-06-2024.  
3. Decision of the Academic Council meeting held on 28-06-2024.

\*\*\*\*\*

The Board of Studies in **PG Diploma in Education (PG)** at its meeting held on 25-01-2024 has recommended the approval of the Syllabus of **PG Diploma in Education** course in University of Mysore under specialized/specified programs from the academic year 2024-25.

The Faculty of Education and the Academic Council at their meetings held on 14-06-2024 and 28-06-2024 respectively, <sup>have</sup> ~~are~~ also approved the above said proposals and the same is hereby notified.

The syllabus of **PG Diploma in Education** course may be downloaded from the University website <https://uni-mysore.ac.in/PMEB/>.

  
REGISTRAR  
REGISTRAR

University of Mysore

MYSURU - 570 005

To,

1. The Registrar (Evaluation), University of Mysore, Mysuru.
2. The Dean, Faculty of Education, DoS in Physical Education & Sports Science, University Pavilion Ground, Near Crawford Hall, Mysuru.
3. Dr. Pushpa M., DoS in Education, Manasagangothri, Mysuru.
4. The Principal, Excel Education Academy (Excel Education and E-Learning Trust), # 40-P-1, Koorgalli Industrial area, Mysuru-02
5. The Deputy Registrar/ Asst. Registrar/ Superintendent, Examination Branch, UOM, Mysuru.
6. The PA to Vice-Chancellor/Registrar/Registrar (Evaluation), University of Mysore, Mysuru.
7. Office Copy.

o/c



# Excel Education and E-learning Trust®

**Proceeding of the Board of Studies meeting in Post Graduate Diploma in Education (PGDE) held on 25<sup>th</sup> January 2024 at 12 PM, at Excel Public School, Hootagalli, Mysuru.**

## **Members Present:**

1. Dr. Pushpa. M Chairman  
Department of Education  
University of Mysore  
Mysuru.
2. Prashanth H M Member  
Correspondent  
Excel Education and E-learning Trust  
Mysuru.
3. Mathew K G Member  
Principal,  
Excel Public School,  
Mysuru.
4. Jithesh Babu E A Member  
Manager, K-12 Educational services,  
Excelsoft Technologies, Mysuru.
5. Viju William T E Member  
Teacher trainer, K-12 Educational services,  
Excelsoft Technologies, Mysuru.
6. Suresh Kumar C R Member  
Education Officer, K-12 Educational services,  
Excelsoft Technologies, Mysuru.

The Chairman, BOS in Post Graduate Diploma in Education (PGDE), extended a warm welcome to the members present and placed the following agenda.

**Agenda:**


- 1. Clarification regarding NCTE (National Council for Teacher Education) recognition for PGDE.**
- 2. Any other items, with the permission of the chair.**

The chairman gave a brief introduction about the procedures followed till now with the program and raised the agenda, also informed the members that the matter had been brought to the notice of the Dean, Faculty of Education, and was discussed and clarified.

The agenda was discussed and following resolutions were made:

- PGDE (Post Graduate Diploma in Education) is not a teacher preparation or teacher training programme for which NCTE recognition is not required.
- This program is not equivalent to B.Ed or any program that provides a teaching license.
- There is no modification in the credit pattern, contents, or examination scheme of the program.

In the end, the Chairman thanked the members and concluded the meeting.

  
Dr. Pushpa  
Chairman

  
Prashanth H M  
Member

  
Mathew K G  
Member

  
Jitesh Babu E A  
Member

  
Viju William T E  
Member

  
Suresh Kumar C R  
Member

Baswada 'e'

**EXCEL EDUCATION ACADEMY**

**Syllabus for  
Post Graduate Diploma in Education (PGDE)  
CBCS Scheme  
(Under specialized programme of University of Mysore)  
2023-2024**

Pushpa  
CHAIRPERSON  
BOS in PGDE.

## PREAMBLE

Education plays an enormously significant role in building of a nation. The importance of teaching profession and to re- establishes the role of teachers to be the respectable members of society is envisaged in NEP 2020. The Post Graduate Diploma in Education (PGDE) programme offers working teachers and prospective teachers' opportunity to broaden the competencies expected of them in line with latest trends and developments in the field of education. The PGDE programme is aligned with NEP 2020 incorporating futuristic demand of 21<sup>st</sup> century school education. This programme bridges the gap between the qualification and current practices and enables teachers' longevity in the profession. The programme provides courses covering contemporary topics equipping teachers as global practitioners.

The Post Graduate Diploma in Education (PDGE) programme judiciously blends current practices with latest technologies to meet the futuristic demands of existing and aspiring teachers for all stages of school education. The approach is theory to practice grounded in goals set by philosophical psychological sociological and anthropological studies in education. The blended approach in learning is used for curriculum transaction. The participant's gets opportunity to participate and practice the concepts included for courses in real classroom and laboratory settings. The choice based credit system helps participants of the programme to select appropriate courses and avail credits and accomplish post graduate diploma certificate by spending adequate hours of learning. The programme provides opportunity for hands own experiences in latest technologies, work together with members in similar field and also peer assessment. The programme is designed to encourage self-directed learning envision to create life-long learners a much needed demand of the nation.

## ABOUT THE PROGRAMME

The Post Graduate Diploma in Education (PGDE) programme under the specialized program of the University of Mysore is designed to prepare aspiring educators for the ever-evolving field of education. The PGDE programme is designed based on the Choice Based Credit System (CBCS) Scheme, which offers flexibility and choice to learners in shaping their academic journey.

This programme is designed for teachers, students, jobseekers who are passionate about pursuing a career in education and are eager to develop the necessary knowledge, skills, and attitudes to become effective educators. The PGDE programme provides a comprehensive and interdisciplinary approach to teacher education, blending theoretical knowledge with practical experiences to prepare educators who are capable of meeting the diverse needs of learners in today's dynamic educational landscape.

The PGDE programme offers a rigorous curriculum that covers a wide range of subjects related to education, including curriculum and pedagogy, educational psychology, educational technology, assessment and evaluation, inclusive education, and educational leadership. The programme emphasizes experiential learning, reflective practice, and critical thinking to foster deep understanding and meaningful engagement with the field of education.

The PGDE Programme is designed to meet the changing demands of the education sector, and it equips learners with the 21<sup>st</sup> century skills to adapt to the rapidly evolving educational landscape. The curriculum is delivered through a combination of lectures, seminars, workshops, field visits, and hands-on experiences to provide learners with a holistic and immersive learning experience. Learners will also have the opportunity to engage in research and undertake practical projects to further enhance their understanding and skills in the field of education.

Upon successful completion of the PGDE programme, learners will be equipped with the knowledge, skills, and attitudes necessary to excel as educators in various educational settings, including schools, colleges, and other educational institutions. The programme aims to produce competent and compassionate educators who are committed to promoting inclusive, equitable, and quality education for all learners.

Join us in the PGDE programme under the CBCS Scheme of the University of Mysore and embark on a rewarding journey towards becoming a skilled and reflective educator, poised to make a positive impact on the lives of learners and the field of education as a whole.

### **PROGRAMME OBJECTIVES:**

On successful completion of the programme the participants will be able to:

- Identify new trends in education
- Apply new pedagogic practices in the classroom
- Use novel technologies to enhance learning
- Develop best practices in teaching learning process
- Design integrated learning experiences to develop transferable skills
- Devise stage wise subject specific strategies for classroom transaction
- Plan experiential lessons for classroom delivery
- Design best practices in their respective specialization
- Construct variety of classroom assessments to improve quality of learning
- Administer career mapping of a secondary student
- Create inclusive classrooms that foster lifelong learning

### **TARGET GROUP**

The target group for post graduate diploma in education (PGDE) programme are those who are passionate for teaching in the schools. Moreover any who wish to develop professionally as a teacher or those who are engaged in pedagogic practices will be benefitted from the programme.

### **REGULATIONS**

The Credit pattern for Post graduate diploma in education (PGDE) is similar to University of Mysore choice based credit system. The duration of the course is one academic year having 2 semesters. First semester has papers on general education. In first semester 4 papers on education, pedagogy, technology and assessment which are hard core that are mandatory. There are two soft core courses in which the candidates can choose one soft core paper from the two papers provided. In the second semester candidates can choose from three specializations: Foundational stage, Preparatory & Middle stage and Secondary stage. In second semester 4 papers are hardcore and compulsory and 1 paper is soft-core and optional which is a practical. Two streams of practical's are offered: Project work and Peer authoring. The candidate can choose one practical from the two offerings. The total credit for the course PG Diploma in Education is 40.



### **CREDIT PATTERN**

The credit pattern is Lecture (L), Tutorial (T), and Practical (P) L-T-P.

where L stands for lecture session, T stands for tutorial session consisting participatory discussion /self study/desk work/brief seminar presentations by students and any other novel methods and P stands for Practical which includes hands own experiences, classroom practices, project, authoring, computer lab activities that help participants to acquire the skill component.

- Lecture: one hour of theory class per week is 1 credit
- Tutorial: Two hours of self study/demonstration/discussions is 1 credit
- Practical: Two hours of lab work/field study is 1 credit

One semester: 16 weeks of teaching and learning

Duration of semester: 20 weeks including semester end examinations

A candidate enrolling the programme can earn a minimum of 32 credits and a maximum of 40 credits for successful completion.

### **ELIGIBILITY FOR ADMISSION:**

- Bachelor degree in education from any UGC recognised universities.  
OR  
Any degree from a UGC recognised university and a minimum two years of teaching experience in school.
- Admission will be done as per the norms of University of Mysore.

