



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

Criteria VI- Governance, Leadership and Management

KEY INDICATOR- 6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.2.1 The institutional Strategic plan is effectively deployed

2. Documentary evidence in support of the claim



MIER College of Education (Autonomous)

Recognised by the J&K Govt. & Permanently Affiliated to the University of Jammu

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Index

S.No.	Description	Enclosures
1.	Collaboration with the Commonwealth of Learning (COL) Canada	<ol style="list-style-type: none">1. Copy of Agreement2. Link to the activities conducted with COL
2.	Implementation of Technology-Enabled Learning Policy	<ol style="list-style-type: none">1. TEL Policy2. ICT integration in the Curriculum3. Google Classroom and MOOCs Development4. Document showing Technology infrastructure in the College5. Report on Faculty Professional Development in the area of ICT6. Digital Literacy Programmes for Students
3.	Innovation in Teaching Learning and Assessment	<ol style="list-style-type: none">1. Document showing usage of technology in teaching and assessment
4.	Diploma in ICT in Education	<ol style="list-style-type: none">1. Copy of the Draft Syllabus



COMMONWEALTH OF LEARNING

Learning for Sustainable Development

Contribution Agreement Ref: C24-088

BETWEEN

Commonwealth of Learning
of 4710 Kingsway, Suite 2500
Burnaby, BC V5H 4M2
CANADA

AND

Model Institute of Education and Research
B.C Road, Jammu, J&K-180001
INDIA
Attention: Dr Adit Gupta, Director
E-mail: adit@mier.in

1.0 Purpose

1.1 It is agreed that the Commonwealth of Learning (herein after referred as 'COL') and Model Institute of Education and Research (MIER) (hereinafter referred to as the 'Partner Institution') confirm through this Contribution Agreement ('the Agreement') the support to be provided to the Partner Institution to implement phase 3 of technology-enabled learning (TEL) (the Project).

2.0 Statement of Activities for the Partner Institution

2.1 The Partner Institution shall:

- 2.1.1 implement phase 3 of implementation of TEL at MIER by taking the following steps:
 - 2.1.1.1 develop and offer a diploma programme in 'ICT in education' for blended/online delivery using the Moodle platform of MIER by December 15, 2023;
 - 2.1.1.2 carry out TEL Benchmarking using COL's TEL Benchmarking toolkit (<http://hdl.handle.net/11599/3217>);
- 2.1.2 organise a two-day workshop of the expert committee for course design and development to finalise the curricula of the programme by September 12, 2023;
 - 2.1.2.1 offer the courses to enrolled students in the semester starting January 2024;
 - 2.1.2.2 Use COL's Guide to Gender Responsive Learning Materials Development and Blended Course Learnability Evaluation Checklist to ensure the quality of the courses developed;
 - 2.1.2.3 encourage teachers at MIER to take the massive open online courses offered by COL on technology-enabled learning;
- 2.1.3 organise a two-day workshop on the administration and management of Moodle for effective implementation of the by December 2, 2023;
- 2.1.4 start the TEL benchmarking process by November 1, 2023:
 - 2.1.4.1 by identifying the 10 teams;
 - 2.1.4.2 by liaising with the external validator;
- 2.1.5 prepare the benchmarking self-study report and action plan for validation by March 10, 2024;
- 2.1.6 provide access to MIER's computer and network facilities to COL consultants to carryout activities as per this agreement;
- 2.1.7 acknowledge COL's contribution by using COL logo and name appropriately in all activities associated with the project;
- 2.1.8 assign Dr. Adit Gupta (email: adit@mier.in) to implement the activities of the agreement and to be the point of contact for COL in matters related to this agreement;
- 2.1.9 provide periodic updates to COL on a regular basis over the term of the agreement on the status of activities undertaken; and also provide annual statistics on the use of ICT by



Signature Page to the Contribution Agreement

Please sign, date and return one copy of this signature page to COL to confirm acceptance of this Partner Contribution Agreement and the associated General Agreement Terms and Conditions as outlined in Annex 1 including all Annexures which form an integral part of the Agreement:

Aditi Gupta

Dr Aditi Gupta
Model Institute of Education and Research

18/08/2023

Date

Signed on behalf of COL:

D McEachern

Doris McEachern
Special Adviser: Finance, Administration &
Human Resources

August 18, 2023

Date

Annexures/3:

- Annex 1 – General Agreement Terms and Conditions
- Annex 2 – Budget
- Annex 3 – Matrix of Project Outputs and Outcomes

COL Internal Reference only: (24-TL1-132/SM/WT)
Total contract value (fees and expenses): INR950,000 (approx. CAD15,422)



faculty and students for monitoring and evaluation of COL intervention over a period of five years;

- 2.1.10 undertake gender analysis by involving both women and men teachers in all the activities;
- 2.1.11 evaluate the outcome of the work performed under this agreement using the following impact indicators:
 - 2.1.11.1 number of teachers trained in the use of ICTs;
 - 2.1.11.2 number of teachers actively using ICTs for teaching and learning; and
- 2.1.12 prepare a final report on key activities undertaken and the outcomes achieved, including the way forward to mainstream technology-enabled learning at MIER in about 15 A4 pages.

3.0 COL Responsibilities and COL Contact

3.1 COL shall:

- 3.1.1 contribute resources up to INR950,000 (approx. CAD15,422) towards the statement of activities for phase 3 of the TEL implementation.
- 3.1.2 provide the TEL Benchmarking toolkit and support of an external consultant to validate the process; and
- 3.1.3 provide the services of a consultant to facilitate the workshop on Moodle administration.

3.2 The COL staff member with whom the Partner Institution should liaise on all matters related to the Agreement shall be Dr Sanjaya Mishra, Director: Education, (smishra@col.org).

4.0 Deliverables and Timeframe

4.1 The Agreement shall commence when both parties have signed and a copy has been returned to COL and will continue in effect until May 30, 2024. The Partner Institution will implement the Statement of Work by the specified due date and in accordance with the requirements as specified in the Agreement with due care, skill and diligence and in accordance with the Results Framework provided at Annex 3, to the appropriate professional standard, in accordance with best practice and to the standards and quality as required by COL. The deliverables and timelines are as follow:

- 4.1.1 organise a two-day workshop of the expert committee for course design and development by September 12, 2023;
- 4.1.2 provide the detailed curriculum for the Diploma in ICT in Education after the expert Committee meeting by September 20, 2023;
- 4.1.3 submit the list of TEL benchmarking team by October 15, 2023;
- 4.1.4 develop the courses and share these with COL by December 15, 2023;
- 4.1.5 organise the 2-day workshop on Moodle Administration by December 2, 2023;
- 4.1.6 prepare the TEL benchmarking self-study report and action plan for validation by March 10, 2024;
- 4.1.7 complete the course development and share the report of gender and quality review of the courses by December 19, 2023; and
- 4.1.8 submit a detailed report of the activities undertaken in this by May 30, 2024.

5.0 Contribution and Invoices

5.1 A maximum sum of up to INR950,000 (approx. CAD15,422) based on the attached budget at Annex 2 shall be paid as a contribution by COL in 2 instalments to the Partner Institution as outlined below:



- 5.1.1 the first instalment of INR855,000 (approx. CAD13,880) shall be paid as an accountable advance upon mutual signature of this agreement; and
- 5.1.2 the final instalment of up to INR95,000 (approx. CAD1,542) shall be paid following completion of receipt of a statement of accounts, substantiated by receipts, which will be forwarded to COL within one month of the completion of the statement of activities. The statement of accounts will reconcile expenditure with the budget at Annex 2 and clear any accountable advances. Any amounts not spent in accordance with the Agreement will be refundable to COL upon request.

- 5.2 COL's terms of payment for each instalment shall be within thirty days of receipt and acceptance of the deliverables as outlined in the timeframe specified and an invoice.
- 5.3 The invoice(s) shall contain the Agreement number, the name and address of the payee, and the amount of instalment due under the Agreement. To facilitate the direct wire transfer of funds, the bank name, address, identity number and swift code, account number and name of account shall be required.
- 5.4 If the Partner Institution fails to deliver any or all goods, services or materials as specified in the Statement of Activities within the time period(s) specified in the Agreement, COL reserves the right to amend the contribution due under the Agreement.

6.0 General Terms and Conditions

- 6.1 The general terms and conditions of the Agreement are contained in Annex 1.



Signature Page to the Contribution Agreement

Please sign, date and return one copy of this signature page to COL to confirm acceptance of this Partner Contribution Agreement and the associated General Agreement Terms and Conditions as outlined in Annex 1 including all Annexures which form an integral part of the Agreement:

Dr Adit Gupta
Model Institute of Education and Research

Date

Signed on behalf of COL:

Doris McEachern
Special Adviser: Finance, Administration &
Human Resources

Date

Annexures/3:

- Annex 1 – General Agreement Terms and Conditions
- Annex 2 – Budget
- Annex 3 – Matrix of Project Outputs and Outcomes

*COL Internal Reference only: (24-TL1-132/SM/WT)
Total contract value (fees and expenses): INR950,000 (approx. CAD15,422)*



Annex 1 – General Agreement Terms and Conditions

1.0 Gender Equality

- 1.1. Gender equality is integral to all of COL's work and requires that both women's and men's views, interests and needs shape its work in learning for development. The Partner Institution agrees that gender considerations shall inform the activities to be undertaken under this agreement.

2.0 Copyright and Intellectual Property Rights

- 2.1. The Partner Institution agrees that COL will hold the copyright in the intellectual property of any report or study that is created as a part of this agreement.
- 2.2. The Partner Institution shall hold the copyright in the intellectual property of any courses and other materials developed as a part of this Agreement. The Partner Institution agrees to license any courses created under a Creative Commons – With Attribution – Share Alike (CC BY-SA) licence agreement. The full legal code of this copyright contract is available at no cost at: [Creative Commons — Attribution-ShareAlike 4.0 International — CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/), and to make such courses available to the public in a readily accessible format.
- 2.3. The Partner Institution warrants to COL that any courses produced will be the work of the Partner Institution or the Partner Institution has obtained sufficient rights, licences, permissions to distribute the work under the CC BY-SA licence.
- 2.4. The Partner Institution agrees to acknowledge COL in any course created as part of this Agreement by way of a simple statement indicating that Commonwealth of Learning has provided support towards the development of the courses. Any other use of COL's name and logo must be pre-approved by COL in writing.

3.0 Health and Safety

- 3.1. The Partner Institution will comply with local Health and Safety Standards and report any health and safety incident, injury or near miss occurring in relation to work carried out under this Agreement to COL as soon as possible after becoming aware that such an event has incurred.

4.0 Monitoring and Evaluation

- 4.1. The Partner Institution shall permit any authorised representative or consultant of COL reasonable access to the sites of the 'Project' to assess the progress of the 'Project' and shall supply upon written requests such data and information as COL may reasonably require for monitoring and evaluation purposes.
- 4.2. COL agrees to keep the Partner Institution informed with respect to the results of such inspections and assessments. COL reserves the right to proceed with a 'Project' assessment, whenever it deems necessary, during the implementation of the 'Project' and for three (3) years following the expiry or early termination of the Agreement where the Partner Institution shall retain the relevant data and information should it be required.



5.0 No Fraudulent Practices

- 5.1. The Partner Institution will not make, cause to be made, nor receive any offer, gift, payment, consideration, inducement, reward or benefit of any kind, which would, or could be construed as an illegal, unethical, or Fraudulent Practice. Any such conduct may be grounds for immediate termination of this Agreement and COL will be entitled to recover any such amounts and take such other corrective action as COL deems appropriate.

6.0 Anti-terrorism

- 6.1. The Partner Institution will use its best endeavours to ensure that Funds provided under this Agreement do not provide direct or indirect support or resources to organisations and/or individuals associated with terrorism or designated by a government or international organisation as terrorists. If the Partner Institution discovers any link whatsoever with any organisation or individual associated with terrorism, it will inform COL immediately.

7.0 Safeguarding

- 7.1. The Partner Institution is committed proactively to safeguard and promote the welfare of its beneficiaries, staff and all those with whom it comes into contact from any form of abuse or exploitation, including physical, financial, psychological and sexual abuse, neglect, discrimination, or inhuman or degrading treatment howsoever arising. All concerns and allegations of abuse will be taken seriously and responded to appropriately and that individuals who raise concerns in good faith will never be subjected to any detriment as a result.
- 7.2. The Partner Institution has provided COL with a copy of its safeguarding policy which it has circulated to all personnel associated with the work under this Agreement. The Partner Institution agrees to abide by COL's Safeguarding Policy, as it pertains to this agreement, if no written policy is in place where a copy is available on the COL website here: [COL Safeguarding Policy](#).
- 7.3. The Partner Institution shall ensure that all allegations, suspicions and incidents of abuse are reported immediately to the appropriate agency and to COL through the Safeguarding contact details provided in the Safeguarding Policy.

8.0 Liability and Insurance

- 8.1. COL shall not assume any liability for any injuries or damage to the Partner Institution or its staff and associates incurred during the course of this Agreement.
- 8.2. The Partner Institution is responsible to ensure its risks of implementing the Statement of Work and deliverables are adequately covered, whether by insurance or otherwise, including claims made after the completion of the Agreement. This includes all travel risk that may be associated with the performance of the Statement of Work.
- 8.3. The Partner Institution shall undertake full responsibility for the purchase of any health and medical, accident or other insurance which may be necessary in respect of any loss, injury damage or illness occurring during the execution of this Agreement.



9.0 Termination

9.1. This agreement may be terminated by either party before the expiry date of the agreement by giving written notice to the other party. The period of notice shall be five days in the case of agreements for a total period of less than two months and ten days in the case of agreements for a longer period to enable the orderly wind up of activities.

9.2. As a result of termination, the Partner Institution shall have no claim against COL other than payment on a pro rata basis for no more than the actual amount of work performed to the satisfaction of COL. Amounts received in advance but not spent in accordance with the Agreement will be refundable to COL.

10.0 Confidentiality

10.1. COL and the Partner Institution each confirm to the other party that it has adequate security measures to keep safe any confidential information that it may come into contact with in relation to this Agreement from unauthorised access or use by third parties and that it will not disclose or use such information for any purpose other than to the extent necessary to fulfil the requirements of the Agreement.

11.0 Assignment

11.1. This Agreement may not be assigned to another party without the prior written consent of COL.

12.0 Amendments

12.1. This Agreement may be amended by a letter of amendment specifying all modifications with the written consent of both parties.



C24-088

Annex 2 – Budget

Items of expenditure	Number	Rate in INR	Total Cost INR	Approx. Cost in CAD	Contributor
Course Development					
Honorarium for course development	5	50,000	250,000	4,058	COL
Editing of courses	5	30,000	150,000	2,435	COL
Expert Committee meeting (lunch, refreshments, meeting venue)	2 daysx20 persons	1,000	40,000	649	MIER
External expert travel and accommodation	10 persons	15,000	150,000	2,435	COL
Video scripting and recording for five courses	20 videos	20,000	400,000	6,494	COL
Workshop on Moodle Administration					
Lunch, refreshments, meeting venue	2 daysx20 persons	1,000	40,000	649	MIER
TEL					
Benchmarking					
Refreshments at validation workshop	20x2 days	1,000/person/day	40,000	649	MIER
COL contribution up to maximum Total			950,000	15,422	COL
MIER contribution Total			120,000	1,947	MIER

*Exchange rate as of August 11, 2023: CAD1 = INR 61.6



Annex 3 – Matrix of Project Outputs and Outcomes

Goals/Purpose:

Through the activities outlined in this agreement, MIER would enhance the use and integration of technology-enabled learning to improve quality of teaching and learning.

