

**UNIVERSITY OF MUMBAI**  
**No. UG/40 of 2015-16**

**CIRCULAR:-**

The Principals of the affiliated Colleges in Arts and the Heads of recognized Institutions concerned are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 20<sup>th</sup> February, 2015 has been accepted by the Academic Council at its meeting held on 26<sup>th</sup> February, 2015 vide item No. 4.16 and subsequently approved by the Management Council at its meeting held on 28<sup>th</sup> May, 2015 vide item No.16 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 54 (1) and 55 (1) of the Maharashtra Universities Act, 1994 and the Ordinances 6163 and 6164 and Regulations 8850, 8851, 8852, 8853, 8854, 8855 and 8856 and the syllabus as per the Credit Based Semester and Grading System for the Certificate Course in Teacher Education for International Schools is introduced, which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2015-16.

Sd/-  
REGISTRAR

MUMBAI - 400 032  
30<sup>th</sup> July, 2015

To,

The Principals of the affiliated Colleges in Arts and the Heads of Recognized Institutions concerned.

**A.C/4.16/26.02.2015**  
**M.C/16/28.05.2015**

No. UG/ 40 -A of 2015

\*\*\*\*\*

MUMBAI-400 032

30<sup>th</sup> July, 2015

Copy forwarded with Compliments for information to:-

- 1) The Dean, faculty of Arts,
- 2) The Professor-cum-Director, Institute of Distance & Open Learning (IDOL)
- 3) The Director, Board of College and University Development,
- 4) The Co-Ordinator, University Computerization Centre,
- 5) The Controller of Examinations.

  
REGISTRAR

....PTO

AC 26-2-2015  
Item no. 4.16

# UNIVERSITY OF MUMBAI



**Ordinances & Regulations**

**Program - Certificate**

**Course - Teacher Education for International  
Schools**

(Introduced as per Credit System from the academic year 2015–2016)

### **TITLE OF THE PROGRAMME:**

***O. 6163 :- Certificate Course in “Teacher Education for International Schools.”***

### **NEED FOR THE PROGRAMME:**

In view of the schools affiliated to various boards and developing the global citizens, a need has been felt that student teachers today need to study the

- ▶ Curriculum of International schools.
- ▶ Pedagogy to equip the net learners with the 21<sup>st</sup> century skills.
- ▶ Significance of ICT in the classroom
- ▶ And the innovative assessment strategies.

### **SIGNIFICANCE OF THE PROGRAM.**

The Certificate Course in Teacher Education for International Schools, aims to give an extra edge to the student teacher in dealing with the digital natives who are having altogether different mental configuration.

Through this course the teacher educator will be able to develop intercultural understanding and global approach to teaching.

### **COMMITTEE:**

The following members contributed to the development of the program:

- ▶ Dr. Sunita Wadikar..... (Convener)
- ▶ Dr. Shefali Pandya..... Prof. & Head of the Dept. of Education.
- ▶ Dr. (Sr.) Lilian..... Principal, St Teresa College of Education & Research.
- ▶ Dr. Vandana Maheshwari .... Principal, KK college of Education & Research.
- ▶ Dr. Nagaraj Rao..... Principal, RBT college of Education & Research.
- ▶ Dr. Swarnalata Harichandan.. Principal, KK college of Education & Research.
- ▶ Dr. Vinnie Sebastian..... Asso. Prof. St. Xavier’s College of Education & Research.
- ▶

### **O. 6164 :- Eligibility Criteria.....**

Applicants may be eligible for entry if they meet the following criteria...

- ▶ Those pursuing/have obtained any certificate/Diploma/Degree related to Teacher Education.
- ▶ In Service teachers at all levels.

### **R. 8850 :- Allocation of Marks.....**

The Programme comprises of both theory and practical encapsulated in four modules.

Total number of courses: 4

Total Credits allotted: 12

Total marks: 200

Each course comprising of 50 marks.

(External 60% + Internal 40%)

**R. 8851 :-** Mode of the program: Part time, Blended learning.

The Syllabus follows Credit Based Grading System.