SCHEME OF STUDIES						
SEMESTER 1						
Sl. No.	COURSE CODE	TITLE OF THE PAPER	CREDIT PATTERN			TOTAL CREDITS
			L	T	P	
1	HC-1	Education in 21 <sup>st</sup> century	2	2		4
2	HC-2	Contemporary pedagogical practices	2	2	0	4
3	HC-3	Technology for education in digital era	2	1	1	4
4	HC-4	Assessment for modern classrooms	2	2	0	4
5	SC-1	Educational Leadership and Management	2	2	0	4
6	SC-2	Schools society and mental well being	2	2	0	4
<b>Total</b>			<b>10</b>	<b>9</b>	<b>1</b>	<b>20</b>
SEMESTER 2						
Foundation stage						
1	FSHC -2.1	Foundational stage learner in 21 <sup>st</sup> century	2	2	0	4
2	FSHC -2.2	Facilitating learning	2	2	0	4
3	FSHC -2.3	Activities for foundation stage learners	2	2	0	4
4	FSHC -2.4	Professional development	2	2	0	4
5	FSSC-2.5	Project work	0	0	4	4
6	FSSC-2.6	Peer authoring	0	0	4	4
Preparatory and Middle stage						
1	PMSHC -3.1	Preparatory and Middle stage learner in 21 <sup>st</sup> century	2	2	0	4
2	PMSHC -3.2	Instil love for subjects	2	2	0	4
3	PMSHC -3.3	Integrated learning	2	2	0	4
4	PMSHC -3.4	Professional development	2	2	0	4
5	PMSSC-3.5	Project work	0	0	4	4
6	PMSSC-3.6	Peer authoring	0	0	4	4
Secondary stage						
1	SSHC -4.1	Secondary stage learner in 21 <sup>st</sup> century	2	2	0	4
2	SSHC -4.2	Technology for secondary stage teaching-learning	2	2	0	4
3	SSHC -4.3	Career & society	2	2	0	4
4	SSHC -4.4	Professional development	2	2	0	4
5	SSSC-4.5	Project work	0	0	4	4
6	SSSC-4.6	Peer authoring	0	0	4	4
<b>Total</b>			<b>8</b>	<b>8</b>	<b>4</b>	<b>20</b>
<b>Total credit</b>						<b>40</b>

**Note:**

- HC-1, HC-2, HC -3, HC-4 are hard core general courses/papers that are compulsory for candidates for semester 1
- SC-1, SC-2 are soft core optional where candidates can choose any 1 course/paper during semester 1
- FSHC -2.1, FSHC -2.2, FSHC -2.3 and FSHC -2.4 are hard core compulsory courses/papers for candidates selecting foundation stage during semester 2
- PMSHC -3.1, PMSHC -3.2, PMSHC -3.3 and PMSHC -3.4 are hard core (compulsory) courses/papers for candidates selecting for Preparatory and middle stage during semester 2
- SSHC -4.1, SSHC -4.2, SSHC -4.3 and SSHC -4.4 are hard core (compulsory) courses/papers for candidates selecting for Secondary stage for semester 2
- FSSC -2.5 and FSSC -2.6, PMSSC-3.5 and PMSSC-3.6, SSSC-4.5 and SSSC-4.6 are soft core (optional) courses that involves practical work and candidates can choose one from the two courses /papers for semester 2

**SCHEME OF EXAMINATION**

<b>Semester 1</b>				
<b>Sl. No.</b>	<b>Title of the Paper</b>	<b>Marks</b>		
		<b>Term end exam</b>	<b>Internal Assessment</b>	<b>Maximum Marks</b>
		<b>C3</b>	<b>C1 -10 marks test + 5 marks assignment C2 -10 marks test + 5 marks assignment C1+C2 =15 +15 =30</b>	
1	HC-1:Education in 21 <sup>st</sup> century	70	30	100
2	HC-2:Contemporary pedagogical practices	70	30	100
3	HC-3:Technology in education in digital era	70	30	100
4	HC-4:Assessment for modern classrooms	70	30	100
5	SC-1:Educational leadership and management	70	30	100
6	SC-2:School society and well being	70	30	100
<b>Total</b>				<b>500</b>

Semester 2				
Sl. No.	Paper	Marks		
		Term end exam C3	Internal Assessment C1+C2 = 15 +15 =30	Maximum Marks
<b>Hardcore</b>				
<b>Foundation stage</b>				
1	FSHC-2.1:Foundation stage Learner in 21 <sup>st</sup> century	70	30	100
2	FSHC-2.2:Facilitating learning	70	30	100
3	FSHC-2.3:Activities for foundation stage learner	70	30	100
4	FSHC-2.4:Professional development	70	30	100
<b>Preparatory and Middle stage</b>				
5	PMSHC-3.1:Preparatory and middle stage learners in 21 <sup>st</sup> century	70	30	100
6	PMSHC-3.2:Instil love for subjects	70	30	100
7	PMSHC-3.3: Integrated learning	70	30	100
8	PMSHC -3.4:Professional development	70	30	100
<b>Secondary stage</b>				
9	SSHC-4.1:Secondary stage learners in 21 <sup>st</sup> century	70	30	100
10	SSHC-4.2: Technology for secondary stage teaching & learning	70	30	100
11	SSHC-4.3: Career and Society	70	30	100
12	SSHC-4.4: Professional development	70	30	100
<b>Soft-core</b>				
<b>Foundational stage, Preparatory and Middle stage, Secondary stage</b>				
		Project report Presentation & Viva-voce	Internal Assessment	Maximum Marks
13	FSSC-2.5, PMSSC-3.5, SSSC-4.5 Project	70	30	100
OR				
		Peer review Presentation & Viva-voce	Internal Assessment	
14	FSSC-2.6, PMSSC-3.6, SSSC-4.6 Peer authoring	70	30	100
<b>Total</b>				<b>500</b>

Assessment scheme for Theory papers					
Assessment component	Units covered	Percentage	Mode	Distribution of marks	Period
Continuous assessment C1	1,2	15%	Test & Assignment	Test 10 Assignment 5	End of 6 <sup>th</sup> week
Continuous assessment C2	2,4	15%	Test & Assignment	Test 10 Assignment 5	End of 12 <sup>th</sup> week
Term end assessment C3	1,2,3,4	70%	Term end examination	Examination - 70	End of 18 <sup>th</sup> week

Assessment scheme for practical papers				
Assessment component	Percentage	Mode	Distribution of marks	Period
Continuous assessment C1	15%	Seminar presentation Peer review/ Assignment	Presentation -10 Review -5/ Assignment -5	End of 6 <sup>th</sup> week
Continuous assessment C2	15%	Seminar presentation Peer review/ Assignment	Presentation -10 Review -5/ Assignment -5	End of 12 <sup>th</sup> week
Term end assessment C3	70%	Project report Viva -Voce	Project report -50 Viva voce -20	End of 18 <sup>th</sup> week

*P. Subramanian*

**CHAIRMAN**  
Department of Studies in Education  
University of Mysore, Manasagangotri  
MYSURU-570 006, Karnataka

## Semester 1

### HC-1: EDUCATION IN 21<sup>ST</sup> CENTURY

Total hours: 64

#### Learning Outcomes

On successful completion of the course the participants will be able to:

- identify the context of Indian education system
- describe the latest trends in school education
- use constructivist practices in the classroom
- design experiential learning for a classroom
- demonstrate Project based, Problem based, Phenomena based approaches in teaching
- develop innovative approaches in teaching learning process

#### Unit 1: Education in Indian context

- Introduction to education
  - Education: Meaning, Definition, Goals, Nature, Importance
- School education
  - Goal of 21<sup>st</sup> century school education
  - Aims and objectives of school education
  - Comparing educational systems around the world
- Overview of latest trends in education
  - New policies and curriculum for 21<sup>st</sup> century

#### Unit 2: Educational theories

- Constructivism in education
  - Overview of constructivism
  - Types of constructivism (Piaget & Lev Vygotsky)
  - Guiding principles in constructivism
  - Constructivism in Teaching and learning
- Experiential learning
  - Kolb's view on Experiential learning
  - The experiential learning process
  - Experiential Learning styles
  - Experiential learning in classroom

#### Unit 3: Contemporary practices

- Inquiry based approach
  - Concept,
  - Meaning
  - Nature
  - Kinds
  - Benefits
  - inquiry based learning in classroom

- Problem based approach
  - Concept
  - Nature
  - Characteristics of Problem based learning
  - Steps
  - Benefits
  - Problem based learning in classroom
- Project based approach
  - Concept
  - Components
  - Steps
  - Benefits
  - project based learning in classroom
- Phenomena based approach
  - Concept
  - Characteristics
  - Steps
  - Benefits
  - Phenomena based learning in the classroom

#### **Unit 4: Innovative approaches to teaching & learning**

- Story based approach
  - Story telling approach to learning
  - Characteristics of storytelling approach
  - Benefits
  - Stories for classroom delivery
- Blended approach
  - Concept
  - Meaning
  - Characteristics
  - Flipped classrooms

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Pelech, J.& Pieper, G.(2010)," The Comprehensive Handbook of Constructivist teaching: From theory to Practice", Information Age Publishing.
- Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.
- Kolb, David, A. (1984), "Experiential Learning: Experience As The Source of Learning And Development", Edition: 2, Pearson Education: ISBN: 978-0-13-389240-6



- Chu, Wah, Kai, Samuel, Reynolds, Rebecca B., Tavares, Nicole J. , Notari Michele, Lee, Yi, Wing, Celina (2018), " 21st Century Skills Development Through Inquiry-Based Learning:From Theory to Practice": Springer.
- Chandra, Foote J., Paul, Vermette, J., Catherine, Battaglia, F. (2001)," Constructivist Stategies: Meeting standards and engaging adolescent minds": Epitome Books
- Selley, Nick (1999)," The Art of Constructivist teaching in the primary school: A guide for students and teachers", Sunrise Book store.
- Moallem, Mahnaz, Hung, Woei, Dabbagh, Nada( 2019)," The Wiley Handbook of Problem-Based Learning: Wiley Blackwell
- Aggarwal, J.C., (2002),"Development and Planning of Modern Education", VikasPublishing House, New Delhi.
- Rao, Digumarti, Bhaskara,(2004): "Education for the 21st century", Discovery Publishing House, New Delhi,.