Activities	Outputs	Outcomes
Blended course design and development Administration and Management of Moodle TEL Benchmarking	Report on the course development workshop Report on the workshop on administration and management of Moodle Report of TEL benchmarking	More teachers and students use TEL at MIER A new online diploma programme on ICT in education developed and students enrolled.
Indicators	Means of Verification	Assumptions and Risks
O2.1. 20 Staff/Faculty/trainers trained (m/f/pwd) in TEL and OER. O2.3.a 10 blended/online courses developed O2.2 Strategy and action plan on TEL developed as a result of TEL benchmarking	Reports Courses developed on MIER LMS TEL benchmarking report and Action plan	Participation of teachers and student optional
STO2.1. # of staff/faculty who report that they have improved knowledge/skills (m/f/pwd) (teaching/nonteaching staff)	Training report and feedback Course developed	Participants apply knowledge gained
LTO3.a # of learners enrolled in quality assured courses developed and offered by partner institutions	Courses offered to students	Courses are offered.
II.a # of learners completing courses taught by teachers trained through COL interventions and/or or using COL models/resources (m/f/pwd)	Completion report	More students complete courses of MIER



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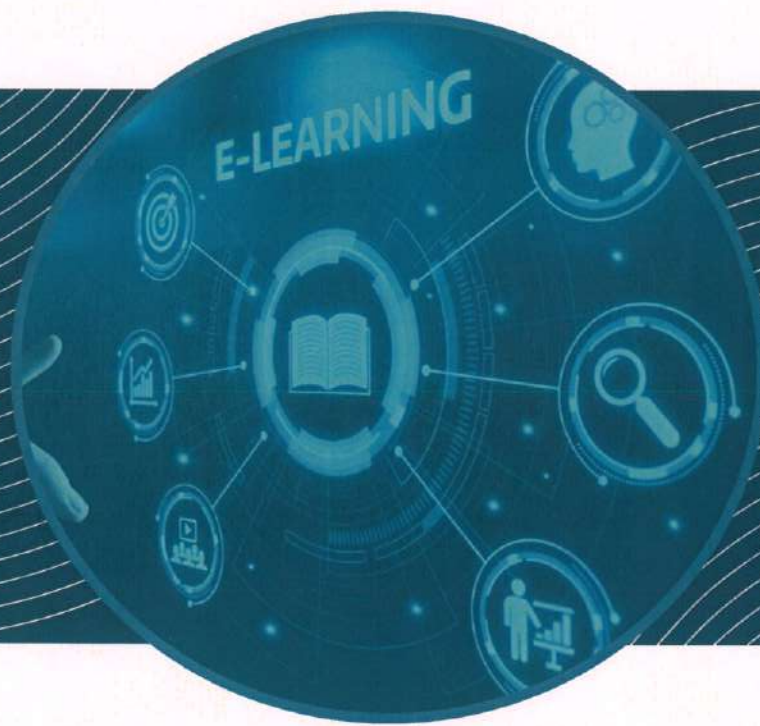
6.2.1 Link to the activities conducted with Commonwealth of Learning (COL), Canada

<https://www.miercollege.in/activitynews.aspx?id=133&type=MOU&title=Commonwealth-of-Learning>



Sign & Seal of the Principal

TECHNOLOGY ENABLED LEARNING POLICY



MODEL INSTITUTE OF EDUCATION & RESEARCH, JAMMU

MODEL INSTITUTE OF EDUCATION & RESEARCH

TECHNOLOGY ENABLED LEARNING POLICY



B.C Road, Jammu Ph. 2546078, 2565098 Email: contact@mier.in
Website: www.mier.in



Technology-Enabled Learning Policy

Name of the Policy	Technology-Enabled Learning Policy
Descriptions of the Policy	Provides a framework for consolidating Technology-Enabled Learning at MIER and envisages improvement in the quality of teaching and learning through the use of technology and the sharing of educational resources.
Policy applied to	All students, teachers and staff; Institution wide.
Policy Status	New
Approved Date	December 15, 2022
Effective Date	December 15, 2022
Approval Authority	Board of Directors
Governing Authority	TEL Committee
Responsible Officer	Principal/Director
Next Review Date	3 years after approval



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Annexeure: Action Plan for Implementation of the TEL Policy (2021-2023) Error! Bookmark not defined.	



Glossary of Terms

Blended Learning: A teaching and learning approach that incorporates a blend of different methods, technologies, and resources to improve student learning. Examples of blended learning include the flipped classroom, online interaction followed by face-to-face teaching, and online learning supplemented by face-to-face practical exercises. Courses that combine online with face-to-face learning modes - where 30% - 80% of course content is delivered online - are considered blended courses.

e-Learning: is defined as a teaching and learning process that involves the integration of ICT to facilitate lifelong learning, information sharing and flexible learning management.

Flipped Classroom: A type of blended learning that reverses the traditional content delivery in the classroom, via pre-class, in-class and post-class activities resulting in a deeper and more meaningful learner experience than via traditional lectures. The learner activities may include watching videos, reading texts and undertaking reflecting activities.

Information and Communication Technology: A broad range of devices and technologies to acquire, store, and manage information processing, communication and dissemination. It encompasses computers, mobile, audio, video, and Internet technologies.

Massive Open Online Courses (MOOCs): MOOCs are online courses designed for large numbers of participants that can be accessed by anyone, anywhere using the Internet.

Open Educational Resources (OER): OER are teaching, learning and research resources and materials in any medium, digital or otherwise, used to support education/training/research, which reside in the public domain or have been released under an open licence that permits zero-cost access, reuse, revision, remixing, retention and redistribution by others, with no or limited restrictions.

Policy: A broad statement of intent and plan of action to guide day-to-day practice.

Technology-Enabled Learning: The practice of teaching and learning facilitated by the use of information and communication technology. Technology-Enabled Learning is about making learning possible through use of technologies: it involves facilitating new ways to serve existing learners as well as providing opportunities for learners who were previously 'out of reach'.



The Context

The use of technology at the MIER group of institutions, especially MIER College of Education and MIET, is extremely important for imparting 21st-century skills to our students. MIER works on the premise that our learners should be skilled in the use of modern technologies during their education to help them transition to job scenarios in actual schools and industries. This makes them tech savvy and more employable than other learners who have not been exposed to technology. The use of technology is also important from the faculty point of view, as in order to use the latest software and educational technologies in class, staff needs to have the requisite ICT skills to be successful educators and easily disseminate knowledge to their trainees. With the system of education being completely dependent on the use of ICT, it is imperative for any organization to have a sound policy that governs the implementation of modern educational technologies and promotes the creation of technology-enabled learning environments across all educational programmes.

At the national level, the University Grant Commission (UGC) has been promoting the integration of information and communication technologies in teaching and learning. In line with the national development and the need of the 21st century learners, the policy has been developed.

Vision of MIER TEL Policy

To deliver the world-class learning experiences to the students at MIER through effective use of ICT, leveraging global best practices, content, tools and emerging pedagogies.

Principles

- Quality of student engagement
- Improve student learning outcomes
- Excellence and innovation in teaching-learning
- Champion ICT and OER adoption
- Promote lifelong learning



Objectives

1. Emerge as a TEL pioneer in the region.
2. Attain defined learning outcomes and graduate and post graduate attributes.
3. Engage students and encourage them to be lifelong learners using a variety of sources and technologies and facilitate a rich, engaging study environment.
4. Enhance capacity and capabilities of all faculty members through training and supporting policies to integrate ICTs in teaching and learning.
5. Create world class ICT infrastructure to support institution-wide adoption of TEL.
6. Facilitate access to OER and curated content by providing a framework and guidelines for the development and distribution of educational content by the teachers, students and non-academic staff.
7. Develop quality educational content and learning materials relevant to the local context.
8. Provide an accessible teaching and learning environment to people with disabilities.

Policy Statements

Technology and Infrastructure

Today, technology has become one of the important pillars for growth and survival of any educational institution that provides students and teachers a variety of educational resources and promotes innovation, creativity and collaboration among stakeholders. In accomplishing this goal, appropriate and advanced infrastructure which includes both hardware and software is essential for creating technology-enabled learning environment. Adopting appropriate and advanced technologies and regularly updating and upgrading these are crucial for MIER to create a healthy educational environment of high quality. To achieve the objectives set out in the TEL policy, MIER is committed to:

1. Set up and maintain appropriate ICT infrastructure including adequate networking infrastructure in all departments and open areas of the institution with adequate Internet bandwidth.
2. Select appropriate hardware, software and systems for teaching learning adopting systematic evaluation of technology according to specific institutional requirements.



3. Provide the controlled or user base access to internet, devices and relevant proprietary licensed or open-source licensed software/ERP/web/cloud services in the institution as per the latest technology trends.
4. Use a learning management system (LMS) for planning, designing, analysing and delivering blended and online learning.
5. Use cloud-based services for maintenance of platforms/websites in secure servers in India or abroad. Local servers may be used as required to provide intranet access to select resources and service.
6. Facilitate faculty and learners by supporting 'Bring Your Own Device' (BYOD) policy through mutual sharing of the cost and maintenance of devices and motivate them to ensure networking connectivity at their residence.
7. Maintain the computer labs and public access systems in library and elsewhere within the institution by providing Internet enabled computers for those not having access to devices for accessing teaching and learning.
8. Facilitate the faculty and learners with procuring, hiring or availing loan facilities for equipment or devices as per the demand.
9. Provide multiple power and data back-up systems to cater to power failure or device failures.
10. Facilitate the development of e-content for teaching, learning and assessment by providing appropriate authoring tools, technologies and support in a centralized place within the institution.
11. Set up and maintain institutional repository e-portfolio, similarly detection system and other relevant software as per the requirements of the teaching departments.
12. Promote adoption of alternate systems of hardware, software and systems to avoid down time issues and prepare a schedule for judicious use of the internet.
13. Take appropriate steps for disaster recovery by backup storage for all data/files of the teaching and learning systems regularly.
14. Provide smooth and efficient centralised IT support services to resolve technical issues related to technology enabled environments.



Teaching, Learning and Assessment

Integrating technology in teaching, learning and assessment makes learning experiences, engaging, effective and efficient. The goal of technology integration is dependent on rapid change in technologies and ability of the organisation to adopt to change, capacities of students and teachers to optimise the use of available resources, and institutional processes to integrate technology in teaching and learning. It is the process by which people and their institutional setting adapt to the technology that matters the most. Every teacher and administrative member of the organisation is responsible for the effective implementation of the TEL policy. Therefore, MIER shall:

1. Encourage every faculty member to review their courses/curricula at the time of annual planning of the course to integrate TEL in their classroom teaching and adopt blended learning.
2. Provide a seamless learning experience for students by having a centralised LMS and creating a course companion site for every course offered.
3. Encourage a learning environment that is collaborative, cooperative and engaging to promote individual excellence.
4. Review course outlines or syllabuses to appropriately align objectives/learning outcomes, activities and resources to the teaching-learning-assessment process in a technology-enabled environment, encouraging interaction and flexibility.
5. Encourage teachers to strengthen their curriculum transaction through use of discussion groups, audio visual materials, and interactive materials (e.g., quizzes, activities etc.) to foster collaborative learning. Teachers may incorporate into their courses a combination of suitable alternative/authentic online assessments, such as e-portfolios, performance assessments (e.g., e-simulations and reporting, e-journaling, blogging, vlogging/video presentations) in order to enhance the quality of teaching and learning.
6. Encourage teachers to develop courses adapting and remixing suitable open educational resources and facilitate the sharing of course content developed by the teachers or curated by them through an institutional Open Access repository to facilitate access by the public anywhere and anytime.
7. Promote use of innovative ways of measurement of student learning through internal assessment, including but not limited to field visits and reports, essays, blogs, wikis and special projects. Wherever applicable, all student assessment and their achievement records should be made available through the LMS or via a digital portfolio. Teachers are encouraged to provide feedback on online assessments to facilitate greater learning.



8. Ensure academic honesty and integrity by adopting an honour code and use appropriate software for this purpose. Promote the use of a similarity detection software to encourage learners to adopt ethical academic practice for all assignments submitted digitally. The decision of the teachers in all such cases shall be final.
9. Prepare annual calendar of approved MOOCs (e.g., from SWAYAM/ NPTEL etc.) in accordance with the guidelines of University Grant Commission/ AICTE and encourage students to register in those courses.
10. Adopt ethical practices in learning analytics and use of student data and respect student privacy in all teaching and learning platforms at MIER.
11. Organise orientations for students in the use of course-specific ICT tools or the LMS platform before the commencement of the semester/academic year; teachers shall be involved in these training sessions throughout the semester as is necessary during their courses.
12. Encourage students to access other open resources to make their learning experiences rich, engaging and relevant to the work environment. This will help them become independent lifelong learners.

Professional Development

Improving teacher skill and motivation levels is a critical precondition for the achievement of better student learning. Adequate and timely support needs to be imparted to the teachers to enable them to make effective usage ICTs for teaching, learning and assessment. Therefore, MIER shall:

1. Identify/establish a nodal unit in the institute/college to facilitate professional development activities.
2. Create processes to provide timely support to implement integration and use of technology in teaching, learning and assessment.
3. Develop comprehensive training programmes focused on technology-enabled learning to train faculty by organising induction, orientation and refresher programmes regularly.
4. Adopt a three-tier framework to train teachers on basic, intermediate and advanced technology-enabled teaching learning processes.
5. Identify TEL champions to drive TEL implementation at the institution level.



6. Devise a mechanism to recognize and identify talent among teachers and reward the teachers for implementing TEL best practices at the institution level.
7. Explore introducing resource grants and teaching learning awards for TEL initiatives.
8. Create provision for inclusion of TEL specific initiatives in the annual appraisal process
9. Create a knowledge sharing culture (community of practice) within the Institute/College and encourage teachers to share their best practices.
10. Collaborate with leading institutions within and outside country to implement TEL projects at MIER.
11. Endeavour to join national level initiatives like PMMNM on Teachers and Training with special focus on TEL.

Governance of TEL

For sound implementation of TEL policy in the MIER Group of Institutions, it is important to develop an effective structure of governance for effective monitoring and evaluation of the entire process. The Centre for Educational Technology of the Institute shall be the nodal agency to oversee the effective implementation of the TEL Policy. Accordingly, MIER shall:

1. Ensure that the TEL policy is implemented at department level by Head of the Departments.
2. Retain intellectual property/copyright of all the teaching-learning material/resources developed by the teachers and other staff members.
3. Share and distribute the teaching-learning material developed by the Institute under an open license to permit reuse, revision, remix, and redistribution of the same by others. However, the institute reserves its right to not share certain types of material which have been developed for a specific purpose. The institute shall create a platform for hosting the Open Educational Resources for distribution of the material.
4. Ensure that the - production of teaching-learning material is of high quality and conforms to international standards.
5. Monitor implementation of TEL through a committee (TEL Committee) which shall comprise of the following officers:
 - a) Principal (Chair)
 - b) Head, Centre for Educational Technology (Convenor)
 - c) HoD's of Teaching Departments
 - d) Members of the Quality Assurance Deptt.



6. The TEL Committee shall:
- a) Provide strategic direction to institution's TEL initiatives, ensure that established objectives are achieved, manage risks properly, and allocate resources appropriately.
 - b) Prepare quarterly reports on the status of TEL implementation for review by MIER.
 - c) Prepare a long-term plan of action covering specific objectives, activities and indicators of success immediately upon adoption of the TEL Policy.
 - d) Receive annual action plans from each faculty and department to integrate technology and make recommendations for allocation of resources for the implementation of TEL in specific courses.
 - e) Facilitate surveys of student satisfaction and faculty feedback annually.
 - f) Develop/Adapt guidelines for quality assurance of blended courses/ OER and any other teaching and learning material development.
 - g) Prepare annual reports on the status of TEL in the institute and provide relevant statistical insights to the senior management of the institute.
 - h) Evaluate the effectiveness of TEL Policy after 3 years of approval of the same, and revise the policy based on the experiences gained and lessons learned.
7. Empower the Centre for Educational Technology as the nodal agency and facilitate the activities of TEL Committee, including technology implementation in the entire organisation covering complete management of the Institutional ERP, Website, Learning Management System etc.

Renu Gupta

Chairperson

Principal

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ENGAGE - EMPOWER - EXCEL



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

SCHEME OF TWO - YEAR B. Ed. PROGRAMME

The B.Ed. Programme shall be of two years duration spread over four semesters.