**R.8852 :-** Duration : 6 months, thrice a week – Two hours per session.

**R. 8853 :-** However, a candidate can complete the course any time within two-years limit.

**R. 8854 :-** Intake capacity: 40 students.

**R. 8855 :-** Fee Structure : Rs. 5,000/-

**R. 8856 :- No. of Courses : 4**

- INTERNATIONAL EDUCATION.
- INNOVATIVE PEDAGOGIES IN AN INTERNATIONAL CONTEXT.
- TECHNOLOGY IN THE 21<sup>ST</sup> CENTURY CLASSROOM.
- RECENT TRENDS IN ASSESSMENT.

## **OBJECTIVES OF THE PROGRAM...**

- To provide an insight into the aims and objectives of the various educational boards.
- To study the learning outcomes of different boards.
- To understand the difference between the functioning of various boards.
- To study the teaching pedagogies used in schools belonging to different boards.
- To get updated with the 21<sup>st</sup> century skills to be developed in the classroom.
- To study the various evaluation procedures adopted in the schools from various boards.
- To bring in realization of the importance of the use of ICT in the classroom.
- To develop intercultural understanding and global approach to teaching.
- Opportunity to explore the theoretical and pedagogical implications for developing critical thinking.

## **COURSE - I**

### **INTERNATIONAL EDUCATION**

Credit: 2

Study hours: 2 X 12 = 24

(Total Marks: 30 + 20= 50)

Duration: 16 + 8 hrs. (Theory + Practical)

#### **Learning Outcomes:**

**After learning this module the student teacher will be able to:**

- Develop intercultural understanding and global approach to teaching.
- Compare the curriculum of schools affiliated to different boards.
- Develop International mindedness.
- Inculcate universal values.

#### **Unit I: An overview of International Education:**

- Meaning of International Education.
- Need for International education in India
- Philosophy of IBO and CIE - (Board IGCSE)
- Vision , Mission , Aims & Objectives of IB(International Education) and CIE ( Cambridge International Education)
- Curriculum Framework of IBO and CIE
- Affiliation/Authorization, Licensing, Policies pertaining to Academic Honesty, Language Assessment, SEN (Special Educational Needs).

#### **Unit 2: Understanding Diverse learners in the global context:**

- Learner profile of IB (10 attributes) / Learner dynamics for CIE learners. (5attributes:Confident,Responsible,Reflective,Innovative Engaged)
- Value orientation in the global context (world citizenship, enhancing leadership qualities, secularism, multiculturalism, civic engagement)
- Competency standards for a teacher in an international context: Profile of International Educators, Engaging in Professional Enhancement: Need and Importance.

**Practical Component: (Any two)**

**( 20 marks).**

- Prepare a module for improving the communication skills in English for students of std 7.
- Write a note on: Need and Importance of Professional Development of a teacher in an International school.
- Consider visiting an international school to observe the following points and present a report on the same:
  - Teacher interaction
  - Method of teaching-learning
  - Student's engagement
  - Evaluation strategies used
  - Infrastructure provided in the classroom
  - At least two lessons &
  - Any other significant observation

## COURSE-II

### INNOVATIVE PEDAGOGIES IN AN INTERNATIONAL CONTEXT

Credit: 2

Marks: 30 + 20 = 50

Study hours: 2 X 12 = 24

Duration: 16 + 8 hrs. (Theory + Practical)

#### **Learning Outcomes:**

**After learning this module the student teacher will be able to:**

- Adopt new methodologies for providing learning experiences.
- Use innovative methods & techniques of teaching.
- Develop critical, reflective & problem solving skills in students.
- Develop research orientation and promote research skills.
- Gain deeper insight through experiential learning provided in the classroom.

**Unit 1: Developing a participatory culture in class by adopting innovative learning strategies :** (Objective, method, advantage with a practical example)

- Dialogue based learning
- Problem based learning
- Theatre based learning
- Process Drama
- Student Engagement Activities: Collaborative learning—Constructivism , Co-operative, Gallery walk, Field visits .

**Unit 2: Classroom supporting activities:** ( Need, importance, strategies)

- Team building and conflict resolution, Mentoring ( teacher based, peer based, self reflective)
- Curriculum development: Need based learner centric Curriculum.
- Flipped learning and Concept Mapping.
- Virtual learning.

**Practical Component:** (Any two) ( 20 marks)

- Develop a lesson plan using any one innovative teaching strategies on any one topic.
- Study the Model of teaching “Synectics” and prepare a lesson plan for any one aspect of your unit.
- A report on the Need, Importance and procedure of ‘Curriculum Mapping’.