**Learning Outcomes**

On successful completion of the course the participant will be able to:

- identify strategies for classroom transaction
- select appropriate tools and techniques for assessment
- use effective tools and techniques in the classroom
- create inclusive classrooms
- apply contemporary approaches in the classroom

**Unit 1: Classroom transaction strategies**

- Brainstorming
  - Meaning, Nature, Uses
  - Types of brainstorming
  - Using brainstorming in classrooms
- Interactive and exploratory learning
  - Meaning, Characteristics, Benefits
  - Interactive and experiential learning strategies
  - Creating interactive and exploratory learning environment
  - Ways to implement interactive and exploratory learning

**Unit 2 : Tools and techniques for transaction**

- Creation and Use of Graphic organizers
  - Types of graphic organizers
    - Mind map
    - Concept map
    - Flow chart
    - Star GO
    - Chain diagram
    - Spider map
    - Fish bone diagram
  - Graphic organizers in classroom
- learning skills enrichment
  - Collaboration
  - Communication
  - Critical thinking
  - Creativity
  - Strategies to foster learning skills in a classroom

**Unit 3 : Creating inclusive classrooms**

- Concept of Inclusiveness ,
- Need and scope of Inclusive education and Inclusive school

- Meaning of inclusion & equity
- Provisions for socially and economically deprived classes
- Children with Special needs
- Use of Assistive technologies
- Differentiated assessment

#### Unit 4 : Contemporary strategies

- Multidisciplinary approach
- Interdisciplinary and
- Transdisciplinary approaches
- Uses

#### Transaction mode

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### References

- Whitton ,Dianna,(2015),” Teaching and Learning Strategies, Cambridge University Press
- Hoberman ,Marc.,(2017),” Highly Effective Teaching Strategies: Winning in the Classroom, Grade Success
- Ambrose, Susan, A., Bridges, Michael, W., DiPietro ,Michele, Lovett, Marsha C., Norman, Marie, K. (2010),” How Learning Works Seven Research-Based Principles for Smart Teaching, Jossey-Bass.
- Saxena, Vandana,( 2011),” Contemporary Trends in Education: A Handbook for Educators”, Pearson Education India; First Edition.
- Kochhar, S.,K.,(2018),” Techniques of teaching” Sterling Publishers Pvt. Ltd.
- Otcu-Grillman , Bahar., Ramirez-Verdugo, M., Dolores, (2020), ”Interdisciplinary Approaches Toward Enhancing Teacher Education” IGI Global.
- McKnight , Katherine S.,(2010),” The Teacher’s Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas”, Wiley: ISBN:9780470625668, 047062566X.
- Healey, Mick; Jenkins, Alan &Jonathan Leach. (2005), Issues in Developing an Inclusive Curriculum, Geography Discipline Network.
- Maitra,Krishna (2008):INCLUSION ISSUES AND PERSPECTIVES (For Teachers,Teachers’ Educators and Parents) :Kanishka Publishers ,Distributors New Delhi.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based. Approach: National Publishing house 23 Daryaganj, New Delhi.
- UNESCO, (2009), Policy guidelines on inclusion in education UNESCO.
- Mangal, S. K., Mangal, Shubhra.,(2019),” Creating an inclusive school”, PHI LEARNING PVT. LTD.

### **HC-3: Technology for education in digital era**

**Total hours: 64**

#### **Learning Outcomes**

On successful completion of the course the participant will be able to

- Describe the use of education technology in education
- Identify technology for digital era classrooms
- Demonstrate contemporary technology in education
- Develop content using technology

#### **Unit 1: Education Technology as an enabler**

- Education technology
  - Meaning
  - Nature and scope
  - Pros and cons
- TPACK framework for classroom
  - Teacher as a techno pedagogue
  - Understanding TPACK
  - Designing TPACK lessons

#### **Unit 2: Digital era technology in education**

- OER
  - Meaning
  - Types of OER
  - 5Rs of designing OER
  - Using OER in classrooms
- MOOCs
  - Concept, meaning and nature
  - Types of MOOCs: cMOOCs & xMOOCs
  - Benefits

#### **Unit 3: Contemporary technology in Education**

- New technologies in education
  - Augmented reality
  - Virtual reality
  - Mixed reality
  - Gamification
  - Artificial intelligence
  - Block chain technology
- Tools & Platforms
  - Overview of contemporary tools and platforms

- LMS,SIMS,CMS in education
- Free and Open Source Softwares (FOSS) for classroom
- Virtual classroom tools
- Assessment tools

#### **Unit 4: Content development using technology**

- e-content
  - Concept
  - Meaning
  - Different types of e-content
  - Authoring e-content
  - e-content in classrooms
- Content development
  - Tools for e-content development
  - Platforms for e-content

#### **Transaction mode**

- Lectures, Seminars, Practicals, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Mangal,S., K, Mangal, Uma.(2019)," Essentials of Educational Technology ", PHI Learning: ISBN:9788120337237, 8120337239
- Hughes, Joan, E., Roblyer, M.,D.(2022)," Educational technology into teaching: Transforming learning across disciplines", Pearson Education: ISBN:9780134746418, 0134746414
- Huang, Ronghuai, J. Spector, Michael, Yang, Junfeng.(2019)," Educational Technology: A Primer for the 21st Century", Springer Nature Singapore: ISBN:9789811366437, 9811366438
- Dede, Chris., Liu, Dejian., Richards. John., Huang, Ronghuai.( 2017)," Virtual, Augmented, and Mixed Realities in Education", Springer Nature Singapore: ISBN:9789811054907, 9811054908
- Geroimenko ,Vladimir.( 2020)," Augmented Reality in Education: A New Technology for Teaching and Learning", Springer International Publishing: ISBN:9783030421564, 3030421562
- Kumar, K. L. (2000). Introduction to educational Technology. New Delhi: New Age International Publishers
- Sampath. K (2000) et. Al. Introduction to Educational technology. Bangalore: Sterling Publishers Pvt. Ltd
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.

**Learning Outcomes**

On successful completion of the course the participant will be able to

- Identify the role of assessment in learning
- Differentiate different types of assessment
- Create tools and techniques for assessment
- Administer assessments in a systematic way
- Develop assessments for 21<sup>st</sup> century school education

**Unit 1: Assessment in education**

- Learning and Assessment
  - Role of assessment in learning
  - Assessment as learning
  - Assessment for learning
  - Assessment of learning
- Types of Assessment
  - Practice based
  - Evidence based
  - Performance based
  - Examination based

**Unit 2: Tools and techniques for assessment**

- Tools and techniques for classroom Assessment
  - Projects, Assignments, surveys, seminars/Discussions, Checklist, Rating scale, report, test, rubric, portfolio, inventories, case studies
- Online assessment tools and techniques

**Unit 3: Creating assessments**

- Blueprint
- Item writing/authoring
- Test creation
- Differentiated assessment
- Computer based assessment

**Unit 4: Assessment of 21<sup>st</sup> century learning skills**

- Framework of 21<sup>st</sup> century learning skills
- Activities for developing 21<sup>st</sup> century learning skills
- Assessment of 21<sup>st</sup> century learning skills

**Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

## References

- Gronlund, N.E.( 1976). " Measurement and Evaluation in Teaching", 3rd Ed, Mcmillan Co., N.Y.
- Linn, R. L. & Gronlund, N.E.(2003).Measurement and Assessment in Teaching. New Delhi Pearson Education Pvt. Ltd. Camberwell:ACER
- Care, Esther., Griffin, Patrick., Wilson, Mark.( 2017)," Assessment and Teaching of 21st Century Skills: Research and Applications", Springer International Publishing: ISBN:9783319653686, 3319653687
- Brookhart, Susan, M., McMillan James, H.(2019),"Classroom assessment and educational measurement", Taylor & Francis: ISBN:9780429017605, 042901760X
- Anderson, R.,C. (1984.) "Role of the reader's scheme in comprehension, Learning and memory ",H illscdale, NJ Erlbaum
- Griffin, P., McGaw, B., & Care, E. (2012). (Eds.). "Assessment and teaching of 21st century skills", New York: Springer.
- Harper (Jr.) A. E. & Harper E.S. (1990),." Preparing Objective Examination, A Handbook for Teachers, Students and Examiners", New Delhi: Prentice Hall.
- Danielson, C.(2002). " Enhancing Student Achievement: A framework for School improvement ",ASCD; 58906th edition:
- Masters, G.N.(2013). Reforming Educational Assessment: Imperatives, principles and challenges

**Learning Outcomes**

The successful completion of the course the participant will be able to

- identify the different models of leadership
- apply principles of leadership in school setting
- explain the factors involved in 21<sup>st</sup> century educational leadership
- differentiate educational management and educational administration
- develop perspective about modern school management techniques
- suggest measures for 21<sup>st</sup> century school management