The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December 2020, 2021 and 2022), Semester-II (May, 2021, 2022 and 2023), Semester-III (December 2021, 2022 and 2023) and Semester -IV (May, 2022, 2023 and 2024) is as under:

B.Ed. Semester - I

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
Compulsory Courses					
BDE-101	Childhood and Growing up	04	60	40	100
BDE-102	Philosophical and Sociological Perspectives in Education	04	60	40	100
BDE-103	Learning and Teaching	04	60	40	100
BDE-104	Contemporary India and Education	04	60	40	100
BDE-105	Methodology of Teaching	04	60	40	100
BDE-106	Drama and Art in Education	02	-	50	50
BDE-107	Pre-Internship (Two weeks) -I	02	-	50	50
TOTAL		24	300	300	600

**B. Ed.
Semester - II**

Course Code	Title	Credits	Maximum Marks			
			External	Internal	Total	
BDE-201	Knowledge and Curriculum	04	60	40	100	
BDE-202	Assessment for Learning	04	60	40	100	
BDE-203	Understanding Disciplines and Subjects	02	30	20	50	
BDE-204	Critical Understanding of ICT in Education (Theory)	02	30	20	50	
BDE-205	Critical Understanding of ICT in Education (Practical)	02	-	50	50	
BDE-206	Pre-internship (Two weeks) - II	02	-	50	50	
PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS						
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III)						
BDE-207	Pedagogy of Science - I	Group-I	04	60	40	100
BDE-208	Pedagogy of Physical Science - I		04	60	40	100
BDE-209	Pedagogy of Biological Science - I		04	60	40	100
BDE-210	Pedagogy of Social Science - I		04	60	40	100
BDE-211	Pedagogy of English - I	Group-II	04	60	40	100
BDE-212	Pedagogy of Hindi - I		04	60	40	100
BDE-213	Pedagogy of Urdu - I		04	60	40	100
BDE-214	Pedagogy of Dogri - I		04	60	40	100
BDE-215	Pedagogy of Punjabi - I		04	60	40	100
BDE-216	Pedagogy of Mathematics - I	Group-III	04	60	40	100

PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS						
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V & VI)						
BDE-217	Pedagogy of Physics - I	Group-IV	04	60	40	100
BDE-218	Pedagogy of Chemistry - I		04	60	40	100
BDE-219	Pedagogy of Botany - I		04	60	40	100
BDE-220	Pedagogy of Zoology - I		04	60	40	100
BDE-221	Pedagogy of Political Science - I		04	60	40	100
BDE-222	Pedagogy of History - I		04	60	40	100
BDE-223	Pedagogy of Economics - I		04	60	40	100
BDE-224	Pedagogy of English - I	Group-V	04	60	40	100
BDE-225	Pedagogy of Hindi - I		04	60	40	100
BDE-226	Pedagogy of Urdu - I		04	60	40	100
BDE-227	Pedagogy of Dogri - I		04	60	40	100
BDE-228	Pedagogy of Punjabi - I		04	60	40	100
BDE-229	Pedagogy of Sanskrit - I		04	60	40	100
BDE-230	Pedagogy of Mathematics - I	Group-VI	04	60	40	100
BDE-231	Pedagogy of Commerce - I		04	60	40	100
Total			24	300	300	600

**B. Ed.
Semester - III**

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
BDE-301	Environmental Education	02	30	20	50
BDE-302	Gender, School and Society	02	30	20	50
BDE-303	Educational Technology	02	30	20	50
BDE-304	Language Across the Curriculum	02	30	20	50
BDE-305	School Internship (7 weeks)	07	-	100	100
BDE-306	Yoga Education	02	-	50	50

**PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III**

BDE-307	Pedagogy of Science - II	Group-I	04	60	40	100
BDE-308	Pedagogy of Physical Science - II		04	60	40	100
BDE-309	Pedagogy of Biological Science - II		04	60	40	100
BDE-310	Pedagogy of Social Science - II		04	60	40	100
BDE-311	Pedagogy of English - II	Group-II	04	60	40	100
BDE-312	Pedagogy of Hindi - II		04	60	40	100
BDE-313	Pedagogy of Urdu - II		04	60	40	100
BDE-314	Pedagogy of Dogri - II		04	60	40	100
BDE-315	Pedagogy of Punjabi - II		04	60	40	100
BDE-316	Pedagogy of Mathematics - II	Group-III	04	60	40	100

PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS						
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V & VI						
BDE-317	Pedagogy of Physics – II	Group-IV	04	60	40	100
BDE-318	Pedagogy of Chemistry – II		04	60	40	100
BDE-319	Pedagogy of Botany – II		04	60	40	100
BDE-320	Pedagogy of Zoology – II		04	60	40	100
BDE-321	Pedagogy of Political Science – II		04	60	40	100
BDE-322	Pedagogy of History – II		04	60	40	100
BDE-323	Pedagogy of Economics - II		04	60	40	100
BDE-324	Pedagogy of English - II	Group-V	04	60	40	100
BDE-325	Pedagogy of Hindi – II		04	60	40	100
BDE-326	Pedagogy of Urdu – II		04	60	40	100
BDE-327	Pedagogy of Dogri – II		04	60	40	100
BDE-328	Pedagogy of Punjabi – II		04	60	40	100
BDE-329	Pedagogy of Sanskrit – II		04	60	40	100
BDE-330	Pedagogy of Mathematics – II	Group-VI	04	60	40	100
BDE-331	Pedagogy of Commerce - II		04	60	40	100
Total			25	230	310	550

**B. Ed.
Semester - IV**

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
BDE-401	Creating an Inclusive School	02	30	20	50
BDE-402	Action Research	02	30	20	50
BDE-403	Reading and Reflecting on Texts	02	-	50	50
BDE-404	Project Work	04	-	100	100
BDE-405	Community Work (Two weeks)	02	-	50	50
BDE-406	School Internship (7 weeks)	07	150	100	250

Elective Courses (Select Any One)					
BDE-407	Guidance and Counselling	02	30	20	50
BDE-408	Early Childhood Care and Education	02	30	20	50
BDE-409	Health and Physical Education	02	30	20	50
BDE-410	Peace Education	02	30	20	50
Total		21	240	360	600

	Semesters				Total
	I	II	III	IV	
Course Credits	24	24	25	21	94
Max. Marks	600	600	550	600	2350

M.Ed.
(CBCS)

SYLLABUS



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The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December, 2020, 2021 and 2022), Semester-II (May, 2021, 2022 and 2023), Semester-III (December, 2021, 2022 and 2023) and Semester -IV (May, 2022, 2023 and 2024) is as under:

M.Ed. Semester - I

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
MED-101	Education Studies	4	60	40	100
MED-102	Psychology of Learning and Development	4	60	40	100
MED-103	Philosophical Perspectives of Education	4	60	40	100
MED-104	Methodology of Research in Education	4	60	40	100
MED-105	Statistical Methods in Education	4	60	40	100
MED-106	Self - Development (Yoga Education)	2	-	50	50
MED-107	Communication Skills	2	-	50	50
TOTAL		24	300	300	600

**M.Ed.
Semester - II**

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
MED-201	Sociological Perspectives of Education	4	60	40	100
MED-202	Historical, Political and Economic Perspectives of Education	4	60	40	100
MED-203	Pre-service and In-service Teacher Education	4	60	40	100
MED-204	Innovative use of Technology in Research	4	-	100	100
MED-205	Internship - I	4	-	100	100
MED-206	Dissertation (Formulation of Research Proposal)	2	-	50	50
Select any one from MED-207 to MED-210					
MED-207	Science Education	4	60	40	100
MED-208	Social Science Education	4	60	40	100
MED-209	Language Education	4	60	40	100
MED-210	Mathematics Education	4	60	40	100
TOTAL		26	240	410	650

M.Ed.
Semester – III
AREA OF SPECIALISATION

(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION OR SECONDARY AND HIGHER SECONDARY EDUCATION)

GROUP- A: ELEMENTARY EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
MED-301	Elementary Education : Institutions, Systems and Structures	2	30	20	50
MED-302	Elementary Education : Status, Issues and Concerns	2	30	20	50
MED-303	Elementary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

OR

GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
MED-304	Secondary and Higher Secondary Education : Institutions, Systems and Structures	2	30	20	50
MED-305	Secondary and Higher Secondary Education : Status, Issues and Concerns	2	30	20	50
MED-306	Secondary and Higher Secondary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

COMPULSORY COURSES:

MED-307	Educational Testing and Evaluation	4	60	40	100
MED-308	Expository and Academic Writing	2	-	50	50
MED-309	Internship - II	4	-	100	100
MED-310	Dissertation (Review of Literature and Data Collection)	2	-	50	50

INTERDISCIPLINARY COURSES [Select any one from MED-311 to MED-314]

MED-311	Fundamentals of Information Technology	4	60	40	100
MED-312	Technology and Social Media	4	60	40	100
MED-313	Professional Growth and Communication	4	60	40	100
MED-314	Organisational Behaviour	4	60	40	100
Total		24	240	360	600

M.Ed.
Semester - IV

COMPULSORY COURSES:

MED-401	Perspectives, Issues and Research in Teacher Education	4	60	40	100
MED-402	Curriculum Studies	4	60	40	100
MED-403	Dissertation (Final Draft and Viva-Voce)	4	100	-	100

AREA OF SPECIALISATION
(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION

GROUP- A: ELEMENTARY EDUCATION: CURRICULUM, PEDGAGOGY AND ASSESSMENT

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-404	Elementary Education: Curriculum Theory	04	60	40	100
MED-405	Elementary Education: Curriculum Transaction	04	60	40	100
MED-406	Elementary Education: Curriculum Assessment	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-B: MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-407	Elementary Education: School Management	04	60	40	100
MED-408	Elementary Education: Educational Administration	04	60	40	100
MED-409	Elementary Education: Educational Leadership	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-C: EDUCATIONAL TECHNOLOGY

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-410	Elementary Education: Foundations of Educational Technology	04	60	40	100
MED-411	Elementary Education: E-Learning	04	60	40	100
MED-412	Elementary Education: Development of E-Content	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-D: INCLUSIVE EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-413	Elementary Education: Education for Special Children	04	60	40	100
MED-414	Elementary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
MED-415	Elementary Education: Curriculum Planning and Organisation of Inclusive Education	04	60	40	100
TOTAL		12	180	120	300

**AREA OF SPECIALISATION
(SELECT ANY ONE GROUP FROM
SECONDARY AND HIGHER SECONDARY EDUCATION)**

GROUP- A: CURRICULUM, PEDGAGOGY AND ASSESSMENT

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-416	Secondary & Higher Secondary Education: Curriculum Theory	04	60	40	100
MED-417	Secondary & Higher Secondary Education: Curriculum Transaction	04	60	40	100
MED-418	Secondary & Higher Secondary Education: Curriculum Assessment	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-B: MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-419	Secondary & Higher Secondary Education: School Management	04	60	40	100
MED-420	Secondary & Higher Secondary Education: Educational Administration	04	60	40	100
MED-421	Secondary & Higher Secondary Education: Educational Leadership	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-C: EDUCATIONAL TECHNOLOGY

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-422	Secondary & Higher Secondary Education: Foundations of Educational Technology	04	60	40	100
MED-423	Secondary & Higher Secondary Education: E-Learning	04	60	40	100
MED-424	Secondary & Higher Secondary Education: Development of E-Content	04	60	40	100
TOTAL		12	180	120	300

OR

GROUP-D: INCLUSIVE EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-425	Secondary & Higher Secondary Education: Education for Special Children	04	60	40	100
MED-426	Secondary & Higher Secondary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
MED-427	Secondary & Higher Secondary Education: Curriculum Planning and Organisation of Inclusive Education	04	60	40	100
TOTAL		12	180	120	300

OPTIONAL PAPERS

[SELECT ANY ONE from MED-428 to MED-433]

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-428	Women Studies	2	30	20	50
MED-429	Quality in Education	2	30	20	50
MED-430	Values and Human Rights	2	30	20	50
MED-431	Advanced Statistics in Education	2	30	20	50
MED-432	Life Skills Education	2	30	20	50
MED-433	Educational Planning	2	30	20	50
TOTAL		26	430	220	650

	Semesters				Total
	I	II	III	IV	
Course Credits	24	26	24	26	100
Maximum Marks	600	650	600	650	2500

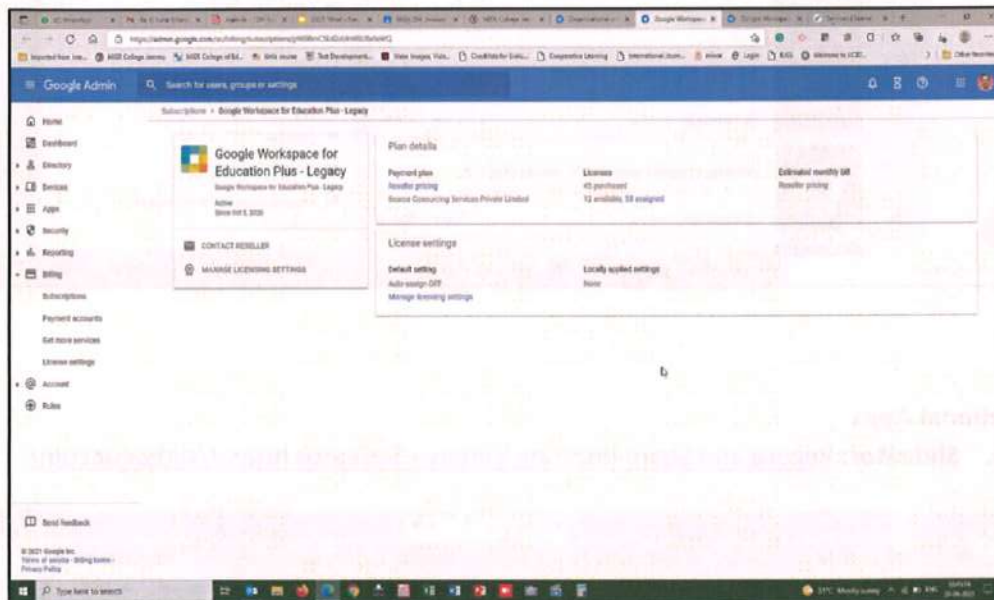


MIER College of Education (Autonomous)

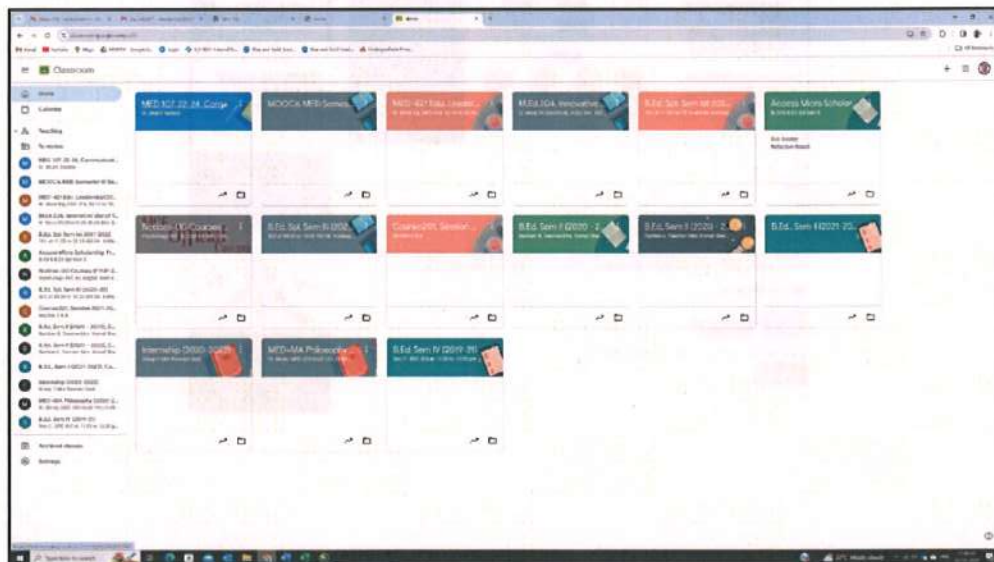
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Use of Digital Tools such as Google Classrooms, Quizzizz and Educational Apps

