

**School of Education
Department of Education
University College of Education
Osmania University, Hyderabad – 500007**



University Potential for excellence, Accredited A+ (NAAC)

Admission Notification

Certificate Course in Higher Education Pedagogy

Applications are invited for admissions to Certificate Course in **Higher Education Pedagogy** (distance mode).
Please visit, www.osmania.ac.in apply. Last Date: 15-12-2021

Certificate Course in
Pedagogy of Higher Education
Online/ Face to Face

Regulations & Course Content, 2019



University Potential for excellence, Accredited A+ (NAAC)

School of Education PMMMNTT
University College of Education (Department of Education)
Osmania University, Hyderabad
Website: Osmania.ac.in
Ph:04027098260,

2019

Certificate Course in Pedagogy of Higher Education

1. Preamble – The teaching learning process with appropriate pedagogical skills is really a great need and concern in Indian context. Most of the teachers at Higher Education (HE) think that by integrating technology the so called primitive power point presentations they are advance and good in teaching pedagogy. At higher education level, students being youth with much exposure to technology, social networks and learning resources, it is difficult to hold their attention and satisfy them in the classroom especially teaching without any proper orientation towards suitable pedagogic skills in teachers.

There is a need to make them conscious and sensitize teachers at HE to select appropriate pedagogy and teach effectively with student centered pedagogy engaging them in spirit and action. Teachers need to make special efforts to empower in the pedagogic practices and create learner friendly spaces for learning. To create such humane teacher, School of Education at Department of Education, OU would like to offer a certificate course with flexibility to suit the needs of teachers working at higher education.

Teacher at higher education needs certain specific teaching competencies, skills and personality traits to make the classroom teaching more effective and learner friendly. Hence, the course is designed.

2. Course objectives-

1. To empower teachers at higher education in pedagogic skills, competencies and personality traits required for effective teaching.
2. To understand the learner and dynamics of teaching and classroom management.
3. To sensitize in developing effective communication skills.
4. To instill confidence in curriculum transaction in the classroom
5. To create sensitivity to reflect and read texts of discipline and texts of social relevance.
6. To motivate teachers to make a habit of teaching creatively, innovatively, reflectively with humaneness.

3. Admission criteria-

Minimum qualification is masters in any discipline with an aptitude for teaching. All those teachers working at higher education committed to

enhance and empower in competencies and skills in teaching learning processes. Teachers who are in service will be given first preference. If number exceeds the required number of 30 in each batch, criteria-wise selection is done. Number of batches will be increased on demand.

4. Number of seats-

A maximum of 30 candidates will be admitted for each batch. If demand is there two or more parallel batches will be arranged.

5. Duration of the course – Duration of the course is 3 months. Students can complete the course within three months. For any exigency they are allowed to continue with subsequent batch and complete with that batch. 100% participation and engagement is expected from every participant to ensure professionalism.

6. Mode of course & medium of instruction–

First few batches, the Course is offered in face to face mode. Later, the course will be offered both through face to face and online modes. The medium of instruction is English.

7. Attendance- 80% attendance is mandate for final examination.

8. Fee structure-

S. No.	Description	Amount in Rupees
1.	Admission	1,000.00
2.	Tuition fee and course fee	4000.00
3.	Examination fee	1000.00
	Total	6000.00

9. Teaching Faculty

Since the course is professional in nature, all the professionals respectively will provide training for professionalism in pedagogy. Both theory and practicum will be provided as per the requirement of training course striking balance between theory and practice. Both department faculty and outside resource persons will be involved in course teaching.

10. Mode of training

The various modes of training include, Individual, small group, large group presentations and projects.

11. Course organization:

Both theory and practicum is conducted at the Department of Education, OU. During the course tenure the candidates can approach the faculty for any clarification.

12. Course Structure & Scheme of Examination.

Name of the paper	Marks		
	Internal	External	Total
Theory			
Paper –I Perspective on Teaching: East & West	30	70	100
Paper –II. Pedagogy of Higher Education	30	70	100
Practicum			
Paper –III Practice Teaching	50	50	100
Total	110	190	300

Course content

Theory Papers

Paper –I Perspective on Teaching: East & West

Objectives:

1. To develop insights into pedagogical perspectives at higher education.
2. To understand the learner and learning process.

Unit: I Introduction to perspectives in pedagogy.

1. Ancient scriptural perspective on pedagogy.
 - a. East related --- Upanishads- Prashnopanishad, Kathopanishad, Ishopanishad, Bagavad Githa –discourse. Tarka and Meemamsa
 - b. West related --- Paulo Freire –critical pedagogy; John Dewey- critical thinking; Immanuel Kant- Higher Education disciplines; John Holt --- 1. How children fail 2. How children learn. Anton Semynovich Makarenko - harmonious participation.
2. Reading great books- reading, reflecting and discussion for perspective building.
3. Deconstructing knowledge.