**Unit 1: Educational Leadership**

- Educational leadership
  - Conceptualizing educational leadership
  - Meaning significance and scope
  - Goals of educational leadership
  - Principles of leadership
- Educational leadership styles
  - Instructional leadership
  - Participatory leadership
  - Transformational leadership
  - Political and transactional leadership
- Models of leadership
  - transformational leadership
  - Agile leadership
  - Servant leadership

**Unit 2: Educational Leadership in 21<sup>st</sup> century**

- Leadership at different levels of school hierarchy
- Factors influencing 21<sup>st</sup> century educational leadership
- Educational leadership trainings
- Strategies for effective educational leadership for 21<sup>st</sup> century schools

**Unit 3: Educational management**

- Educational management
  - Meaning, definition and scope
  - Differences and similarities of management and leadership
  - Functions of management
- Educational management and educational administration
  - Meaning, difference and significance
- Modern management theories for educational management
  - Contingency, quantitative and systems approaches



- Models of educational management
  - Formal
  - Collegial
  - Political
  - Subjective
  - Antiquity
  - Cultural

#### **Unit 4: Management for 21<sup>st</sup> century schools**

- Team building for 21<sup>st</sup> century schools
- Mentoring in education
- Educational management strategies
- Management tools and techniques
- Management virtues for staff and administrators

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Brucato, John, M.(2005), "Creating a learning environment: An Educational Leader's Guide to Managing School Culture", Rowman & Littlefield Education.
- Mohanty, Jagannath.(2014), "Educational Management Supervision – School Organisation," , Neelkamal Publications Pvt.Ltd
- Nwankwo, John, I.(1982) Educational Administration – Theory & Practice, , Vikas Publishing House Pvt. Ltd.
- Malhotra, P.L. (1986), "School Education in India : Present status and Future Needs", NCERT, New Delhi
- Entwistle, N. (1990) (ed). , "Handbook on educational ideas and practice.", Routledge. NY
- Buch, T et al.(1980), "Approaches to School Management", Harper & Row Publishers, London
- Agarwal J.C.(2008)., "Development and planning of modern education" :Vikas Publishing House Pvt. Ltd
- Bhatnagar, S.S. , & Gupta , P.K. (2006)., "Educational Management. Meerut": Lall Book Dept
- Chaube, S.P.& Chaube, A. (2008)., "School Organisation", New Delhi: Vikas Publishing House
- Davies, Brent, Ellison, Linda., Bowring-Carr, Christopher.(2005)., "School Leadership in the 21st Century: Developing a Strategic Approach, RoutledgeFalmer: ISBN:9780415279529, 0415279526

**Learning Outcomes**

On successful completion of the course the participant will be able to

- explain the role of school in a democratic society
- describe the setting of school for 21<sup>st</sup> century
- identify the importance of mental health and well being in school
- suggest ways of promoting mental health and well being in school

**Unit 1: Schools and society**

- Relationship between school and society
  - School as an miniature of society
  - School as social agents
- School in socio cultural context
  - Schooling in social context
  - School as a institution for cultural transmission
- Functions of school in society
  - Socialization
  - Cultural transmission
  - Mental well being
  - Discovery of new knowledge
  - Developing a civil society

**Unit 2: Setting up schools for 21<sup>st</sup> century**

- Features of 21<sup>st</sup> century schools and schooling
  - Vision & Philosophy
  - Infrastructure facilities
  - Academic facilities
  - Learning environment
  - Teaching and non teaching staff
  - Recreational areas
  - Refreshment areas
  - Digital resources
  - Other resources
  - 21<sup>st</sup> century education

**Unit 3: School and mental well being**

- Mental health and well being in schools
  - Need and importance of mental health
  - Tools to identify mental health of students
  - Ways to improve mental health
  - Mental Health and Well-being of School Students

- Factors influencing mental well being of students
  - Biological
  - Psychological
  - Environmental
- Common mental health issues and challenges among students
  - Anxiety
  - Obsessive compulsive behaviours
  - Substance abuse
  - Communication issues
  - Hyperactivity
  - Attention related issues
  - Conduct problems
  - Learning problems
  - Intellect related issues
  - Cyber related issues

#### **Unit 4: Promoting mental health and well being in schools**

- School based programmes for mental health and well being
  - Virtual environment of students in digital era
  - Blended learning environment
  - Activities to promote mental well being
  - Strategies
- Social support system for mental health problems
  - School environment
  - influence, impact and modifications
  - safe and secure environment
  - conducive learning environment at schools

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Dewey, John. (1900). „The School and Society”, Chicago: The University of Chicago Press.
- Wane, N.N. (2000)., “Equity in Schools and society.”, Ottawa: Canadian scholars press.
- Cormier, L. & Hackney, H. (1987).,“The Professional Counsellor”., Englewood Cliffs, New Jersey: Prentice Hall.
- Bernard H.W.(1970),” Mental Health in the Cl;assroom”,Mc Graw Hill Book Co. New York.
- Sharma, R. N.,(2002), ”Education in Emerging Indian Society”, Surjeet Publications.
- Gut,, Dianne, M., Wan, Guofang.,(2011)., ” Bringing Schools Into the 21st Century”, Springer. Netherlands.
- Pathak, A.,(2000)., ” Social implications of schooling: knowledge pedagogy and consciousness.”, Aakar books

- Kaplan, L.( 1971),” Education and Mental Health.”, Harpper & Raw.
- Epstein ,Joyce L., Sanders, Mavis G., Sheldon, Steven, B., Simon ,Beth, S., Salinas, Clark, Karen., Jansorn, Rodriguez Natalie., Van Voorhis, Frances L., Martin, Cecelia S., Thomas, Brenda G., Greenfeld, Marsha D., Hutchins, Darcy J., Williams Kenyatta J. (2018),” School, Family, and Community Partnerships:Your Handbook for Action, SAGE Publications

## **Semester 2**

### **Foundational stage**

**FSHC-2.1: Foundation stage learner in 21<sup>st</sup> century**

**Total hours: 64**

### **Learning Outcomes**

On successful completion of the course the participant will be able to

- identify the characteristics of foundation stage learners
- explain developmental areas of foundational stage learners
- plan strategies to develop multiple intelligences among foundational stage learners
- develop activities to develop skills for foundational stage learners

#### **Unit 1: Characteristics of foundation stage learners**

- Characteristics of foundational stage learners
  - Physical
  - Mental
  - Social
  - Emotional

#### **Unit 2: Developmental areas of foundation stage learners**

- Developmental areas
  - Intellectual development
  - Physical & motor development
  - Social, emotional and ethical development
  - Culture and artistic development
  - Communication and early language and numeracy
- Milestones of foundational stage learners
- Developmental tasks

#### **Unit 3 : Multiple intelligences among foundation stage learners**

- Multiple Intelligences(MI)
  - Understanding Howard Gardner's Multiple Intelligences(8 intelligences)
  - Identification of each intelligence
  - Strategies to foster 8 multiple intelligences
  - Activities to foster 8 Multiple Intelligences

#### **Unit 4 : Development of specific skills for foundation stage learners**

- Identifying the Skill of the learners
  - Pre reading
  - Prewriting
  - Pre numeracy
  - Listening, Speaking , Reading, Writing(I.SRW)

- Fine and gross motor skills
- Ways to develop skills
  - Strategies for development of specific skills
  - Activities to develop the skills

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Dinkmeyer, D.C.(1967), " Child Development ",New Delhi, Prentice Hall of India Pvt. Ltd.
- Bark, E.,L. (2003)., "Child development"., New Delhi: Pearson education.
- Hurlock ,Elizabeth.,(1978), Child Growth and Human Development, Tata Mc Graw Hill Edition New Delhi.
- Butterworth, George.,(2014), "Principles of Developmental Psychology: An Introduction", Taylor & Francis
- Whitebread, David.,(2012), " Developmental Psychology and early childhood education", SAGE Publications
- Gardner, Howard, E.(2000), " Intelligence Reframed: Multiple Intelligences for the 21st Century", Basic Books.
- Petty ,Karen., (2015)., " Developmental Milestones of Young Children", Redleaf Press.
- Hatherley, Pau.,(2014)., " A Full Picture of Internal Development from Self-Worth & Emotional Safety to Integrating Love", Balboa Press
- Piaget, J.(1997), "The origin of intelligence in the child", London: Routledge.