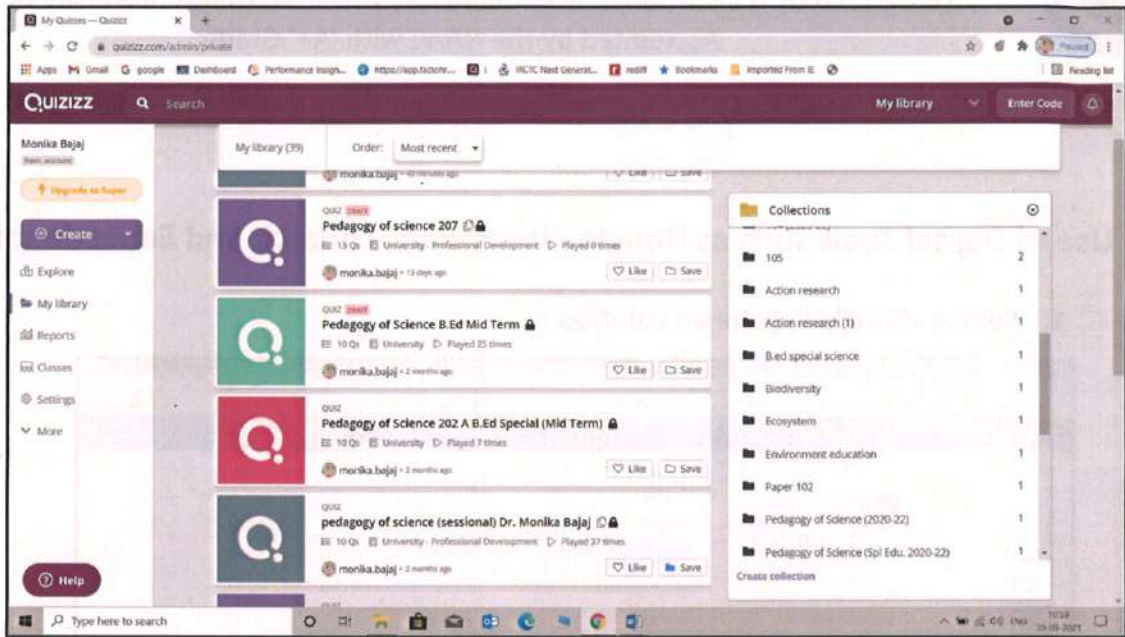
1. Search -Google Enterprise Solution



2. Google Classrooms

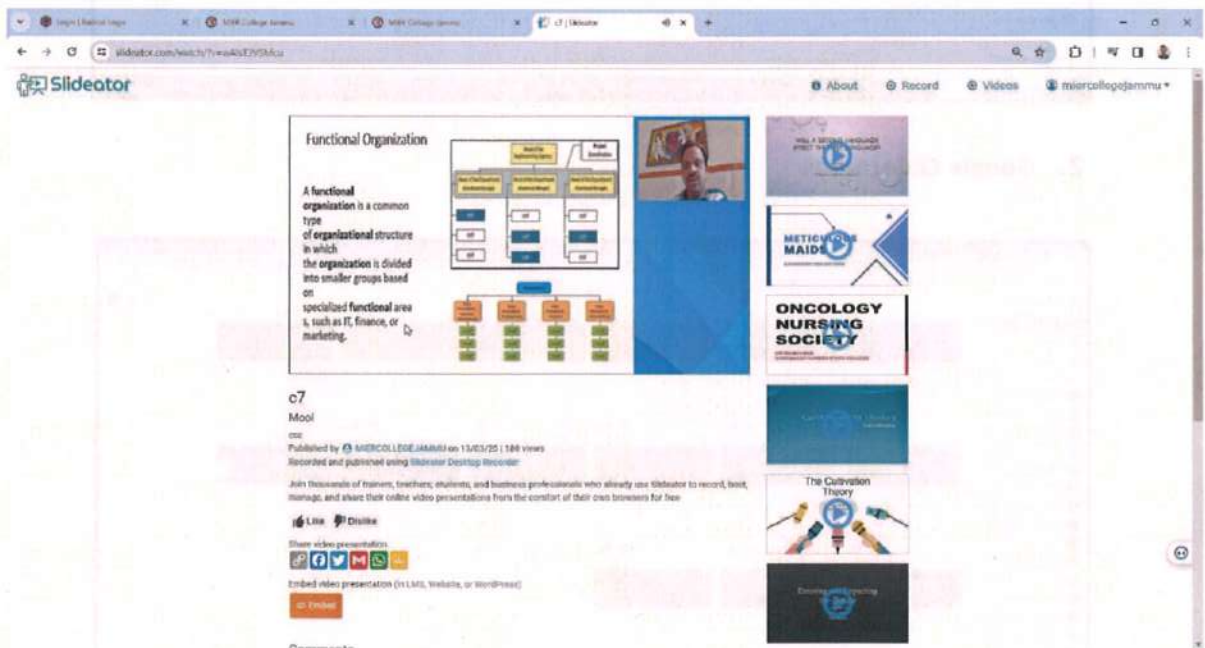


3. Quizziz

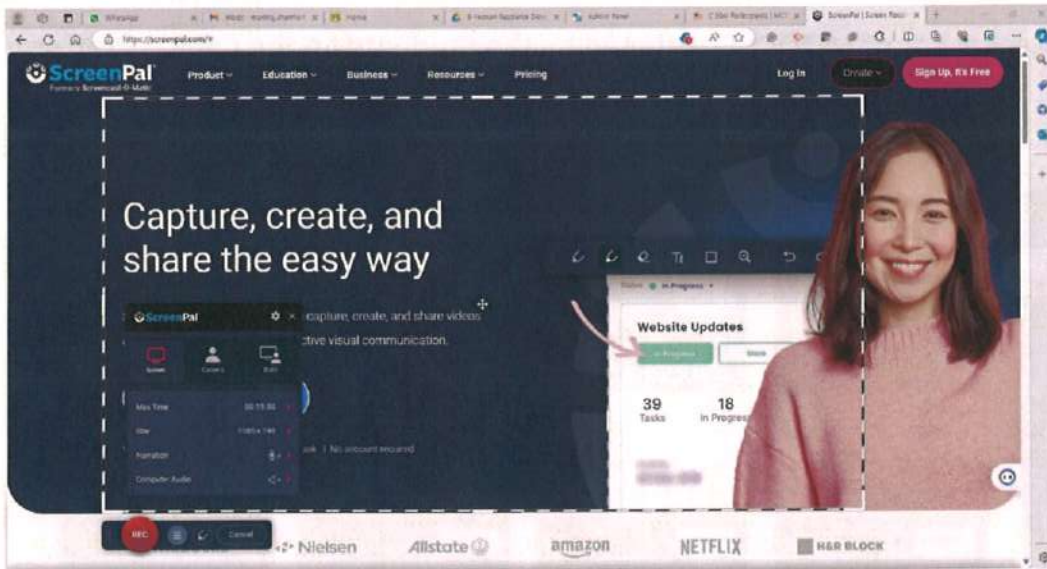


4. Educational Apps

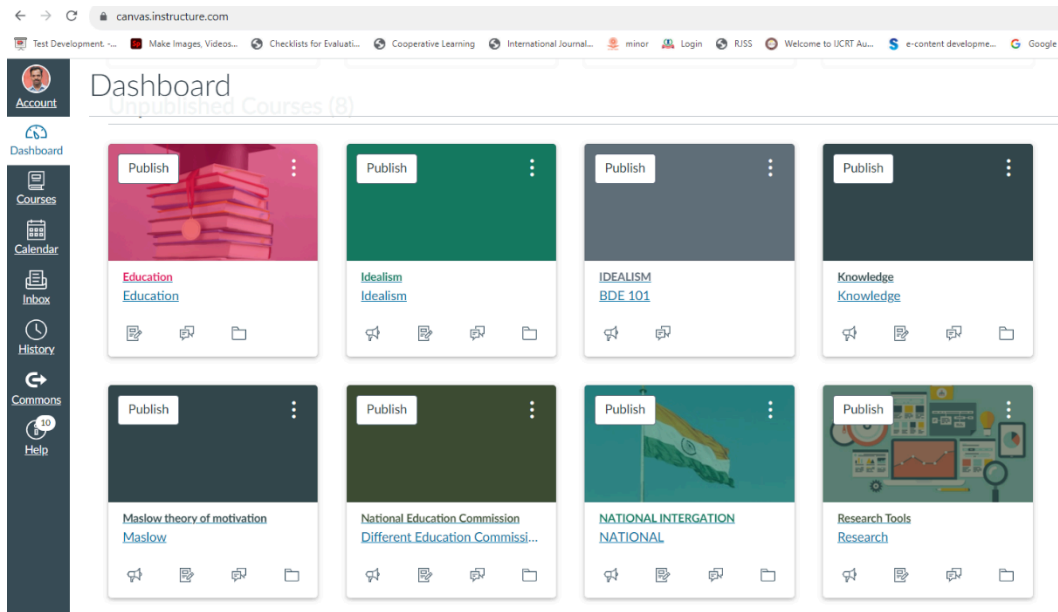
- a. Slideator: [Record and Share Inspiring Videos | Slideator https://slideator.com/](https://slideator.com/)



- b. **ScreenPal:** [ScreenPal | Screen Recorder & Video Editor \(Formerly Screencast-O-Matic\)](https://screenpal.com/)
<https://screenpal.com/>



Screenshot of MOOCs Developed by the Students on the Canvas Platform



Sample Multimedia Videos

[shivali-New-Vdeo.mp4 - Google Drive](#)

[2023-08-14 08-31-00.mp4 - Google Drive](#)

[2101003.Barriers in educational leadership.wmv - Google Drive](#)

**List of MOOCS Developed by
Faculty**

Name	Designation	Title of the Course (MOOC)
Dr. Mool Raj	Associate Professor	Educational Leadership
Dr. Nishta Rana	Associate Professor	Science Education
Dr. Bharti Tandon	Associate Professor	School Management
Dr. Rohnika Sharma	Associate Professor	Learning Teaching And Assessment
Dr. Monika Bajaj	Associate Professor	Pedagogy of Science
Dr. Bindu Dua	Assistant Professor	Curriculum Studies
Ms. Sayka Bano	Assistant Professor	Educational Administration
Dr. Reeta Dwivedi	Assistant Professor	Pedagogy of English
Ms. Pallavi Anand	Assistant Professor	Cognitive Psychology
Ms. Rohini Sharma	Assistant Professor	Critical Understanding of ICT in Education

Link of videos created by faculty-

<https://www.youtube.com/playlist?list=PLr78cknOKmilM19xs-yIrvWgeapOuDynV>

Sign & Seal of the Principal

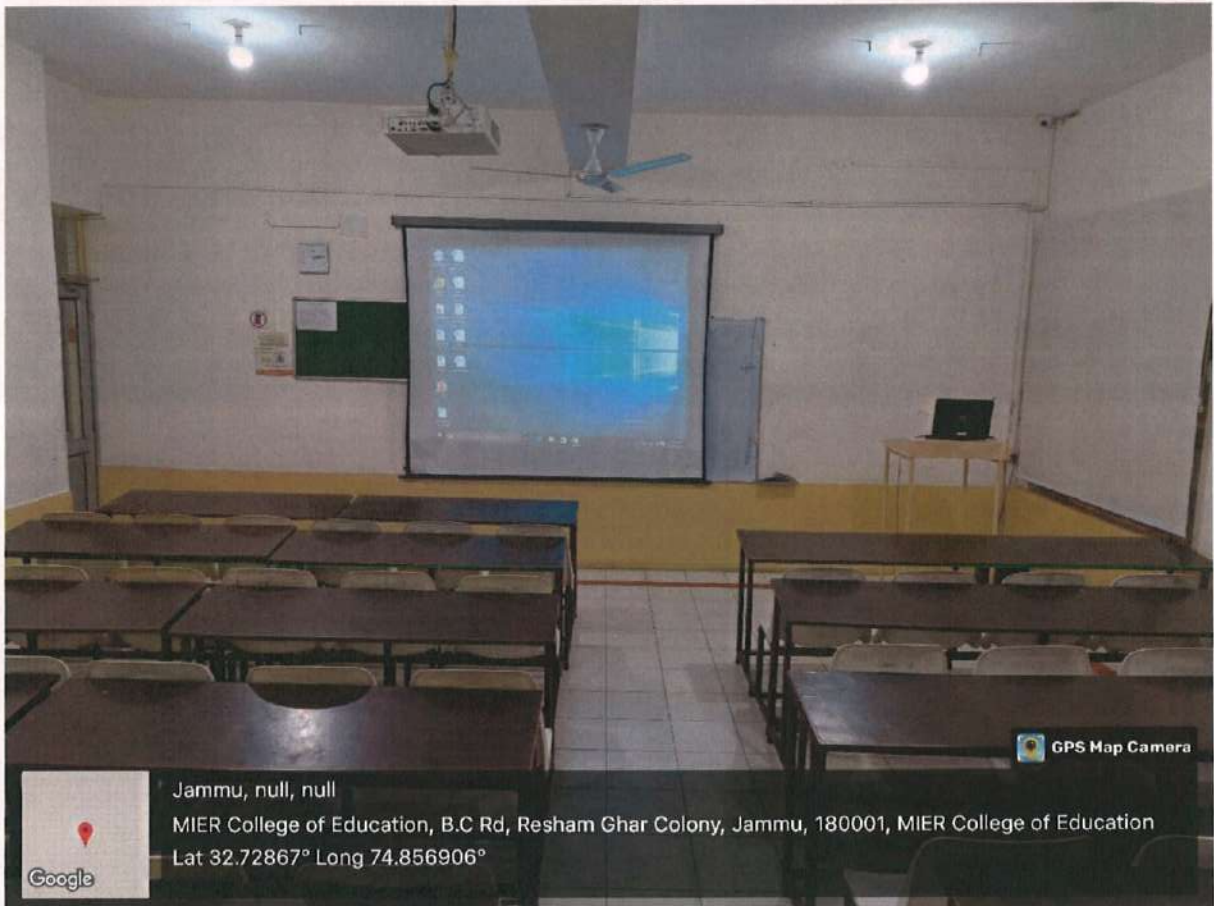


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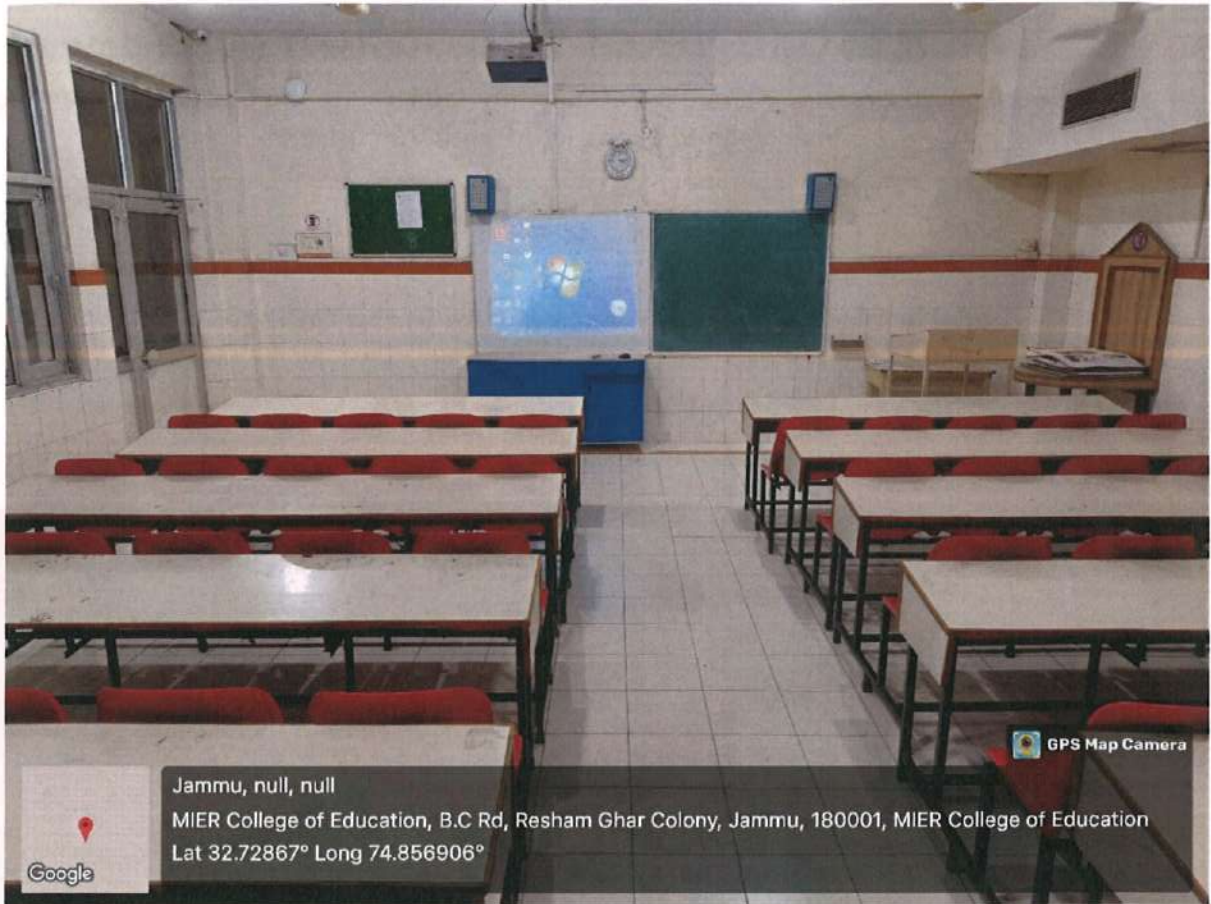
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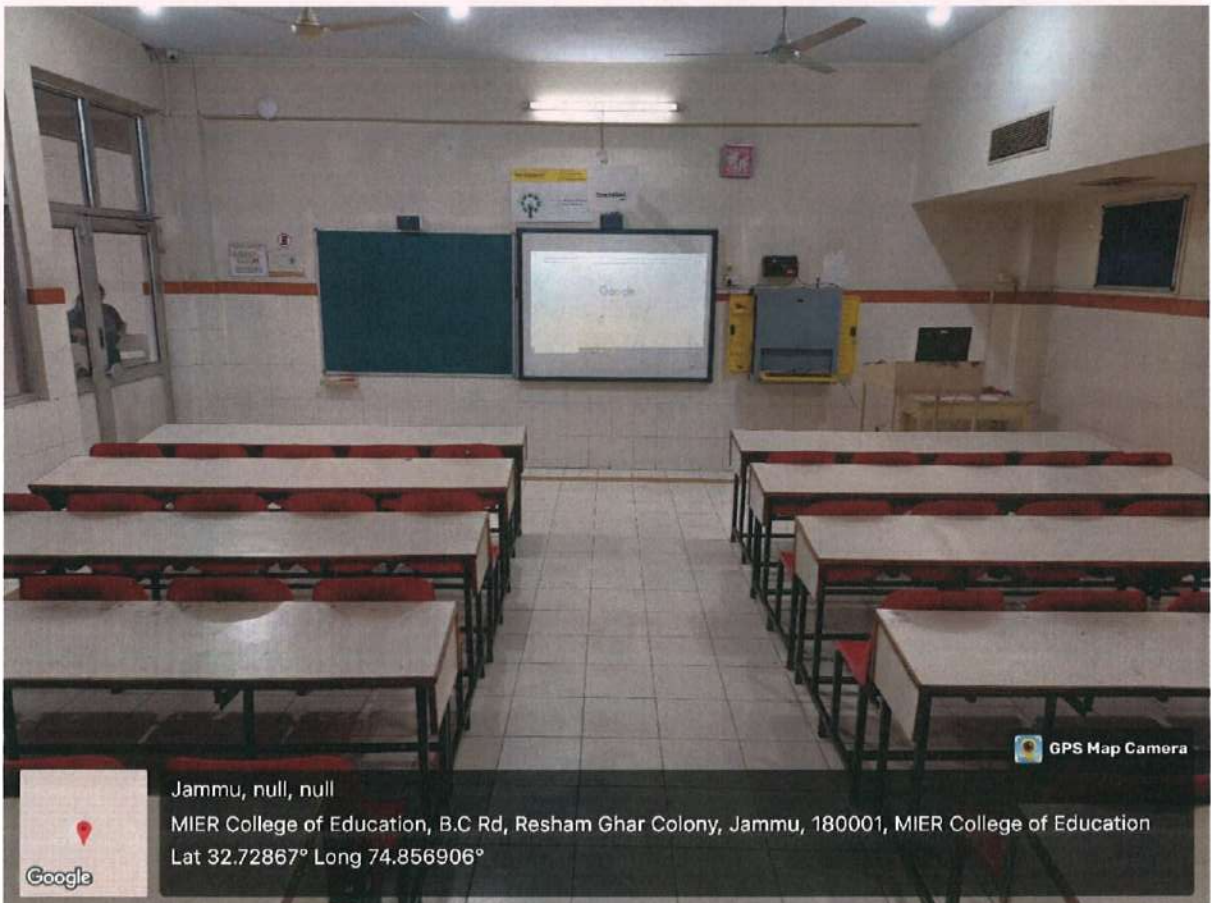
Technology Enabled Infrastructure in the College