Unit II learner and learning process

1. Jean Piaget – cognitive development and constructivism
2. Lev Vygotsky – Social development theory (foundation of Constructivism)
3. Jerome S. Bruner- discovery learning.
4. Personality development process for effective teaching
5. Developing Effective communication.
6. Effective Interpersonal relationship

Engagement

1. Do SWOC analysis and locate your self –let us work together to improve perspective teaching for.
2. Read and reflect on selected / suggested books – locate yourself and improve as needful.

3. Discourse on perspective building in teachers to become humane teacher.

References:

1. Annie Besant, "Seven Great Religions" National Book Network; 2nd edition, New Delhi (April 2001).
2. Basics of Education, NCERT, 2014.
3. S. K. Belvalkar and r. D. Ranade, History of Indian Philosophy; South Asia Books (1996).
4. Chandradhar Sharma, "A Critical Survey of Indian Philosophy", Motilal Banarsidass Publ., (2000).
5. Frank Thilly, "A History of Western Philosophy" Publisher H. Holt and Company (1914).
6. Will Durant, "The Story of Philosophy" Pocket Books, Simon & Schuster, Inc. 1230, Avenue of Americas, New York (1961).
7. Anand, C.L. et.al. (): The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
8. Brubacher, John S. (1971) : Modern Philosophies of Education, Tata McGraw Hill, New Delhi.
9. Gore, M.S. (1982) : Education and Modernization in India, Rawat Publication, Jaipur.
10. Nath, Prem (1979) : The Basis of Education, S. Chand Co. New Delhi.
11. Ross, J.S. (1972) : Ground Work of Educational and Theory, Oxford Univ. Press, Calcutta.
12. Taneja, V. R. (1985): Educational Thought and Practice, Sterling Publishers, New Delhi.
13. J.C. Aggarwal (2001), Basic Ideas in Education, Shipra Publications, New-Delhi
14. Dash (2014): Foundations of Education, Neelkamal Publications, Hyderabad.
15. National Curriculum Framework, 2005
16. National Curriculum Framework for Teacher Education, 2009.
17. beds.ac.uk

Paper – II Pedagogy of Higher Education

Unit I Introduction to Pedagogy

1. Concept and nature of pedagogy
2. Pedagogy for inclusion
3. Professional development of teacher – accountability , commitment and etiquette
4. Teacher as a reflective practitioner
5. Professional Ethics of teaching
6. Mentoring and counseling students.
7. Taxonomy of Educational Objectives (Revised)

Unit II. Pedagogical Approaches in Higher Education.

1. Understanding various approaches and methods of teaching at Higher Education
2. Learner centric curriculum
3. Dorothy L. Sayers – The lost tools of Learning (grammar, Logic & Rhetoric)
4. Preparation and Acquiring teaching –learning resources
5. Blended learning – flipped classroom, Technology integration in teaching learning.
6. Collaborative learning, cooperative learning, Active learning.
7. 21st Century skills
8. Innovative pedagogy

Engagement

1. Prepare technology integrated lessons and share with the peer group.
2. Explore various sources of teaching and share with the peer group.
3. What is the professional etiquette you expect from a teacher?
4. How do you practice commitment in your professional life? Write an honest narrative and share your promise to yourself.
5. Read and reflect- selected texts

References:

1. Benjamin, S.B., Thomas, H.J. & George, F.M. (1971). Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company.
2. Benjamin, S. Bloom, Ed. (1958). Taxonomy of Educational Objectives -

- Handbook I-Cognitive Domain. New York: Harcourt Brace & World Inc.
3. New UNESCO Source Books for Teaching (1978). New Delhi: Oxford & IBH Publishing House.
 4. Moore K.D. (2009): Effective Instructional Strategies - From Theory to Practice. Sage Publications Inc. London.
 5. Svinivki M & McKeachie W.J. (2011): Teaching Tips. Wadsworth Cengage Learning, CA.
 6. researchgate.net
 7. goodreads.com
 8. theclassroom.com

Practicum

Paper –III Practice Teaching

Objectives:

1. To develop pedagogical skills
2. To develop assessment skills
3. To make a reflective teacher
4. To create passion for teaching

Contents

1. Micro teaching
2. Reflective teaching- self introspection and professionalism in teaching
3. Case studies and projects – documenting cases, conducting student projects, observation.
4. Final practical lesson for ensuring teaching competency.
5. Preparation of test- test items and appropriate question tags.
6. Preparation of portfolio, Rubrics, observation schedules, checklists for appraisal of teaching.
7. Analysis and reporting.
8. Self evaluation, peer evaluation and teacher evaluation.
9. Group discussions and lecture preparation.
10. Preparing five different lessons --- innovative, ICT integrated, Aesthetic format, Concept attainment, and Cooperative learning lesson plans.

Every candidate taking this course should be engaged 100% in every activity along with the mentor to assimilate the teaching process and engaging learners to become passionate learners and teachers.