**Learning Outcomes**

On successful completion of the course the participant will be able to

- identify resources for foundational stage
- describe multiple learning environments for foundational stage
- set up resourceful, safe and secure learning environments for foundational stage
- develop skills and competencies for a foundational stage teacher

**Unit 1: Resources for learning at foundational stage**

- Teaching learning resources
  - Puzzles
  - Games
  - Rhymes
  - Stories
  - Interactives
  - Toys
  - Learning corners

**Unit 2: Learning environment**

- Characteristics of learning environment for foundational stage
  - Flexible
  - Multifaceted
  - Multi level
  - Play based
  - Activity based
  - Inquiry based

**Unit 3: Setting up learning environment**

- Setting up foundational stage classrooms & premises
  - infrastructural arrangements
  - local resources
  - digital resources (interactive games, videos etc.,)
  - Manipulative
  - Other teaching learning resources
  - Learning corners
  - Safe and secure learning environment

**Unit 4: Teacher as a resource**

- Skills and competencies of a foundation stage teacher
  - Pedagogical skills
  - 21<sup>st</sup> century teaching competencies

- Professional qualities

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Mathur, Dr. S.S.,( 2008), "Development of learner and teaching learning process", Agarwarl publications. Agra.
- Des, Hewitt, Tarrant ,Susan.,(2015).," Innovative Teaching and Learning in Primary Schools", SAGE Publications
- Michaelis, J.U., Grossmen, R.H., & Scott, L.E. (1975)., "New Designs for Elementary Curriculum and Instruction, New York: Mc Graw Hill.
- Beck, R. Cook, W. & Kearney, N. (1960). Curriculum in the modern elementary school (2nd Ed.). Englewood Cliffs, N.J.: Prentice Hall Inc.
- Orlich, D.C.et al. (2001). Teaching Strategies. A guide to better instructions. Houghton Mifflin Co. New york.
- National curriculum framework for Foundational stage 2022, NCERT
- O'Grady, Patty.,(2013)," Positive Psychology in the Elementary School Classroom:, Norton, W. W.
- Mullen, Greg.,(2019)., "Creating a Self-Directed Learning Environment", SAGE Publications
- Kyriacou, Chris.,( 2018).," Essential Teaching Skills", Fifth Edition. Ebook", Stanley Thornes
- Kennedy, Ian, G., Latham, Gloria., Jacinto, Hélia.,(2015)., "Education Skills for 21st Century Teachers: Voices From a Global Online Educators' Forum"., Springer International Publishing



**Learning Outcomes**

On successful completion of the course the participant will be able to:

- identify the use of theme based learning
- design age appropriate activities for foundational stage
- plan activities to develop skills among foundational stage learners
- implement a action plan to prepare foundational stage learners as school ready

**Unit 1: Theme based Learning**

- Theme based learning
  - Concept
  - Meaning
  - Characteristics
  - Benefits
- various themes for foundational stage learners
  - Colours, Shapes, neighbourhood, animals, family etc.
  - Planning lessons based on themes

**Unit 2: Design and development of activities**

- Storytelling and toy based activities
- Songs and Rhymes
- Music, Dance Art and Craft
- Indoor and outdoor games
- Design age appropriate & developmentally appropriate activities

**Unit 3 Activities for development of skills**

- Activities for developing:
  - Fine and gross motor skills
  - Communication and early language development
  - Social and emotional development
  - Culture and artistic development
- Activities using digital platforms/resources
  - Learning apps
  - Interactive boards for games and fun activities
  - Digital manipulative for learning

**Unit 4 : School preparation**

- School orientation
- Purpose of schooling
- Benefits of schooling
- Setting up joyful and stimulating environment

- Acquainting with timetable
- Ensuring safe and secure environment
- Connecting school with community
- Holistic development of the learner
- Align activities with developmental goals

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Jain, V. K. and Agrawal, M. (2011). Resources in Primary Schools: A Challenge for India. Indian Educational Review, 48 (1), 84-95.
- Kurrien, J (1983). Elementary Education in India. New Delhi: Vikas.
- MHRD (2000). Sarva Shiksha Abhiyan: A program for Universal Elementary Education A framework for implementation. New Delhi:
- Read, Carol.,(2007).," 500 Activities for the Primary Classroom, Macmillan Education.
- Erfle, Stacie.,(2018).," Skill Builder ABC :Fine Motor, Sensory, Gross Motor", Skill Builder Books.
- Hamilton, Boni.,(2007).,"It's Elementary! Integrating Technology in the Primary Grades", International Society for Technology in Education.
- Neuman, Susan B., Copple, Carol, Bredekamp, Sue.,(2000)," Learning to Read and Write: Developmentally Appropriate Practices for Young Children", National Association for the Education of Young Children.
- Singer, Dorothy, G., Hirsh-Pasek, Kathy, Golinkoff , Michnick, Roberta.,(2006)," Play = Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth", Oxford University Press.

**Learning Outcomes**

On successful completion of the course the participant will be able to:

- identify the professional roles of a teacher
- describe the role of teacher in 21<sup>st</sup> century
- explain the professional development areas of a teacher
- develop a plan for continuous professional development
- use reflective practices for professional development
- select contemporary measures for professional development

**Unit 1: Teaching as a profession**

- Teaching profession
  - Nature and characteristics of teaching profession
  - Need and importance of professional development
- Professional ethics for teachers
- Role of teacher
  - Teachers as a facilitator
  - Teacher as a counselor
  - Teacher as a community
- Role of teachers in 21<sup>st</sup> century

**Unit 2: Continuous Professional development**

- Areas of professional development
- In-service teacher training
  - Quality in classroom
  - Subject competence
  - Understanding learners
  - Planning lesson and delivery
  - Managing resources
  - educational policies and practice
  - inclusive practices
  - Assess learning
- Continuous professional development
- Continuous professional development cycle
- Areas of professional development
  - Teacher competence
  - Professional practices
  - Formal qualifications
- Continuous professional development activities
  - publishing or presenting
  - teachers' associations or informal groups
  - observing other teachers' classes

- mentoring
- Teaching Portfolios

### **Unit 3: Reflective practices**

- Self assessment
- Peer tutoring
- Educational projects
- Educational research
- Student evaluation

### **Unit 4 : Contemporary perspectives on professional development**

- Self study, research, action research, investigative teaching,
- Collaborative and exploratory groups to examine evidence based lessons,
- professional learning communities to examine issues in schools and classrooms
- Teacher Accountability
- Rubrics for self assessment

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Padwad, A. and K. K. Dixit (2013, forthcoming) Teacher initiatives in professional development in India: The ETCsexperience. In M. Beaumont & T. Wright (Eds.) The Experience of Second Language Teacher Education. Basingstoke: Palgrave.
- Spencer J. Salend, (2011)., " Creating Inclusive Classrooms: Effective and Reflective Practices", Pearson.
- Stinnet, T.M. (1965). "The Profession of Teaching". New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Ruhela, S.P. (Ed.) (1970)., " Sociology of the Teaching Profession in India, NCERT.
- Schon, D., (1987)., " Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Professions", New York, Basic Books.
- The Teacher and Education in Emerging Indian Society, NCERT, 1983.
- Monteiro, Reis, A. (2014)., "The Teaching Profession: Present and Future", Springer International Publishing.
- Rickards,, Field., Hattie, John., Reid. Catherine., (2020), " The Turning Point for the Teaching Profession: Growing Expertise and Evaluative Thinking", Taylor & Francis.
- Selvam, Panneer., (2017)., "Ethics in the Teaching Profession", ORANGE BOOKS INTERNATIONAL
- Keough, Penelope D., (2019). " Overcoming Current Challenges in the P-12 Teaching Profession", IGI Global.
- Johnston, Jane., Halocha, John., Chater, Mark. (2007), " Developing Teaching Skills in the Primary School", McGraw-Hill Companies, Incorporated.
- Wragg, E. C. (2002), " Primary Teaching Skills, Taylor & Francis.
- Kerry, Trevor. (2015)., "Cross-Curricular Teaching in the Primary School: Planning and Facilitating Imaginative Lessons, Taylor & Francis

**Project guidelines**

The project is to be done in groups of 2. Project comes under practical courses. The candidate enrolling for the project must choose a topic given as project topics. The project work should be course related and done in schools under the supervision of a guide. The report of the project in duplicate is to be submitted to the department and are to be produced before external examiners appointed by the University for valuation.

**Project topics**

1. Pre-reading skills
2. Pre-writing skills
3. Pre-numeracy skills
4. Listening skills
5. Speaking skills
6. Reading skills
7. Writing skills
8. Fine motor skills
9. Gross motor skills
10. Social and emotional skills

**Project report format/framework**

**Title Page:** Include the title of your project, your name, institution, and submission date.

**Abstract or Executive Summary:** Provide a brief overview of your project, including its purpose, objectives, and key findings.

**Introduction:** Provide background information on your project, including its context, relevance, and significance.

**Methodology:** Describe the research design, data collection methods, and data analysis techniques used in your project.

**Results and Findings:** Present your project's results and findings in a clear and organized manner, using tables, charts, graphs, or other visual aids as needed.

**Analysis and Discussion:** Analyze and discuss the results in light of your project objectives and research questions. Compare and contrast your findings with relevant literature or theories.

**Recommendations:** Provide practical and actionable recommendations based on your findings and analysis.

**Conclusion:** Summarize the key findings and conclusions of your project.

**References:** Provide proper citations for all sources referenced in your report, following a specific citation style.

**Appendices:** Include any additional supporting materials, such as raw data or relevant documents, in appendices

**Evaluation of Project**

The candidate has to submit assignments periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. The completed project along with its copies duly signed by the guide is submitted and will be evaluated through viva-voce and presentation in the board of examination.

**Guidelines for Peer authoring:**

Peer authoring can be done in groups of two. The candidates can select topics based on themes and prepare a chapter on the selected topic through research and discussions with peers. They will be under the supervision of an guide. Periodic reviews and presentations are conducted during the authoring. The authored article is submitted for evaluation.

**Peer authoring themes**

- 21<sup>st</sup> century Foundational stage learner
- Competencies for foundational stage learners
- Safe and secure Learning environment
- Role of foundational stage teacher
- Best practices for foundation stage

**Format for submitting Peer authored article**

**Title Page:** Include the title of your peer authored article, name of authors, institution, and submission date.

**Acknowledgement:** recognize and thank those who were helpful in the academic pursuit of writing the article

**Introduction:** Introduce the topic and its relevance in a page or two

**Content:** Content should be free from plagiarism. The selected topics can be descriptively written in simple and comprehensible manner.