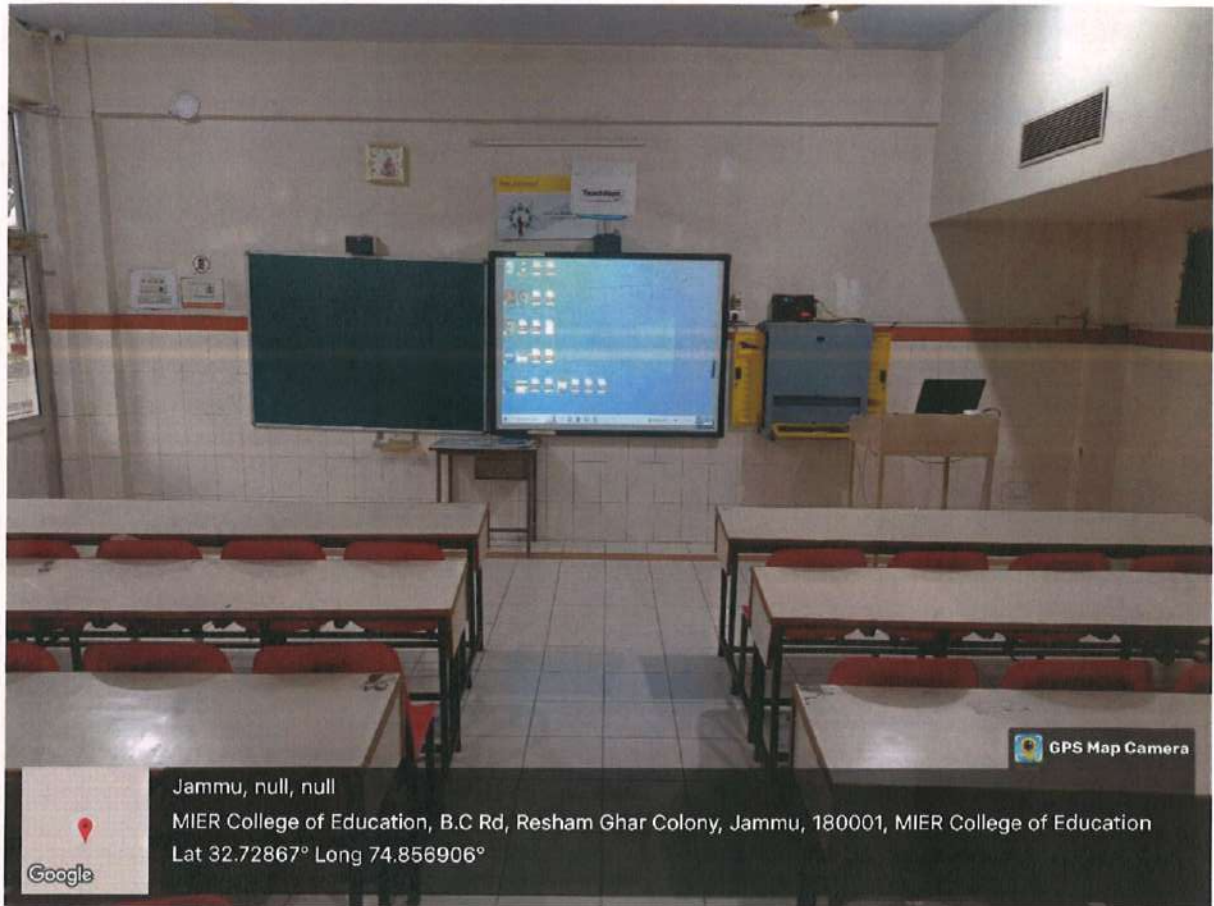
Lecture Room-1



Lecture Room-2



Lecture Room-3



Jammu, null, null
MIER College of Education, B.C Rd, Resham Ghar Colony, Jammu, 180001, MIER College of Education
Lat 32.72867° Long 74.856906°

Lecture Room-4



Jammu, null, null
MIER College of Education, B.C Rd, Resham Ghar Colony, Jammu, 180001, MIER College of Education
Lat 32.72867° Long 74.856906°

Lecture Room-5



Lecture Room-6



Lecture Room-7



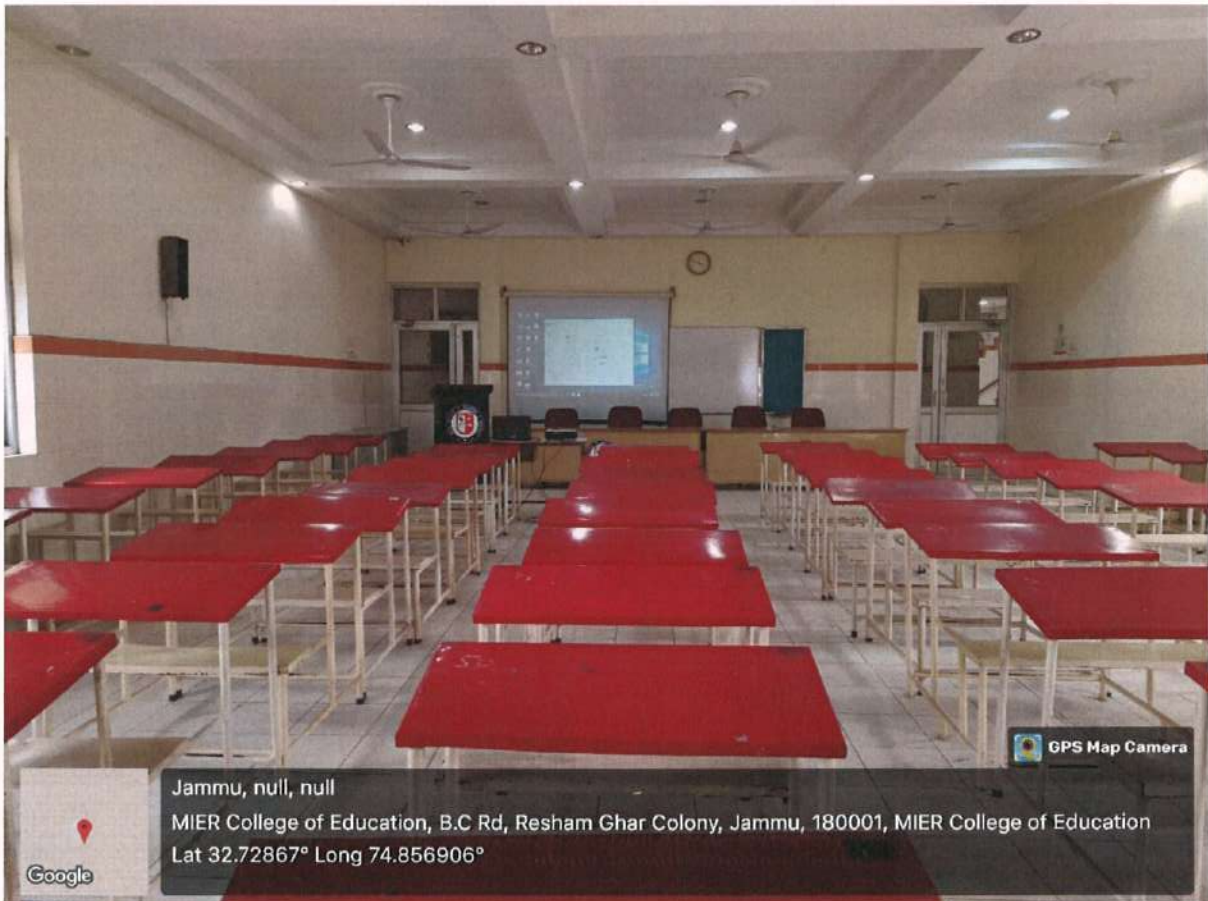
Lecture Room-8



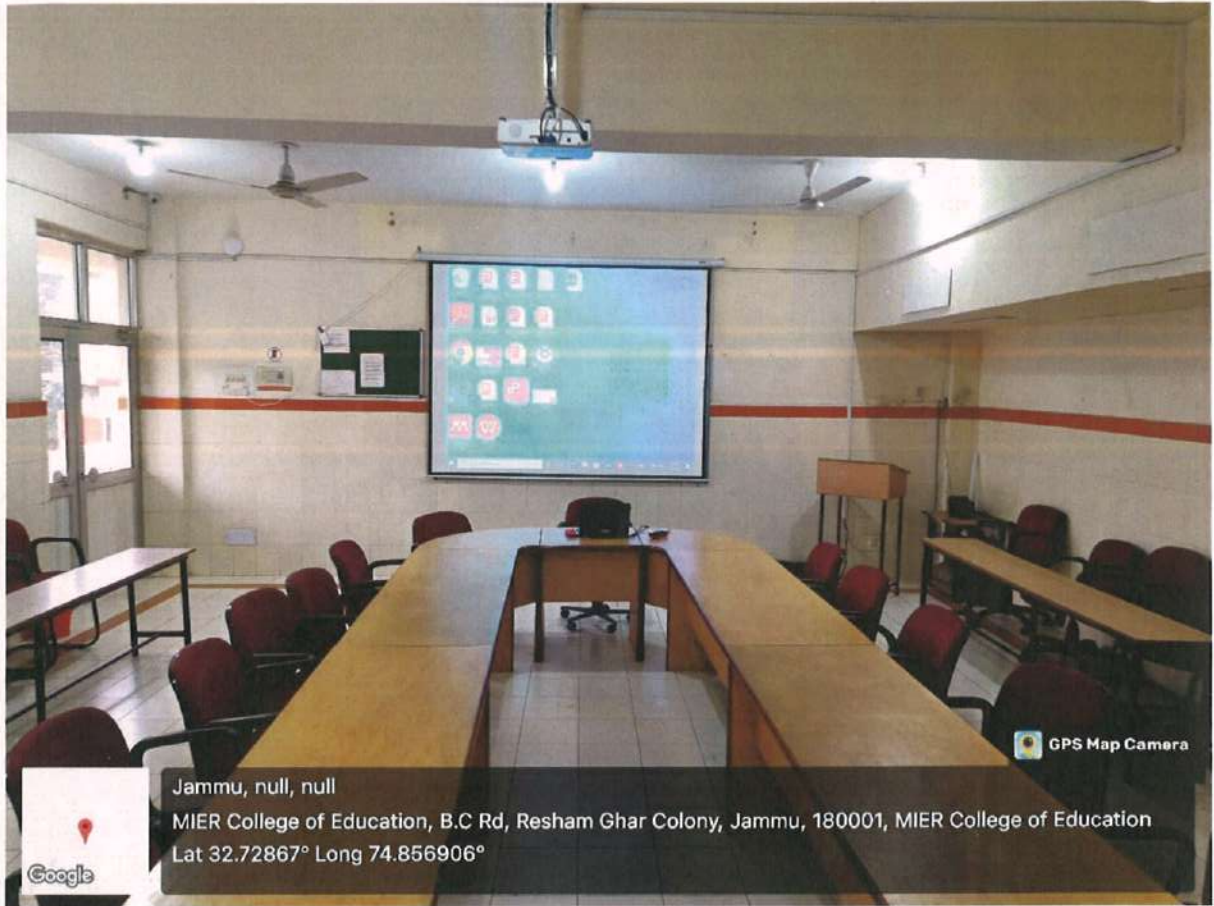
Lecture Room-9



Lecture Room-10



Multipurpose Hall



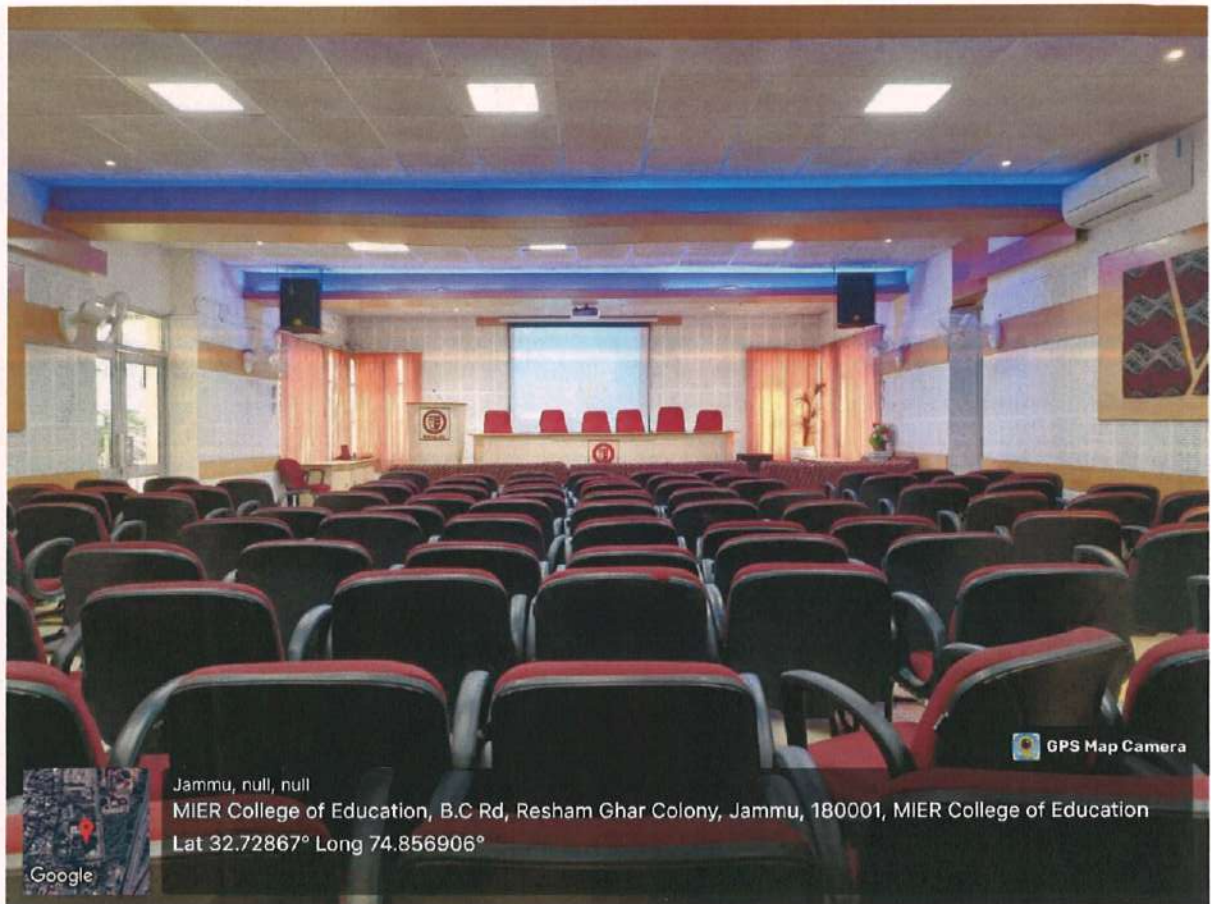
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MIER College of Education, B.C Rd, Resham Ghar Colony, Jammu, 180001, MIER College of Education
Lat 32.72867° Long 74.856906°