## COURSE III

### TECHNOLOGY IN THE 21<sup>ST</sup> CENTURY CLASSROOM

Credit: 2

Marks: 30 + 20 = 50

Study hours: 2 X 12 = 24

Duration: 16 + 8 hrs. (Theory + Practical)

#### **Learning Outcomes:**

**After learning this module the student teacher will be able to:**

- Realize the importance of ICT in the classroom.
- Become aware of the necessity of ICT in the teaching, learning & evaluation procedures.
- Develop awareness about innovative classroom modes of delivery.
- Develop awareness about innovative classroom designs

#### **Unit 1: Professional setting for ICT based instruction :**

- Infrastructural requirements for an ICT empowered classroom
- Technical tools for instructional purposes and their use
- Requirements for blended learning set up.
- Enhancing the presentation (using additional features of MS Office, You tube etc)
- Using Social network sites & Mobile learning in teaching.

#### **Unit 2: Web resources and skills for innovative curricular transaction :**

- Open education resources (OER)
- Learning Management System (LMS)
- Using Free online tools for teaching (MOOC:- eg. Khan Academy, Coursera, EDx, etc)
- Skills for developing a website and a blog.
- Effective Communication via emails or social networking sites.
- Preparing video clips and conducting film analysis

#### **Practical Component : (Any two )**

**(20 marks)**

- Develop a tool for online assessment of performance.
- Find out the different online tools for teaching and submit a project on the same.
- Develop your own web page for effective communication with students, colleagues and parents

## **COURSE IV:**

### **RECENT TRENDS IN ASSESSMENT**

Credit: 2

Study hours: 2 X 12 = 24  
50

Marks: 30 + 20=

Duration: 16 + 8 hrs. (Theory + Practical)

#### **Learning Outcomes:**

**After learning this module the student teacher will be able to:**

- Understand different perspectives of assessment in an international context
- Assimilate various innovative techniques of assessment
- Analyze the various dimensions of learner's performance
- Develop rubrics for assessment
- Develop teacher competencies for assessment

#### **Unit 1: Concept of assessment:**

- Different perspectives of assessment (Theories and Models)
- Teacher's Role in improving quality of evaluation through CCE
- Types of assessment : Paper pencil test, Face to face, Online assessment
- Constructivist Paradigm in evaluation
- International agencies for maintaining standards of evaluation.

#### **Unit 2: Teacher competencies for Assessment of Student's Learning outcome:**

- Assessing cognitive, psychomotor and affective dimensions of the learner's performance.
- Classroom observation as a mode of assessment
- Assessing higher order thinking skills (HOTS)
- Assessing creative potentials ( projects, group discussions, extended assignments)
- Creating online assessment through Hot Potatoes- Jigsaw, Puzzle, Crossword, Answer in short sentences.
- Developing rubrics for collaborative evaluation.
- Credit based semester pattern and grading system in international schools

**Practical Component : (Any two)**  
**marks.)**

**( 20**

- Develop an evaluation Rubrics for a specific skill
- Develop a creative worksheet on a topic for individualized instruction
- Analyze a progress card of a student studying in international school and make a report for the same.

## References:

- <http://www.uwec.edu/AcadAff/resources/edtech/upload/Best-Practices-in-Online-Teaching-Strategies-Membership.pdf>
- <http://www.21things4teachers.net/13---interactive-learning-tools.html>
- <https://www.google.co.in/#q=collaborative+learning+online>
- <http://net.educause.edu/ir/library/pdf/eli7081.pdf>
- <http://oro.open.ac.uk/6546/1/6546.pdf>
- [http://www4.ncsu.edu/~jlnietfe/Creativity\\_%26\\_Critical\\_Thinking\\_Articles\\_files/Martin%20%26%20Halpern%20\(2011\).pdf](http://www4.ncsu.edu/~jlnietfe/Creativity_%26_Critical_Thinking_Articles_files/Martin%20%26%20Halpern%20(2011).pdf)
- <http://www.education.com/reference/article/culturally-relevant-pedagogy/>
- [http://commcourses.com/iic/?page\\_id=324](http://commcourses.com/iic/?page_id=324)
- [http://www.nafsa.org/Connect\\_and\\_Network/Explore\\_Careers/International\\_Educators/](http://www.nafsa.org/Connect_and_Network/Explore_Careers/International_Educators/)
- <http://www.cois.org/page.cfm?p=1160>