**Reflection:** Add your reflections, thoughts, feelings while doing the peer authoring

**Summary:** The whole content of the article is summarized in a paragraph or two

**References:** provide references for the selected topic in APA style

**Appendix:** provide list figures, diagrams, tables, graphs etc., as appendix

**Evaluation of Peer authoring**

The candidate has to submit assignments periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. The completed peer authored article is submitted in duplicates duly signed by the guide will be evaluated through viva-voce and presentation in the board of examination.

## **Preparatory and Middle stage**

### **PMSHC-3.1: Preparatory and middle stage learners in 21<sup>st</sup> century**

**Total hours :64**

#### **Learning Outcomes**

On successful completion of the course the participant will be able to:

- identify the characteristics preparatory and middle stage learners
- develop activities to achieve milestones for the learners
- apply strategies to foster multiple intelligence among learners
- plan activities to deal with abstract concepts
- use new technologies to facilitate engaged learning in the classroom

#### **Unit 1: Understanding the learner**

- Characteristics and Milestones of learners
  - 8 – 11 year old learners
  - 11 – 14 year old learners
  - Psycho Social development
- Milestones for middle stage learner
  - 8 – 11 year old learners
  - 11 – 14 year old learners
  - ways to achieve milestones
  - Developmental tasks

#### **Unit 2 : Multiple intelligences among foundation stage learners**

- Multiple Intelligences(MI)
  - Understanding Howard Gardner's Multiple Intelligences(8 intelligences)
  - Identification of each intelligence
  - Strategies to foster 8 multiple intelligences
  - Activities to foster 8 Multiple Intelligences

#### **Unit3: Abstract Thinking**

- Identification of abstract concepts
  - Concrete concepts and abstract concept
  - Identifying abstract concepts from different school subjects
- Abstract thinking process
  - Maxims of teaching
  - concrete to abstract

#### **Unit4: Dealing with Abstract concepts**

- Strategies to learn abstract concepts
  - Experiments
  - prototypes
  - Simulations



- Role play
- Manipulative
- Models
- Analogies
- Use of technological resources
  - Interactive digital resources
  - Augmented reality & Virtual reality

### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

### **References**

- Gardner, H. (1983). "Frames of Mind: The Theory of Multiple Intelligences". New York: Basic Books.
- Bruner, Jerome.(2017)," A Study of Thinking, Taylor & Francis
- Hurlock, E.B.(1995),"Developmental Psychology: A Life-span Approach", New Delhi: Tata McGraw-Hills Publishing Co.
- Aggarwal, J.C.(1994), "Essentials of Educational Psychology", New Delhi: Vikas Publishing House.
- Collins Andrew W.(1984).," Development During Middle Childhood: The Years From Six to Twelve", National Academies Press.
- Caskey, Micki, M., Mertens, Steven, B., Anfara, Vincent, A.(2007), "The Young Adolescent and the Middle School", Information Age Publishing.
- Borghi, Anna, M.,, Binkofski, Ferdinand.(2014), "Words as Social Tools: An Embodied View on Abstract Concepts", Springer New York.
- Farenga, Stephen, J., Ness, Daniel.(2015),"Encyclopedia of Education and Human Development", Taylor & Francis.

## **PMSHC-3.2: Instil love for subjects**

**Total hours : 64**

### **Learning Outcomes**

On successful completion of the course the participant will be able to:

- Explain the nature and scope of subjects learned during preparatory and middle stage
- Design activities to facilitate learning connecting with real life
- Develop integrated pedagogy for subjects
- Design activities integrating art, music, drama etc.,to instil love for subjects

### **Unit 1: Understanding subjects**

- Understanding the nature and scope of subjects which include:
  - Languages
  - Environmental science
  - Mathematics
  - Science
  - Social science
- Understanding the aim of learning subjects
  - Languages
  - Environmental science
  - Mathematics
  - Science
  - Social science

### **Unit 2: Connecting subjects with real life**

- Facilitating subjects with Real life examples/experiences
- Scenarios based
- Task based learning
- Community based

### **Unit 3: Integrating technology/arts/music/drama/history/stories**

- Selection and use of teaching learning resources
- Identifying best practices for classroom delivery
- Technology integration with subjects
- Art integration
- Music integration
- Drama integration
- Stories
- History

#### **Unit 4: activities for creating love for subjects**

- Subject specific and Stage specific activities
- Age appropriate activities
- Co-operative and collaborative learning
- Activities based on Needs & interest of learners
- Hands own experiences
- Experiments evoking curiosity

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Makol, R & Makol, L. (2015). Understanding Disciplines and subjects. Bookman
- Copsland, Richard W. How Children Learn mathematics. Teaching Implications of Piaget's Research (3rd ed.) Macmillan.
- Krutetskii, V.A. The Psychology of Mathematical Abilities in School Children. The University of Chicago
- Bennett, W.A. (1969). "Aspects of Language and Language Teaching", London: Cambridge University Press.
- Marry Dhand (1994). Research in Teaching of Social Studies. New Delhi: Ashish Publishing House.
- Chomsky, N (1975). Reflections on Language. New York: Random house.
- Hull, D. L., (1988). Science as a process. Chicago: The University of Chicago Press.
- Narendra Vaidya: Science Teaching in Schools for the 21st century, Deep and Deep Publications Pvt.Ltd., 1999.
- Entwistle, N.J. (1987). Understanding Classroom Learning. London: John Wiley
- Rhoton, Jack., Shane, Patricia. (2006). "Teaching Science in the 21st Century", NSTA Press
- Student approaches to learning and studying, Biggs, J.B. (1987), Melbourne, Vic: Australian Council for Educational Research.
- Mottershead, L. (1978). Sources of Mathematical Discovery, Oxford : Basil Black Wall

**Learning Outcomes**

On successful completion of the course the participant will be able to:

- Describe integrated approach to learning
- Identify cross curricular topics for learning in the classroom
- Create theme based learning scenarios in the classroom
- Use resources to promote integrated learning in the classroom

**Unit 1: Integrated approach to learning**

- Meaning
- Definition
- Concept
- Characteristics
- Benefits
- Integration of students
- Integration of content

**Unit 2: Cross curricular learning**

- Understanding cross curricular topics
- Meaning and concept of cross curricular learning
- Identification of Cross curricular topics
- Use crossing curricular skills (Linguistic, mathematical and digital skills) for subject specific topics
- Tasks/ Assignments for learning cross curricular topics
- Cross curricular connections between subjects /Topics
- Design cross curricular activities to learn specific topics/themes

**Unit 3: Theme base learning**

- Meaning and concept
- Benefits
- Theme based teaching model
- Theme based learning for different subjects

#### Unit 4: Integration of resources

- Integration of local resources
  - Subject specific local resources in classroom transaction
  - local resources as teaching learning resources
  - activities using locally available materials
  - Integrating of art, Music, poetry and theatre
  - Connect music with content to learn -connecting music with nature, songs on specific themes, creating music with different objects
  - self expression through visual or performing arts like drawing, painting, dramatization while learning topics

#### Transaction mode

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### References

- Ellis, Rod. (1990). "Integrated Second Language Acquisition". Massachusetts: Basil Blackwell Inc.
- Mr Penny and Andrew Wright (1992). "Five Minute Activities: A Resource Book for Language Teachers", Cambridge: Cambridge University Press.
- Narendra Vaidya. (1999). "Science Teaching in Schools for the 21st century", Deep and Deep Publications Pvt.Ltd.
- Flanders, Lac and Clare MAC (1994). "Integrated approach to value education", Mangalore: Assasi press.
- Li, Yeping, Anderson, Judy. (2020), "Integrated Approaches to STEM Education: An International Perspective, Springer International Publishing.
- Berry, Carla, F., Mindes, Gayle. (1993), "Planning a Theme-based Curriculum: Goals, Themes, Activities, and Planning Guides for 4s and 5s", Good Year Books.
- ul Amin, Noor, Syed. (2018), "ICT Integration in Education: A Smart Concept of Teaching and Learning", Educreation Publishing.

**Learning Outcomes**

On successful completion of the course the participant will be able to:

- identify the professional roles of a teacher
- describe the role of teacher in 21<sup>st</sup> century
- explain the professional development areas of a teacher
- develop a plan for continuous professional development
- use reflective practices for professional development
- select contemporary measures for professional development

**Unit 1: Teaching as a profession**

- Teaching profession
  - Nature and characteristics of teaching profession
  - Need and importance of professional development
- Professional ethics for teachers
- Role of teacher
  - Teachers as a facilitator
  - Teacher as a counselor
  - Teacher as a community
- Role of teachers in 21<sup>st</sup> century

**Unit 2: Continuous Professional development**

- Areas of professional development
- In-service teacher training
  - Quality in classroom
  - Subject competence
  - Understanding learners
  - Planning lesson and delivery
  - Managing resources
  - Understanding educational policies and practice
  - Using inclusive practices
  - Assessing learning
- Continuous professional development
- Continuous professional development cycle
- Areas of professional development
  - Teacher competence
  - Professional practices
  - Formal qualifications

- Continuous professional development activities
  - publishing or presenting
  - teachers' associations or informal groups
  - observing other teachers' classes
  - mentoring
  - Teaching Portfolios

### Unit 3: Reflective practices

- Self assessment
- Peer tutoring
- Educational projects
- Educational research
- Student evaluation

### Unit 4 : Contemporary perspectives on professional development

- Self study, research, action research, investigative teaching,
- Collaborative and exploratory groups to examine evidence based lessons,
- professional learning communities to examine issues in schools and classrooms