Conference Room



Jammu, null, null
MIER College of Education, B.C Rd, Resham Ghar Colony, Jammu, 180001, MIER College of Education
Lat 32.72867° Long 74.856906°

Research Scholar Room



Auditorium



Resource Room



Jammu, null, null
MIER College of Education, B.C Rd, Resham Ghar Colony, Jammu, 180001, MIER College of Education
Lat 32.72867° Long 74.856906°

Google

Computer Lab 1



Jammu, null, null
MIER College of Education, B.C Rd, Resham Ghar Colony, Jammu, 180001, MIER College of Education
Lat 32.72867° Long 74.856906°

GPS Map Camera

Google

Computer Lab 2

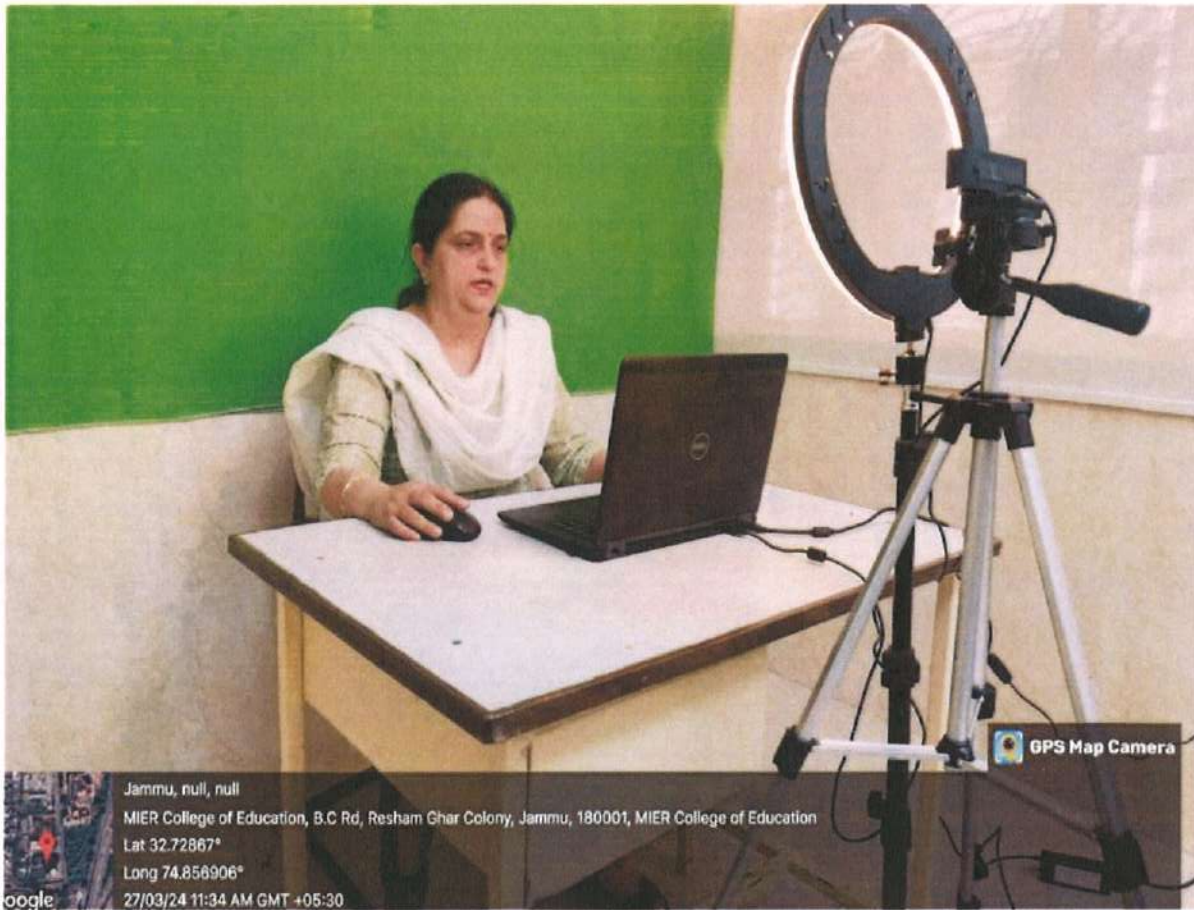


High Speed Internet Connectivity - Jio Leased Line & Airtel FTTH



Educational Technology lab

Educational Technology lab



Studio for E-Content Development



Sign & Seal of the Principal



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Report on Faculty Professional Development in the area of ICT

1. 2-Day Workshop on Moodle Administration

Under Phase III of the COL-MIER Project, a Workshop on the Administration and Management of Moodle Learning Management System for Effective Blended Learning was held on March 18 -19, 2024 in the College's Computer Lab. Through the workshop about 21 teachers were able to: explore the main administration settings, site admin presets, reports and basic file management; customise the site's look and feel; create and organise courses and categories; manage user accounts, enrolments and roles; configure activity plugins; manage filters and site badges; & create certificate templates.



2. Workshop on Blended Course Development

The Blended Course Development Workshop, held from September 25th to 29th, 2023, aimed to enhance teaching skills by integrating online and traditional methods. Teachers from the School of Education and the School of Social Sciences and Humanities participated. The workshop comprised interactive sessions over three days, covering concepts, course design, and implementation. Participants created 20 blended courses tailored to their disciplines. Outcomes included improved teaching practices, collaboration, and innovative approaches. The workshop signifies a significant step towards enhancing educational quality and fostering continuous professional development within the institution.



3. Workshop on Artificial Intelligence in Education

A Workshop on Artificial Intelligence in Education was organized on September 22, 2023. It focused on engaging faculty in hands-on activities and innovative teaching methods. Dr. Deepti Malhotra, Assistant Professor, Central University, Jammu emphasized AI's crucial role in education, asserting its necessity for educators. The workshop aimed to equip participants with practical AI applications for teaching. Through interactive sessions, faculty explored AI's potential to enhance learning experiences. Discussions centred on integrating AI tools into curriculum design and assessment. Participants left with a deeper understanding of AI's impact on education and a commitment to integrating it into their teaching practices, marking a significant step towards educational innovation.



4. Training on using Interactive Panels

The training session on Interactive Panels, held on September 20, 2023, featured Mr. Shashank from People Link as the facilitator. Participants were introduced to various features of interactive panels through demonstrations. A hands-on practice session allowed attendees to familiarize themselves with panel functionalities. The session provided valuable insights into leveraging interactive technology for teaching and presentations. Participants were equipped with the knowledge and skills to effectively utilize interactive panels professionally.



5. Workshop on Blended Learning Courses (MOOCs)

A six-day workshop from October 10th to October 27th, 2022, engaged faculty members from the School of Education and School of Social Sciences and Humanities. The workshop aimed to enhance teaching methodologies and foster interdisciplinary collaboration. Through interactive sessions and discussions, faculty gained valuable insights into innovative pedagogical approaches, enriching their professional development and promoting cross-disciplinary exchange.



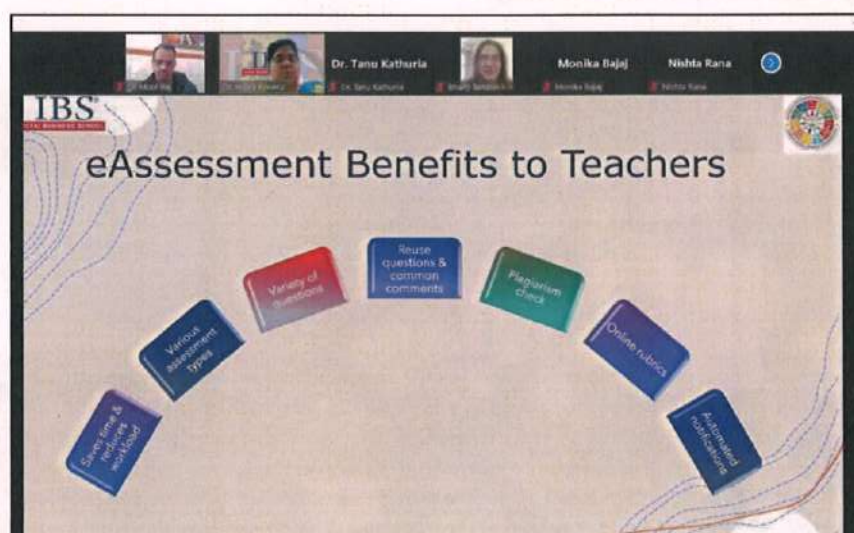
6 . Workshop on Developing Blended Learning Courses

MIER College of Education (Autonomous) collaborated with the Commonwealth of Learning (COL) Canada to organize a three-day workshop on March 31, 2022, focusing on developing blended-learning courses via the Moodle platform. Dr. Indira Koneru spearheaded the workshop, evaluating and facilitating the creation of 20 blended courses by faculty. She emphasized the University Grants Commission's four-quadrant approach, guiding participants in aligning course goals, creating assessments, and fostering student engagement. Self-evaluation, feedback sessions, and peer evaluations concluded the workshop, ensuring course quality and participant satisfaction.



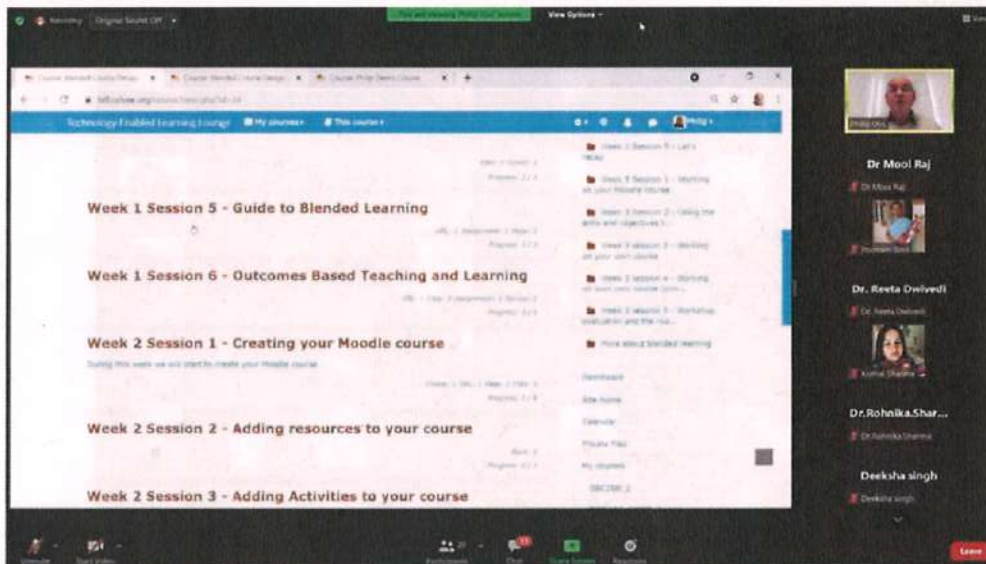
7. Developing Blended Learning Design Workshop

From December 13 to December 17, 2021, a five-day online workshop was conducted in collaboration with the Commonwealth of Learning (COL), focusing on Developing Blended Learning Courses. Dr. Indira Koneru, Course and Workshop facilitator, led discussions on various topics including the workshop introduction, understanding COL's blended course design components such as writing course descriptions, defining course learning objectives, specifying module-wise learning outcomes, conducting group feedback sessions, and adjusting course settings.



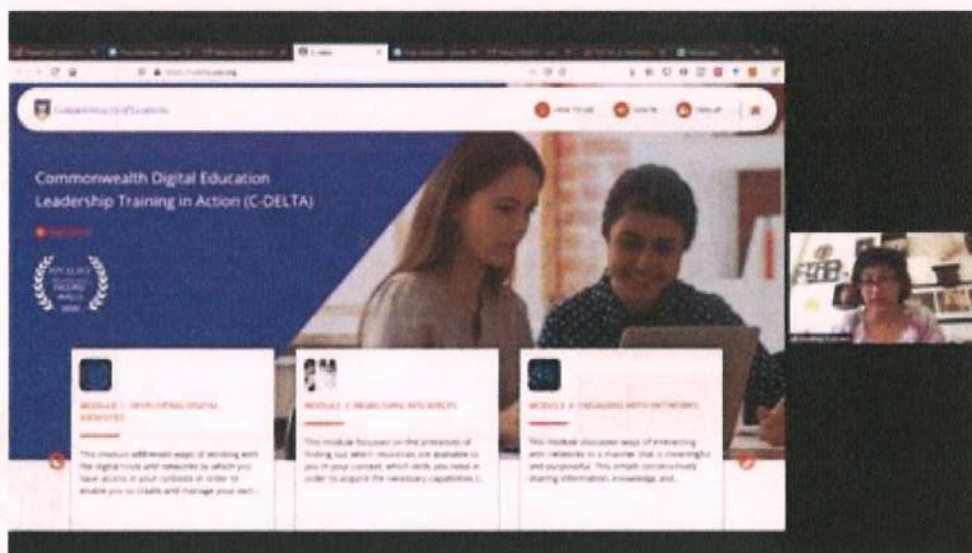
8. Blended Course Design using Moodle

As part of its Technology-Enhanced Learning (TEL) implementation, COL conducted a 3-week online training on "Blended Course Design using Moodle" from July 29 to August 19, 2021. The workshop aimed to familiarize participants with the Moodle platform, equipping them with skills to create and host blended learning courses. Teachers were encouraged to prepare subject-specific materials and received guidance on crafting effective MOOCs through blended learning pedagogy. The sessions provided participants with valuable insights on leveraging technology to enhance the teaching-learning experience.



9. C-Delta Workshop

In collaboration with the Commonwealth of Learning (COL), a three-week Training of Trainers program was conducted to equip educators with skills in utilizing the Commonwealth Digital Education Leadership Training in Action (C-DELTA) platform. Held from April 3 to April 30, 2021, the program aimed to enhance teachers' abilities to integrate digital resources into their teaching methodologies. Participants gained practical knowledge and strategies for leveraging digital tools effectively within their schools and educational institutions.



