

**EDU.401 COURSE ON EPC 3: CRITICAL UNDERSTANDING OF ICT (30 Hours- 30 Marks)**

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; *teaching-learning, administrative and academic support systems, and broader implications for society.*

ICTs have often been seen as a stand-alone subject, consisting of a finite set of proprietary applications, taught to children directly by technology experts, bypassing teachers, which has diluted possibilities of teacher's ownership, enhancement of expertise and engagement. Seeing ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher, ensuring public ownership of digital resources created and used in education, taking a critical perspective on ICTs as well as promoting constructivist approaches that privilege participation and co-creation over mere access, are principles that the course will help teachers explore. Applying these principles can support Teacher Professional Development models that are self-directed, need-based, decentralized, and collaborative and peer-learning based, and continuous, in line with the NCFTE, 2009 vision for teacher education

Since ICTs are technologies, along with developing such understanding, the course will also help student-teachers to learn integrating technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. This learning can help integrate pre-service and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials. The course will explore use of ICTs to simplify record keeping, information management in education administration. Communication and information sharing/ storing are basic social processes; new digital Information and Communication Technologies (ICTs), by making these easier and cheaper, have significantly impacted and are impacting our socio-cultural, political and economic spheres. The course will help student-teachers to develop an understanding of the shift from an 'industrial society' to a 'postindustrial information society', where the production and consumption of information is easier/ simpler as well as important. This change has positive and negative implications and possibilities for democracy, equity and social justice, all core components of our educational aims.

The course will help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralization and proprietisation of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes, as well as build the 'digital public' to make education a participatory and emancipatory process

**Tasks – Conduct of Three workshops (3x10=30 marks)**

- 1. Digital Text book /e resources**
- 2. ICT Integration with Pedagogy**
- 3. E content development**

## DETAILED GUIDELINES

### WORKSHOP 1 – Digital Text book /e resources

#### DAY 1

##### Phase I - Spread Sheets as a Tool for Teaching-Learning, Administrative and Academic Support Systems.

- (i) **An introduction to Spread sheets as a tool for Administrative and Academic Support**
- (ii) **Hands-on Experiences**

##### **Product Needed**

- Enter mark list of Achievement Test in to a Spread sheet.
- Calculate Mean, Median and Mode by using Software tools
- Draw graphs by using Software tools
- Calculate grades of children by using software tools

##### **Product Submission**

- Send the document to your teachers email (2 marks)
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##### Phase II- Producing e-documents and Digital Text Book as a Tool for Administrative and Academic Support Systems.

- (i) **An introduction to e-documents and Digital Textbooks**
- (ii) **Hands-on Experiences**

##### **Product Needed**

- Select a content from concerned optional subject and prepare a digital text
- add content, images, audio/video
- Prepare a school classroom time table

##### **Product Submission**

- Send the documents to your teacher's email (2 marks)
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#### DAY 2

##### Phase III - Creating an ICT Integrated Lesson by Using Presentation Software.

- (i) An introduction to Presentation software
- (ii) Planning and preparation of e-lesson
- (iii) Hands-on experience

### **Product Needed**

- Each student should plan and develop an ICT integrated lesson and construct a digital presentation in their own optional subjects
- Presentation should include words, images and videos / audios.

### **Product Submission**

- Send the documents to your teachers email (6 marks)
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## **WORKSHOP 2 - ICT Integration with Pedagogy**

### **DAY 3**

#### **Phase I Teacher as a Techno-Pedagogue**

- **Expert presentation Towards a Techno-Pedagogue**
- **Hands-on experience**

### **Product Needed**

- Students should create a Personal website

### **Product Submission**

- Send the url of your created websites to your teachers email

**(10 marks)**

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## **WORKSHOP 3 - E content development**

### **DAY 4**

#### **Phase I - Integrating Images, Audio and Videos for e-content Authoring by using Open Free Software**

- **Expert Talk: Introduction to free software**
- **Hands-on experience**

### **Product Needed**

- A directory of selected images, Audio and videos

#### **Phase II e-content Development through exe (open free Software)**

- **Expert Talk**
- **Hands-on experience**

- **e-content Development**

**Product Needed**

- E-content developed by students

**Product Submission**

- Send your e-content to your teacher through email (**10 Marks**)

**EDU.402. COURSE ON *EPC 4: UNDERSTANDING THE SELF* (30 Hours- 30 Marks)**

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons.

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social-relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one’s implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.

Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one’s surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one’s childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one’s peers. The following methodologies for the transaction of the course could be used in interactive sessions

Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.

Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.

Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.