### Transaction mode

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

### References

- Padwad, A. and K. K. Dixit (2013, forthcoming) Teacher initiatives in professional development in India: The ETCsexperience. In M. Beaumont & T. Wright (Eds.) The Experience of Second Language Teacher Education. Basingstoke: Palgrave.
- Spencer J. Salend, (2011)., "Creating Inclusive Classrooms: Effective and Reflective Practices", Pearson.
- Stinnet, T.M. (1965). "The Profession of Teaching". New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Ruhela, S.P. (Ed.) (1970)., "Sociology of the Teaching Profession in India, NCERT.
- Schon, D., (1987)., "Educating the Reflective Practioner : Towards a New Design for Teaching and Learning in the Professions", New York, Basic Books.
- The Teacher and Education in Emerging Indian Society, NCERT, 1983.
- Monteiro, Reis, A. (2014)., "The Teaching Profession: Present and Future", Springer International Publishing.
- Rickards,, Field., Hattie, John., Reid. Catherine., (2020), "The Turning Point for the Teaching Profession: Growing Expertise and Evaluative Thinking", Taylor & Francis.
- Selvam, Panneer., (2017)., "Ethics in the Teaching Profession", ORANGE BOOOKS INTERNATIONAL
- Keough, Penelope D., (2019). "Overcoming Current Challenges in the P-12 Teaching Profession", IGI Global.
- Johnston, Jane., Halocha, John., Chater, Mark. (2007), "Developing Teaching Skills in the Primary School", McGraw-Hill Companies, Incorporated.
- Wragg, E. C. (2002), "Primary Teaching Skills, Taylor & Francis.
- Kerry, Trevor. (2015)., "Cross-Curricular Teaching in the Primary School: Planning and Facilitating Imaginative Lessons, Taylor & Francis

**Project guidelines**

The project is to be done in groups of 2. Project comes under practical courses. The candidate enrolling for the project must choose a topic given as project topics. The project work should be course related and done in schools under the supervision of a guide. The report of the project in duplicate is to be submitted to the department and are to be produced before external examiners appointed by the University for Valuation.

**Project topic**

Designing best practices by integration of technology/arts/music/drama/history/stories working with preparatory / middle stage learners under supervision to create love for the following subject:

1. Languages
2. Environmental science
3. Mathematics
4. Science
5. Social science

**Project report format/framework**

- **Title Page:** Include the title of your project, your name, institution, and submission date.
- **Abstract or Executive Summary:** Provide a brief overview of your project, including its purpose, objectives, and key findings.
- **Introduction:** Provide background information on your project, including its context, relevance, and significance.
- **Methodology:** Describe the research design, data collection methods, and data analysis techniques used in your project.
- **Results and Findings:** Present your project's results and findings in a clear and organized manner, using tables, charts, graphs, or other visual aids as needed.
- **Analysis and Discussion:** Analyze and discuss the results in light of your project objectives and research questions. Compare and contrast your findings with relevant literature or theories.
- **Recommendations:** Provide practical and actionable recommendations based on your findings and analysis.
- **Conclusion:** Summarize the key findings and conclusions of your project.
- **References:** Provide proper citations for all sources referenced in your report, following a APA citation style.
- **Appendices:** Include any additional supporting materials, such as raw data or relevant documents, in appendices



### **Evaluation of Project**

The candidate has to submit assignments periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. The completed project along with its copies duly signed by the guide is submitted and will be evaluated through viva-voce and presentation in the board of examination.

**Guidelines for Peer authoring**

Peer authoring can be done in groups of two. The candidates can select topics based on themes and prepare an article on the selected topic through research and discussions with peers. They will be under the supervision of an guide. Periodic reviews and presentations are conducted during the authoring. The authored article is submitted for evaluation.

**Peer authoring themes**

- 21<sup>st</sup> century Preparatory and middle stage learner
- Instill love for subjects: Languages, Environmental science, Mathematics, Science, Social science
- Integrating technology/arts/music/drama/history/stories
- Role of foundational stage teacher
- Best practices for foundation stage

**Format for submitting Peer authored article**

- **Title Page:** Include the title of your peer authored article, name of authors, institution, and submission date.
- **Acknowledgement:** recognize and thank those who were helpful in the academic pursuit of writing the article
- **Introduction:** Introduce the topic and its relevance in a page or two
- **Content:** Content should be free from plagiarism. The selected topics can be descriptively written in simple and comprehensible manner.
- **Reflection:** Add your reflections, thoughts, feelings while doing the peer authoring
- **Summary:** The whole content of the article is summarized in a paragraph or two
- **References:** provide references for the selected topic in APA style
- **Appendices:** provide list figures, diagrams, tables, graphs etc., as appendix

**Evaluation of Peer authoring**

The candidate has to submit assignments periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. The completed peer authored article is submitted in duplicates duly signed by the guide will be evaluated through viva-voce and presentation in the board of examination.

## Secondary stage

### SS-4.1: secondary stage learner in 21<sup>st</sup> century

Total hours : 64

#### Learning Outcomes

On successful completion of the course the participant will be able to:

- Identify and categorize the developmental tasks and pain points
- Analyze the cultural and societal influences on Adolescence
- Analyze the differences in individuals
- Identify adolescent issues and suggest remedies
- Design appropriate activities for secondary stage learners

#### Unit 1: The adolescent learner

- Characteristics of adolescents
- Adolescent Problems and Remedial measures- Recent researches in adolescent education.
- Psycho social development
- Developmental tasks

#### Unit 2: Issues of adolescents

- Identity development, self-concept and self-esteem development of adolescents
  - Role confusion
  - Family influence- Broken family, parenting style, changing family structures,
  - Peer influences loneliness
  - Influence of social media, Cybercrimes and related problems
  - Substance abuse, Depression, suicidal tendencies
  - Gender related problems
- Issues of adolescence with special reference to Indian Context and its comparison with western context

#### Unit 3: Dealing with adolescent learners

- Individual differences
  - Intellectual Abilities-Thinking, Reasoning, Problem Solving-
  - Aptitude – meaning, nature, types, assessment-aptitude tests, educational implications Interest – meaning, nature, assessment- interest inventories, educational implications.
  - Attitude – meaning, dimensions, changing attitudes, assessment-attitude scales, and educational implications.
  - Creativity- meaning, factors, characteristics of creative children and fostering creative talents, educational implications
- Stage of choosing a career
- Effective strategies for dealing with adolescents

#### **Unit 4: Activities for secondary stage learners**

- Subject specific activities
- Activities to develop:
  - Scientific temper & Evidence based thinking
  - Peer tutoring & Volunteering
  - Human & constitutional values
  - Moral reasoning and ethical action
  - Engagement with current affairs
  - inclusion

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- Hurlock, E.B.(1995), "Developmental Psychology: A Life-span Approach", New Delhi: Tata McGraw-Hills Publishing Co.
- Hurlock, E.B.(1955), "Adolescent Development", New York: McGraw-Hill Co. Inc
- Wolman, B.B.(Ed)(1982), "Handbook of Developmental Psychology", Englewood Cliffs, New Jersey: Prentice-Hall Inc
- Mangal, S.K.(1997), "Advanced Educational Psychology", New Delhi: Prentice Hall of India Pvt. Ltd.
- Geldand, K. & Geldand, D. (2004).Counseling Adolescents. New York: Palgrave Macmillan.
- Hallahan, D. P. & Kauffman, J. M. (1978). Exceptional Children: An Introduction to Special Education. Engle Wood Kliffs.
- Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs: Participants Manual. Manchester: Manchester University Press, UK.
- Sharry, J. (2004). Counseling Children Adolescents and Families. New York: Palgrave Macmillan.
- Praveena K. B. & Srinivasa K. S. (2012). Encyclopaedia of Advanced Educational Psychology Vol.1 & Vol.2. Anmol Publications. New Delhi.
- Child Development and Personality, Mussen, P.H., Conger, J.J. & Kagan, J.(1964), New York: Harper & Row

**Learning Outcomes**

On successful completion of the course the participant will be able to:

- Identify the technology skills for secondary stage
- Analyse the uses of technology for digital era secondary teaching
- Analyse the influence of technology in secondary stage
- Develop e- content for secondary classes
- Deliver lessons using technology tools

**Unit 1: Technological skills**

- Digital Literacy, coding and computational skills
  - Video creation, e-content/ app development etc.,
  - Understanding AI in different technologies
  - Discovering benefits of AI
  - Understand design thinking process
  - Work on projects/Create prototypes
  - Research skills

**Unit 2: Technology for digital era**

- Information and Communication Technology
  - Meaning, nature and advantages;
  - Emergence of new information technology-
  - convergence of computing and telecommunications
- Internet of things(IoT)
  - Meaning and concept of IoT?
  - Application of IoT in education
- Artificial intelligence & Design thinking
  - Meaning
  - Scope
  - Educational implications

**Unit 3: Design and development of technology**

- Subject specific technology tools for classroom
- Technology tools to enhance learning
- Creation of e-content using technology platform and tools
- E- portfolio development

**Unit 4: Delivery of technology based content**

- Technology for classroom delivery
- Development of computational skills
- Collaboration using technology

### Transaction mode

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

### References

- Yee ,Brandy, Sliwka, Anne., Rautiainen, Matti,(2018)., " Engaging Adolescent Learners International Perspectives on Curriculum, Pedagogy and Practice", Palgrave Macmillan
- Fahriye, Altınay.,(2020),"The Role of Technology in Education", IntechOpen.
- Tsang, Philip., Kwan, Reggie., Fox, Robert.(2007),"Enhancing Learning Through Technology", World Scientific.
- Scheuerell, Scott, K.(2015),"Technology in the Middle and Secondary Social Studies Classroom".,Taylor & Francis
- Kong, Siu-Cheung, Abelson, Harold.(2020),"Computational Thinking Education", Creative Media Partners, LLC.
- Daniela, Linda.(2021)," The Internet of Things for Education:A New Actor on the Stage", Springer International Publishing.
- Holmes, Wayne, Bialik, Maya, Fadel, Charles.(2019)," Artificial Intelligence in Education: Promises and Implications for Teaching and Learning"., Independently Published.
- Arora, Varun.(2021)," Artificial Intelligence in Schools: A Guide for Teachers, Administrators, and Technology Leaders", Taylor & Francis
- Surry, Dan., Rushby. John, Nicholas., Rushby, Nick.( 2016)," The Wiley Handbook of Learning Technology"., Wiley.