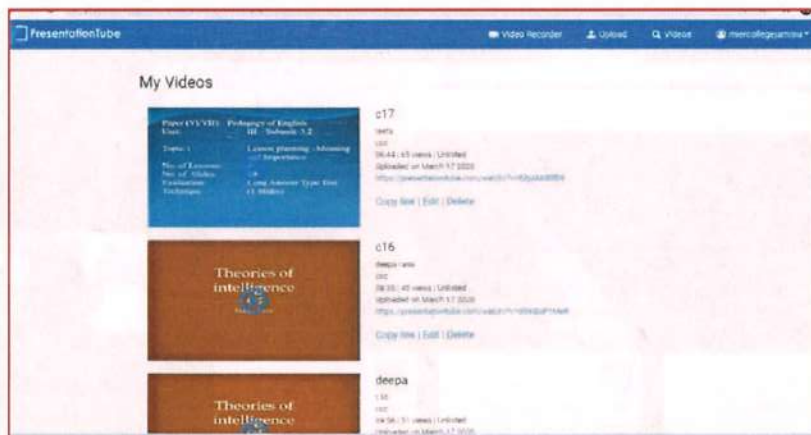
10. Workshop on Google Classroom

On April 27, 2020, MIER College of Education organized a workshop on "Google Classroom and Google Meet" via Zoom meetings, catering to its teachers. The workshop aimed to familiarize educators with these essential digital tools for remote teaching and collaboration. Dr. Mool Raj guided participants through the functionalities and best practices of Google Classroom and Google Meet. Teachers learned to effectively utilize these platforms for course management, online lectures, and virtual meetings. The workshop facilitated a seamless transition to online teaching, enhancing educators' digital literacy and ensuring uninterrupted academic engagement amidst challenging circumstances.



11. Recording of Lectures on Presentation Tube

On January 14, 2020, the center-facilitated teaching staff recorded 25 video tutorials utilizing Presentation Tube Recorder, covering various topics. Following editing and mixing, these tutorials were uploaded to the College YouTube Channel for student access. This initiative aimed to enhance remote learning by providing comprehensive instructional content. By leveraging modern recording technologies and utilizing the expertise of teaching staff, the college ensured students had access to high-quality educational resources, facilitating continuous learning and academic advancement.



Sign & Seal of the Principal



MIER COLLEGE OF EDUCATION (Autonomous)

Recognised by the J&K Govt. and permanently affiliated by the University of Jammu
Accredited by the NAAC with A+ Grade

REPORT OF WORKSHOP ON DIGITAL LITERACY

For B.Ed. Spl. and M.Ed. Session 2022-24

Date	Programme
20-03-2024 to 27-03-24	B.Ed. Spl. Sem.-III Roll no 01 to 24
	M.Ed. Sem.-III Roll no 01 to 13

Details of the Workshops

The following topics were covered during the workshop:

Topics covered
Document Management: <ul style="list-style-type: none">• Introduction about MS word, Excel• Introduction of formatting tools and basic Menu's options.• Hands on practice on formatting tools
Document Conversion: <ul style="list-style-type: none">• Conversion of files in different formats like word to pdf, jpg to pdf, organize pdf, excel to pdf and vice versa• Hands on practice on conversion
Google Docs and Drive <ul style="list-style-type: none">• Demonstration on Google docs, sheets, slides and Forms• Uploading of files and folders in Google drive
Artificial Intelligence <ul style="list-style-type: none">• Introduction of artificial intelligence• Demonstration on Chat GPT, Canva, Quillbot• Hands on practice on all apps
Students Practiced and asked queries
Feedback from Students



Introduction about Word, Excel



Demonstration on Google docs, sheets & forms



Introduction to digital platforms



Hands-on practice on Canva, Quillbot

Learning Outcomes Achieved:

1. Proficiency in MS Word and Excel:

Students gained proficiency in creating, formatting, and managing documents and spreadsheets using Microsoft Word and Excel, enabling them to effectively handle various academic and professional tasks.

2. Document Conversion Skills:

Students acquired the ability to convert documents into different file extensions, ensuring compatibility and accessibility across multiple platforms.

3. Collaborative Work with Google Docs and Drive:

Through practical demonstrations, attendees learned to collaborate efficiently using Google Docs and Drive, enabling seamless document sharing, editing, and real-time collaboration.

4. Understanding of Artificial Intelligence (AI):

Students gained basic knowledge and insights into Artificial Intelligence (AI), including its applications, impact, and significance.

Students' Feedback:

Students' feedback was collected online through a feedback form created to ascertain the effectiveness of the trainer and the workshop.

About the course and its contents:

- The students found the course content appropriate according to their needs.
- It covered all basic knowledge about MS Office, Google Docs, Sheets, Forms and the use of AI.

About the trainer/resource person:

- The resource persons were knowledgeable and conducted both theory and practical sessions effectively.

Suggestions:

- The duration of the workshop can be increased for better hands-on practice.
- The session should include insights into virtual communication platforms like Google Meet, Zoom, and Skype.

R Sharma

Report Prepared by:
Mrs. Rohini Sharma

J Mohial

IQAC Coordinator
Ms. Jasleen Mohial





MIER College of Education (Autonomous)

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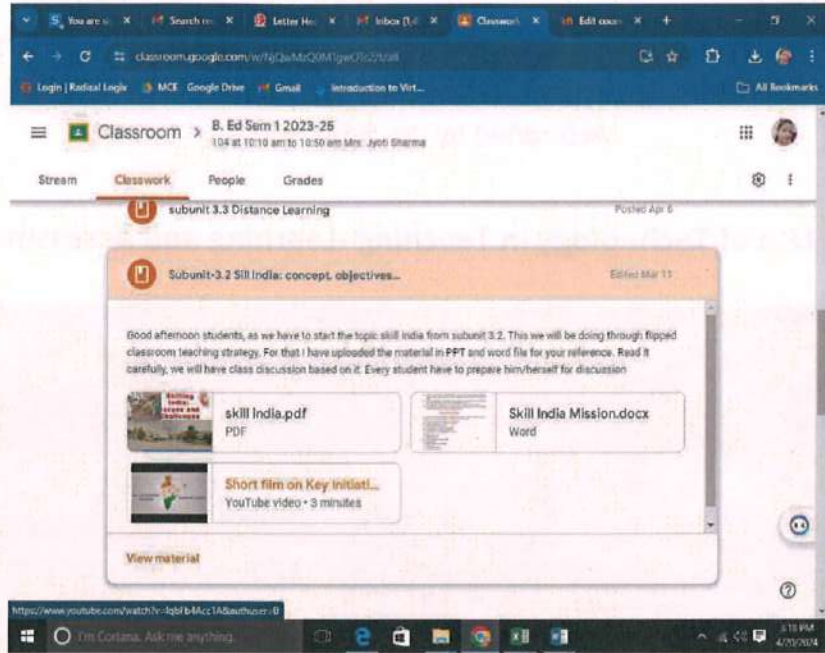
Use of Technology in Teaching -Learning and Assessment



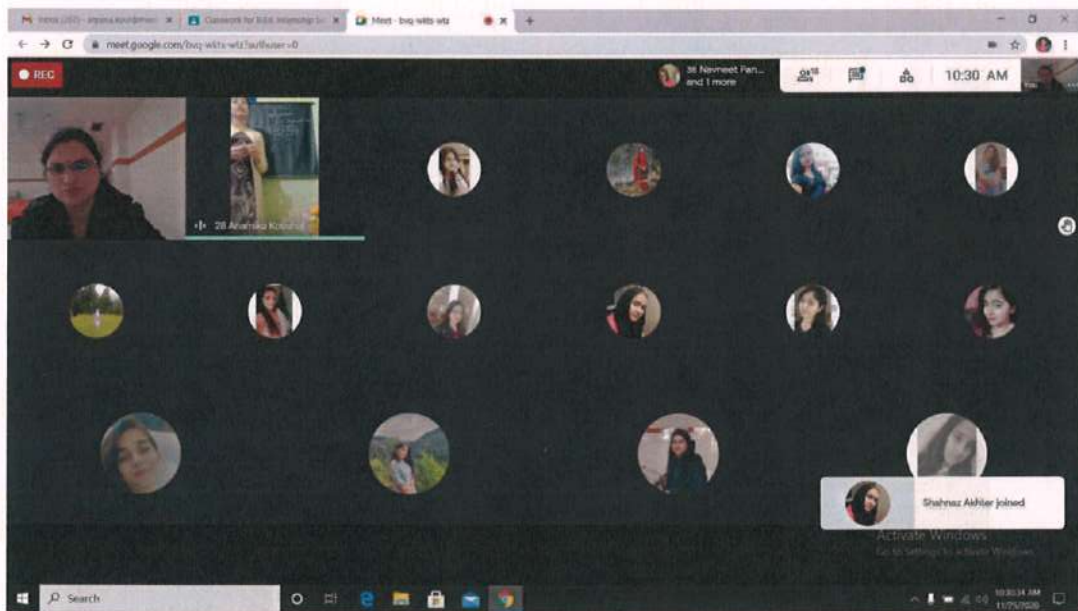
Use of LED Interactive Panel



Team Teaching



Flipped Classroom



Online Teaching



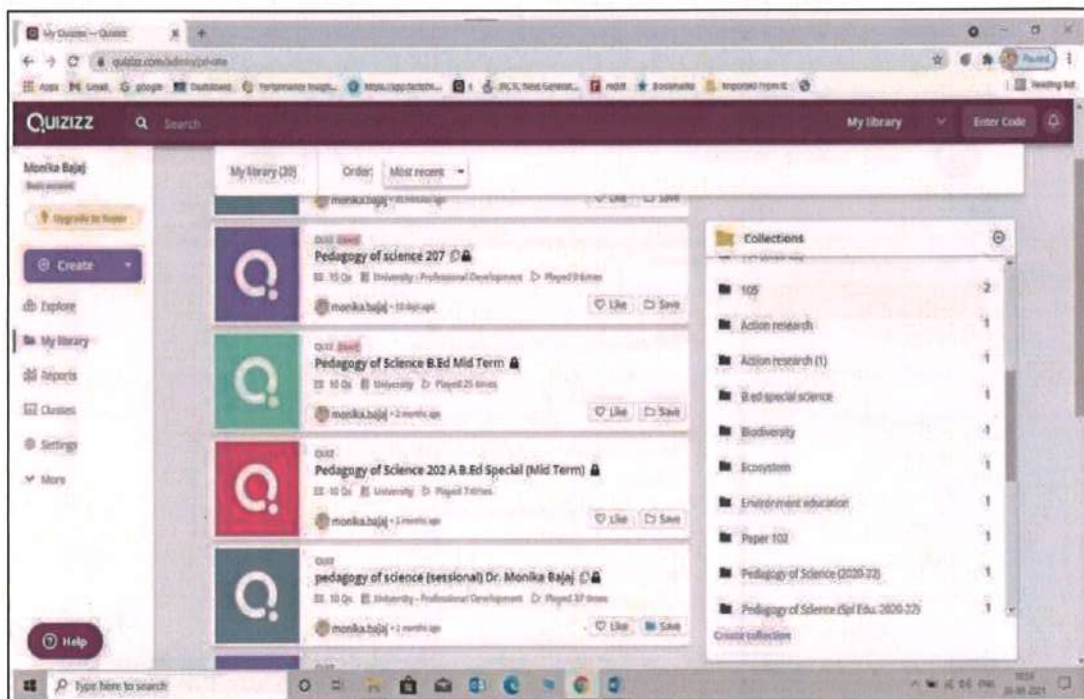
Lecture Cum Discussion Method

A screenshot of a Moodle LMS interface. The browser address bar shows the URL: miercollege.moodlecloud.com/course/view.php?id=87#section-3. The page title is "Home Dashboard My courses". The main content area displays a course overview for "Comprehensive and Cont..." with a description: "This topic includes meaning, features and procedure of continuous and comprehensive evaluation as continues and comprehensive evaluation is a very necessary part in the evaluation process because it covers scholastic and non-scholastic achievements of the students." Below the description, there are two assignment cards. The first card is titled "Meaning features and procedure" and was opened on Saturday, 16 March 2024, at 12:00 AM. The second card is titled "Assignment 1" and was opened on Friday, 22 March 2024, at 12:00 AM. The assignment card contains a question: "Q1. Explain the importance and procedure of continuous and comprehensive evaluation." and instructions: "See the following 5 steps to submit your assignments: Step 1: Click Add submission button, Step 2: Type your assignment in the white editor board, Step 3: Click Save changes button, Step 4: Click Submit Assignment button". The interface also shows a sidebar with course navigation options like "Assignment 1", "Discussion on best Procedu...", "Evaluation Tools", "Which Evaluation Tool is m...", "Assignment 2", "Achievement and Diagnosti...", "Remedial and enrichment ...", and "Quiz on Evaluation tools".

Blended Learning through Moodle LMS



Seminar Presentation by Student



Use of QUIZZ App for Online Quiz

11½

OPEN BOOK EXAMINATION - 2020-22
 To be filled by office. [Candidate's Name]

Roll No : 2004003

Candidate's Name :- Venakshi Devi

Examination :- Mnos - I

Subject :- E-Learning

Paper / course code :- MAE-303

Date :- 19 - Jan - 2022

All work that the student submits as part of examinations requirements must be expressed in their own words and incorporated as their judgements. Direct work of others including that of tutors or employers must be appropriately referenced.

I am confirming that the work I am submitting is my own. I have acknowledge all the source of reference I have used.

Candidate's Signature :- Venakshi

13

4

- (i) Both the types are allow student and instructor to interact in real time
- (ii) Classes is held regularly on a regular schedule with professors and students attending
- (iii) Students work collaboratively outside of the classroom
- (iv) Learners engage in real-time discussion during class
- (v) Students complete assignments outside of class in preparation for scheduled discussion
- (vi) Classes includes live lectures, discussions and students requirements

Conclusion :-

Every tools of E-learning has its own unique set of requirements. Many online degree programs do not have residency requirements so look around and find a program that fit your personal and academic needs.

xxx xxx xxx

Online Checking of Papers



Sign & Seal of the Principal



DIPLOMA IN ICT IN EDUCATION

CURRICULUM

**MIER College of Education
(Autonomous)**

B.C. Road, Jammu, J&K, India

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Diploma in ICT in Education

The Diploma in ICT in Education programme is an intensive one-year Diploma programme having two semesters. It is designed to equip learners with software, technical, and techno-pedagogical skills and attitudes required in the modern educational workplace.

The Diploma in ICT in Education is a programme that aims to equip students/teachers/teacher educators with the knowledge and skills needed to effectively apply, use, and manage technology when solving problems specifically related to information and communication technologies applied in educational settings. The programme is designed for individuals who want to build a career as an ICT professional and emphasises multiple skill sets, allowing candidates to pursue various options in applying ICT in education. The programme covers a range of topics, including the use of ICT in instruction, learning, and assessment, and the development of good quality teaching and learning materials with ICT. Aspirants of this diploma will learn to determine the information and communication needs of organisations and users, design information/communication solutions to meet those needs and create and manage information systems/communication systems to get the right information to the right people at the right time.

Courses/Modules are taught using a blended learning approach. The faculty will conduct online sessions and learners will be required to take an active part in these sessions and attend all offline sessions, and assessments, and appear in the semester-end examinations. Learners will also prepare and present a project on an assigned topic. The program consists of 40 credit hours of coursework in total including credits for video tutorials, synchronous sessions, discussion forums, assignments, seminar presentations, and 8 credits for a project.

A. Programme Learning Outcomes:

After completing this programme, the learners will be able to:

- apply the knowledge of ICT in education.
- communicate effectively with a range of audiences, using digital tools.
- use the latest techniques, skills, and educational technology tools necessary for enhancing the educational processes.
- support and enhance teaching, learning and assessment in online and blended situations.
- Use new technologies such as AI and Social Media to enrich their Technology Enabled Learning Environments.
- design and develop e-content, e-course and e-assessment in their area of expertise.