**Learning Outcomes**

On successful completion of the course the participant will be able to:

- describe and summarize the concept of gender as a social construct at different contexts
- Suggest designs and resolves to gender issues in schools and educational settings
- critically analyze and debate the recent issues associated with gender in school and society
- administer career test for career mapping
- prepare a career plan following proper steps

**Unit 1: Career planning**

- Concept
- Meaning,
- classification of careers
- criteria for selection of a career
- Career guidance
  - role of the teacher
  - need
  - methods

**Unit 2: Career Mapping**

- Understanding about self
  - Academic performance
  - Career testing
  - Consultation & discussion with career professionals
- Career Mapping
  - Acquainting with different types of career
  - Understanding career options
  - prioritizing careers based on self awareness
  - Research and discussion on selected careers
  - Decision making

**Unit 3: Gender**

- Meaning & Concept of gender
  - Biological v/s sociological
  - Sexuality and gender
- Basic gender concepts
  - gender Roles,
  - Gender sensitivity,
  - Gender stereotype,
  - Gender Bias,
  - Gender studies,
  - sex education,

- women education,
- women studies
- Gender identity construction in school
  - distribution of roles and responsibilities in classroom and schools

#### **Unit 4: Gender and society**

- Education and gender
- Religion and gender
- Family and gender
- Kinship and gender
- Social stratification of gender
- Gender and school
- Gender issues in school and society
- Influence of parents, teachers, peers & media
- Gender sensitization
- Strategies & activities
- Working towards gender equality in the classroom
- Role of School in a democratic Society
  - School as a miniature society,
  - Functions of schools in society.
  - Responsibilities of society towards Education

#### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

#### **References**

- DK.,(2019), "The Careers Handbook: The ultimate guide to planning your future", DK Children
- Agarwal, J. C. (1991), "Educational, vocational Guidance". New Delhi DOABA.
- Shaw, M.C. (1973), "School Guidance Systems". Boston: Houghton Mifflin Co.
- Oakely, A. (1999). Sex, Gender and Society. New York: Harper and Row
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K.
- Chantal, M.( 1983). The sex/gender system and the Discursive construction of women's subordination. Berlin Argument verlag
- Anjana, Maitra, Sinha., (1993), "Women in Changing Society", South Asia Books.
- Desai, M & Raj, K. (1999). "Women and society in India". New Delhi. Ajantha Publications.
- Jacqueline,R. (1986). "Feminity and its discontents.", London: Verso
- O'Brien, J. (2009). "Encyclopedia of Gender and Society". New Delhi: Sage.
- Ballantine, J.H., & Spade, J.Z. (2014). "Schools and Society: A Sociological Approach to Education". Newyork: Sage Publications.



**Learning Outcomes**

On successful completion of the course the participant will be able to:

- identify the professional roles of a teacher
- describe the role of teacher in 21<sup>st</sup> century
- explain the professional development areas of a teacher
- develop a plan for continuous professional development
- use reflective practices for professional development
- select contemporary measures for professional development

**Unit 1: Teaching as a profession**

- Teaching profession
  - Nature and characteristics of teaching profession
  - Need and importance of professional development
- Professional ethics for teachers
- Role of teacher
  - Teachers as a facilitator
  - Teacher as a counselor
  - Teacher as a community
- Role of teachers in 21<sup>st</sup> century

**Unit 2: Continuous Professional development**

- Areas of professional development
- In-service teacher training
  - Quality in classroom
  - Subject competence
  - Understanding learners
  - Planning lesson and delivery
  - Managing resources
  - Understanding educational policies and practice
  - Using inclusive practices
  - Assessing learning
- Continuous professional development
- Continuous professional development cycle
- Areas of professional development
  - Teacher competence
  - Professional practices
  - Formal qualifications
- Continuous professional development activities
  - publishing or presenting
  - teachers' associations or informal groups

- observing other teachers' classes
- mentoring
- Teaching Portfolios

### **Unit 3: Reflective practices**

- Self assessment
- Peer tutoring
- Educational projects
- Educational research
- Student evaluation

### **Unit 4 : Contemporary perspectives on professional development**

- Self study, research, action research, investigative teaching,
- Collaborative and exploratory groups to examine evidence based lessons,
- professional learning communities to examine issues in schools and classrooms

### **Transaction mode**

- Lectures, Seminars, Group discussions, Presentations, Workshops, Assignments

### **References**

- Padwad, A. and K. K. Dixit (2013, forthcoming) Teacher initiatives in professional development in India: The ETCsexperience. In M. Beaumont & T. Wright (Eds.) The Experience of Second Language Teacher Education. Basingstoke: Palgrave.
- Spencer J. Salend, (2011)., " Creating Inclusive Classrooms: Effective and Reflective Practices", Pearson.
- Stinnet, T.M. (1965). "The Profession of Teaching". New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Ruhela, S.P. (Ed.) (1970)., " Sociology of the Teaching Profession in India, NCERT.
- Schon, D.,(1987)., " Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Professions"., New York, Basic Books.
- The Teacher and Education in Emerging Indian Society, NCERT, 1983.
- Montelro, Rels, A.(2014)., "The Teaching Profession: Present and Future", Springer International Publishing.
- Rickards,, Field,, Hattie, John., Reid. Catherine.,(2020), " The Turning Point for the Teaching Profession: Growing Expertise and Evaluative Thinking", Taylor & Francis.
- Selvam, Panneer.,(2017)., "Ethics in the Teaching Profession"., ORANGE BOOKS INTERNATIONAL
- Keough, Penelope D.,(2019). " Overcoming Current Challenges in the P-12 Teaching Profession", IGI Global.
- Johnston, Jane., Halocha, John., Chater, Mark.(2007), " Developing Teaching Skills in the Primary School", McGraw-Hill Companies, Incorporated.

**Project guidelines**

The project is to be done in groups of 2. Project comes under practical courses. The candidate enrolling for the project must choose a topic given as project topics. The project work should be course related and done in schools under the supervision of a guide. The report of the project in duplicate is to be submitted to the department and are to be produced before external examiners appointed by the University for Valuation.

**Project topics**

1. Best practice incorporating technology for secondary learners in subject of competence.
2. Tackling socio cultural issues of adolescents
3. Career mapping sessions and create the career map of the learners
4. Subject specific activities to develop design thinking skills

**Project report format/framework**

**Title Page:** Include the title of your project, your name, institution, and submission date.

**Abstract or Executive Summary:** Provide a brief overview of your project, including its purpose, objectives, and key findings.

**Introduction:** Provide background information on your project, including its context, relevance, and significance.

**Methodology:** Describe the research design, data collection methods, and data analysis techniques used in your project.

**Results and Findings:** Present your project's results and findings in a clear and organized manner, using tables, charts, graphs, or other visual aids as needed.

**Analysis and Discussion:** Analyze and discuss the results in light of your project objectives and research questions. Compare and contrast your findings with relevant literature or theories.

**Recommendations:** Provide practical and actionable recommendations based on your findings and analysis.

**Conclusion:** Summarize the key findings and conclusions of your project.

**References:** Provide proper citations for all sources referenced in your report, following a specific citation style.

**Appendices:** Include any additional supporting materials, such as raw data or relevant documents, in appendices

**Evaluation of Project**

The candidate has to submit assignments periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. The completed project along with its copies duly signed by the guide is submitted and will be evaluated through viva-voce and presentation in the board of examination.

**Guidelines for Peer authoring:**

Peer authoring can be done in groups of two. The candidates can select topics based on themes and prepare an article on the selected topic through research and discussions with peers. They will be under the supervision of an guide. Periodic reviews and presentations are conducted during the authoring. The authored article is submitted for evaluation.

**Peer authoring themes**

1. Adolescent learners of 21<sup>st</sup> century
2. Gender equality among secondary stage learners
3. Technological tools for secondary stage learners
4. Career planning

**Format for submitting Peer authored article**

**Title Page:** Include the title of your peer authored article, name of authors, institution, and submission date.

**Acknowledgement:** recognize and thank those who were helpful in the academic pursuit of writing the article

**Introduction:** Introduce the topic and its relevance in a page or two

**Content:** Content should be free from plagiarism. The selected topics can be descriptively written in simple and comprehensible manner.

**Reflection:** Add your reflections, thoughts, feelings while doing the peer authoring

**Summary:** The whole content of the article is summarized in a paragraph or two

**References:** provide references for the selected topic in APA style

**Appendix:** provide list figures, diagrams, tables, graphs etc., as appendix

**Evaluation of Peer authoring**

The candidate has to submit assignments periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. The completed peer authored article is submitted in duplicates duly signed by the guide will be evaluated through viva-voce and presentation in the board of examination.



**CHAIRMAN**  
Department of Studies in Education  
University of Mysore, Manasagangotri  
MYSURU-570 006, Karnataka