B. Programme Pre-requisites:

Any learner who qualifies the following shall be eligible to seek admission in this programme.

a. ICT Basics

- Knowledge of computer terminology, such as browser, operating system, MS Office, application, software, files, documents, icons, etc.
- Internet skills (connecting, accessing sites, using browsers)
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.
- Performing online research using various search engines and library databases
- Installing and Updating software, Running virus scans etc.

b. Online Learning Readiness Questionnaire – (to be reviewed and adapted as per the local context)

https://pennstatelearning.psu.edu/istudy_tutorials/learningonline/ORQ/ORQ.htm

C. Programme Layout:

C1. Course Scheme for the Programme

Semester – I

Course Code	Course Title	Credits	Marks
DICTE-101	Introduction to ICT in Education	04	100
DICTE-102	Digital Tools and Resources for Teaching and Learning	04	100
DICTE-103	Pedagogical Approaches for ICT Integration	04	100
DICTE-104	Digital Leadership, Citizenship and Online Safety	04	100
DICTE-105	Assessment and Evaluation in ICT-Enabled Learning	04	100
Total		20	500

Semester – II

Course Code	Course Title	Credits	Marks
DICTE-201	E-Learning Design and Development	04	100
DICTE-202	Professional Development for ICT Integration	04	100
DICTE-203	Experiential Learning in Emerging Trends and Future Directions in Education	04	100
DICTE-204	Project Work	08	200
Total		20	500

Summary	Credits	Marks
Semester I	20	500
Semester II	20	500
Total	40	1000

C2. Semester-wise Course Content of the Programme

Every course excluding Project shall have a total of four credit hours comprising of three theory hours and one practical hour. In higher education, one credit theory hour often equates to 15 hours of teaching or 30 hours of practical or field work per semester. Theory hour shall be composed of synchronous online counselling, webinars, interactive live lectures, e-content, video tutorials, readings (self-study), assignments, asynchronous mentoring, discussion forums, assessment and other forms of online engagement. The practical component of the course will involve interactive workshops, group projects, simulations, and real-world application exercises to provide learners with hands-on experience and practical skills relevant to the course content. In total, a learner must devote 5-7 hours per week to one course.

SEMESTER 1

Course 1. DICTE 101- Introduction to ICT in Education (4 Credits)

a. Course Description

The course is designed to provide educators with the knowledge and skills necessary to understand and explore the fundamentals of ICT in education. Participants will explore the concept, history, and evolution of Information and Communication Technology (ICT) and universal designs & sustainable goals. Throughout the course, participants will delve into four main units. The first unit covers the basics of ICT in education, which includes an introduction to ICT usage frameworks, an understanding of the concept of ICT in education, and an overview of ICT tools and resources used in education. The second unit focuses on the importance and benefits of integrating ICT in education, which includes an understanding of the significance of ICT in education, the benefits of integrating ICT in education, and the challenges and limitations of ICT in education. The third unit covers the evolution of ICT and its impact on education, which includes a historical overview of ICT in education, the impact of ICT on teaching and learning, and future trends in ICT and education. The fourth unit involves details of UDL and SDG's.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. describe the concept of ICT and its scope in education.
- CLO 2. identify the benefits of integrating ICT into education.
- CLO 3. analyse the role of ICT in transforming teaching and learning.

CLO 4. design learning experiences using the principles of UDL to promote inclusive and equitable learning environments.

c. Course Content:

Unit 1. Basics of ICT in Education

- a. Introduction to ICT Competencies Frameworks.
- b. Understanding the concept of ICT in education.
- c. Overview of ICT tools and resources used in education.

Unit 2. Importance and Benefits of Integrating ICT in Education

- a. Understanding the significance of ICT in education.
- b. Benefits of integrating ICT into education.
- c. Challenges and limitations of ICT in education.

Unit 3. Evolution of ICT and its Impact on Education

- a. Historical overview of ICT in education.
- b. Impact of ICT on teaching and learning.
- c. Future trends in ICT and education.

Unit 4. UDL and SDG4

- a. Overview of User Experience and Learning Designs.
- b. **Course on Universal Design for Learning (UDL): [Commonwealth of Learning \(colcommons.org\)](https://colcommons.org):** This is an introductory course on Universal Design for Learning (UDL) that provides a foundation for developing accessible courses and demonstrates the potential of UDL to make teaching resources and practices more responsive to students' diverse needs and contexts.
- c. Overview of Sustainable Development Goals. SDG-4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

d. Suggested readings:

- [1] Fu, J. S. (2013). ICT in Education: A Critical Literature Review and Its Implications. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 9(1), 112-125.
- [2] UNESCO (2017). *Unpacking Sustainable Development Goal 4 (SDG4)*.
- [3] UNESCO (2018). *Quick Guide to Education Indicators for SDG 4*.
- [4] UNESCO (2022). *Educational Technology and Student Performance: A Comparative Study*.
- [5] Hernandez, R. M. (2017). Impact of ICT on Education: Challenges and Perspectives. *Propósitos y Representaciones*, 5(1), 325-347.
- [6] UNESCO (2023). *A systematic literature review of ICT integration in secondary education*.

Course 2. DICTE 102- Digital Tools and Resources for Teaching and Learning (4 Credits)

a. Course Description

This course is designed to equip educators with the knowledge and skills necessary to effectively integrate technology into their teaching practices. Participants will explore a wide range of digital tools and resources, including educational software, online platforms, multimedia resources, and communication tools. The course will focus on practical applications of these tools to enhance student engagement, facilitate personalized learning, and promote digital literacy. Through hands-on activities and interactive discussions, participants will learn how to select, implement, and evaluate digital tools that align with learning objectives and cater to diverse learning styles. Additionally, the course will cover best practices for leveraging digital resources to create inclusive and accessible learning environments.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. exhibit basic digital skills.
- CLO 2. navigate through various learning management systems and online platforms.
- CLO 3. incorporate OER and multimedia elements in teaching.
- CLO 4. select appropriate digital tools through evaluation.

c. Course Content:

Unit 1: Overview of digital tools and resources used in education

- a. Introduction to digital tools and resources used in education, the historical development of educational technology.
- b. Different categories of educational technology tools, and advantages of incorporating digital tools in education.
- c. Practical orientation of basic digital skills to step into the world of apps and tools for digital education.

Unit 2: Introduction to Learning Management Systems, Online Platforms, and Educational Software

- a. Concept and purpose of Learning Management Systems, online platforms, and Educational Software, Popular LMS platforms and their features.
- b. An overview of online platforms for teaching and learning and strategies to deliver content on LMS.
- c. Creation of one free Moodle/ELMS website.

Unit 3: Exploring digital content, multimedia resources, and open educational resources (OER)

- a. Digital content, multimedia resources, and open educational resources (OER).

- b. Tools and techniques for content development, incorporating multimedia elements and OER in teaching.
- c. Overview of lesson plans and resources to tailor instructions and creation of one sample lesson plan layout only.

Unit 4: Evaluating and selecting appropriate digital tools and resources for different educational contexts

- a. Identifying educational goals and objectives to assess the specific needs of learners and educators, key factors for evaluating digital tools and resources,
- b. Strategies for successful implementation of these tools in different educational contexts.
- c. Evaluating and selecting appropriate digital tools and resources for different educational contexts. Creating at least one rubric for assessment.

d. Suggested readings:

- [1] https://www.researchgate.net/publication/370924094_Digital_tools_in_education
- [2] <https://unesdoc.unesco.org/ark:/48223/pf0000215804>
- [3] https://www.researchgate.net/publication/360523611_An_Overview_of_Digital_Education_in_India
- [4] https://www.researchgate.net/publication/371562067_Educational_Platforms_Digital_Tools_for_the_teaching-learning_process_in_Education
- [5] <https://opentextbooks.clemson.edu/sts1010fidlerfall2021/chapter/digital-learning-resources-in-education/>
- [6] Lindberg, S., Strong, J., Lefeber, J., Gould, K., & Hodgett, J. (2018, May 15). Digital Tool Selection Checklist and Evaluation Rubric. OER Commons. Retrieved April 19, 2024, from <https://wlresources.dpi.wi.gov/authoring/450-digital-tool-selection-checklist-and-evaluation-ru>.

Course 3. DICTE 103- Pedagogical Approaches for ICT Integration (4 Credits)

a. Course Description

The course covers the overview of major pedagogical frameworks for ICT integration, the principles, strategies, challenges, and future directions for the integration of ICT in education. The second part comprises designing learner-centred and technology-enabled lessons. The third part comprises differentiated instructions with ICT to address diverse learning needs. The fourth part comprises promoting collaborative learning and communication using ICT tools. The course covers theoretical approaches that empower teachers with the knowledge and skills required for integrating technology into their teaching practices. The course also addresses various approaches to ICT integration in the curriculum, with an emphasis on integrating ICT skills in a respective subject. Overall, the course aims to deepen ICT integration through multilevel Technological Pedagogical Content Knowledge design. It provides a comprehensive understanding of pedagogical frameworks for ICT integration, designing

learner-centred and technology-enabled lessons, differentiating instruction with ICT to address diverse learning needs, and promoting collaborative learning and communication using ICT tools.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. explain pedagogical frameworks for ICT integration
- CLO 2. design learner-centred and technology-enhanced lessons
- CLO 3. investigate aspects of social justice and equity as they relate to teaching, schooling, and education
- CLO 4. integrate ICT in the classroom by using deliberate planning and collaboration

c. Course Content:

Unit 1: Understanding pedagogical frameworks for ICT integration

- a. Major Technology Integration Framework: Justifying that content, pedagogy, and technology are essential intertwining areas needed to achieve technologically enhanced learning.
- b. Principles and strategies for integrating ICTs into the curriculum.
- c. Challenges, and future directions of integrating ICT into teaching and learning practices

Unit 2: Designing learner-centred and technology-enabled lessons

- a. Theories of knowing and learning as they relate to digital media. Pedagogical approaches to using ICT in such a way that it supports the attainment of curriculum objectives.
- b. Concept and key principles, the shift from teacher-centred to learner-centred approaches, benefits of Learner-Centred Instruction, examples of technology-enhanced Learner-Centred Environments.
- c. Generic model, which consists of three fundamental elements: pedagogy, social interaction, and technology. Lesson plans and integrated curriculum unit. Create one lesson plan.

Unit 3: Differentiated instructions with ICT to address diverse learning needs

- a. Use ICT to address diverse learning needs.
- b. Aspects of social justice and equity as they relate to teaching, schooling, and education.
- c. Differentiated instructions and their use, draw at least one differentiated instructional model

Unit 4: Promoting collaborative learning and communication using ICT tools

- a. Approaches to ICT integration in the curriculum, including complex problem-solving.
- b. Concept and benefits of Collaborative Learning in Education, designing effective collaborative learning activity.
- c. ICT tools for collaboration and communication skills used in diverse needs. Create one blog or Google Doc for collaboration.

d. Suggested readings:

- [1] Teachers' ICT in pedagogy: A case for mentoring and mirrored practice | Education and Information Technologies (springer.com) <https://link.springer.com/article/10.1007/s10639-024-12603-4>
- [2] Integration of ICTs in teaching practices: propositions to the SAMR model | Educational technology research and development (springer.com) <https://link.springer.com/article/10.1007/s11423-022-10169-x>
- [3] Technology-Enhanced Learning: A Learning Sciences Perspective | SpringerLink https://link.springer.com/referenceworkentry/10.1007/978-3-319-17461-7_56
- [4] A systematic literature review of ICT integration in secondary education: what works, what does not, and what next? | Discover Education (springer.com) <https://link.springer.com/article/10.1007/s44217-023-00070-x>
- [5] Teachers' ICT in pedagogy: A case for mentoring and mirrored practice | Education and Information Technologies (springer.com) <https://link.springer.com/article/10.1007/s10639-024-12603-4>

Course 4. DICTE 104- Digital Leadership, Citizenship and Online Safety (4 Credits)

a. Course Description:

The course shall be covered by completing the Commonwealth Digital Education Leadership Training in Action (C-DELTA) Course.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. understand digital education as the process of fostering people's ability to live, learn and work in an evolving digitally mediated society by
- mobilising resources,
 - developing digital identities and
 - engaging with networks.

c. Course Content:

The learning modules of C-DELTA have been developed by the University of Cape Town (UCT) with support from the Commonwealth of Learning (COL). UCT is South Africa's oldest university and is one of Africa's leading teaching and research institutions. The course

contents are hosted at COL's Moodle learning management system and are made available through the C-DELTA platform to the users. The course contents can also be accessed through COL's institutional repository.

[C-delta \(col.org\)](http://c-delta.col.org)

d. Suggested readings:

[1] <https://cdelta.col.org/ReadMore>

[2] <http://oasis.col.org/handle/11599/2809>

Course 5. DICTE 105- Assessment and Evaluation in ICT-Enabled Learning (4 Credits)

a. Course Description:

The course is designed to provide educators with the knowledge and skills necessary to effectively assess and evaluate student learning in technology-enhanced educational environments. Participants will explore a variety of assessment strategies, tools, and methodologies specifically tailored to the integration of ICT in teaching and learning. Throughout the course, participants will delve into topics such as formative and summative assessment in ICT-enabled learning, authentic assessment methods using digital tools, leveraging learning management systems for assessment, and the ethical considerations of assessment in a digital context. Emphasis will be placed on understanding how to align assessments with learning objectives, differentiate assessments to accommodate diverse learners, and utilize data-driven insights to inform instructional decision-making. Through case studies, hands-on activities, and collaborative discussions, participants will gain practical experience in designing and implementing effective assessments within ICT-enabled learning environments. Additionally, the course will cover best practices for providing constructive feedback to students using digital platforms and tools. By the conclusion of the course, participants will have developed a comprehensive understanding of assessment and evaluation practices in the context of ICT-enabled learning and will be equipped with the skills to design and implement meaningful assessments that leverage technology to support student learning and growth.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. design assessments aligned with ICT-integrated learning outcomes
- CLO 2. develop rubrics for assessment
- CLO 3. evaluate tools used for e-assessments
- CLO 4. analyse their own ICT competencies

c. Course Content:

This course is divided into four units, each focusing on a different aspect of assessment and evaluation in ICT-enabled learning.

Unit 1: Designing assessments aligned with ICT-integrated learning outcomes

- a. Best practices for designing assessments that align with ICT-integrated learning outcomes.
- b. ICT tools and resources in the course design and planning process, selecting appropriate software and hardware,
- c. Designing online learning activities and creating multimedia content incorporating COL's Course Learnability Checklist.

Unit 2: Using Digital Assessment Tools and Platforms

- a. Different digital assessment tools and platforms available for use in ICT-enabled learning.
- b. Types of digital assessment tools and their implementation. Create at least one digital assessment.
- c. Aligning assessments with the learning outcomes of the course and designing assessments that measure the specific ICT-integrated skills and knowledge that students are expected to acquire.

Unit 3: Analysing and interpreting assessment data for instructional improvement

- a. Techniques to analyse and interpret assessment data to improve instruction in ICT-enabled learning.
- b. Practical orientation on learning analytics to evaluate the alignment between course learning objectives and assessment activities and identify areas where the assessments may need to be revised to better align with the learning outcomes.
- c. Assessments based on ICT competencies that require students to use ICT tools and resources to solve real-world problems.

Unit 4: Addressing challenges and considerations in assessing ICT-based learning

- a. Challenges and considerations that arise when assessing ICT-based learning.
- b. Using ICT to create student-centred learning environments that promote active learning and engagement.
- c. Designing assessments that allow students to demonstrate their learning in a variety of ways, such as through multimedia presentations or online discussions and fostering ICT competencies.

d. Suggested Readings

[1] <https://files.eric.ed.gov/fulltext/EJ1056082.pdf>

[2] <https://files.eric.ed.gov/fulltext/ED496228.pdf>

[3] <https://journals.sagepub.com/doi/full/10.1177/2042753019899732>

[4] <https://www.sciencedirect.com/science/article/abs/pii/S0360131522001749>

[5] https://www.researchgate.net/publication/38183763_Aligning_ICT_in_assessment_with_teaching_and_learning_enhancing_student_achievement_in_the_middle_years

[6] <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.758016>

SEMESTER 2

Course 6. DICTE 201- E-Learning Design and Development (4 Credits)

a. Course Description:

This comprehensive course is aimed at equipping instructional designers and educators with the knowledge and skills required to create effective and engaging e-learning experiences. Participants will explore the principles of instructional design, multimedia development, and technology integration to design and develop high-quality e-learning content. Throughout the course, participants will delve into topics such as learning theories, needs assessment, instructional strategies, multimedia production, interactive design, and user experience considerations specific to e-learning. Emphasis will be placed on understanding how to create learner-centred e-learning experiences that promote active engagement, knowledge retention, and meaningful learning outcomes. Through hands-on projects, case studies, and collaborative discussions, participants will gain practical experience in applying instructional design models and developing interactive e-learning modules. Additionally, the course will cover best practices for incorporating multimedia elements, interactive assessments, and accessibility features to ensure inclusivity and effectiveness in e-learning environments. By the conclusion of the course, participants will have developed a comprehensive understanding of e-learning design and development principles and will be equipped with the skills to create impactful e-learning content that aligns with learning objectives and engages learners effectively.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. understand e-learning design and illustrate instructional design models.
- CLO 2. create engaging and effective e-learning content.
- CLO 3. incorporate multimedia elements and interactive activities into courses.
- CLO 4. multimedia and interactive elements are accessible on different devices, such as smartphones and tablets.

c. Course Content:

Unit 1. Principles of e-learning Design and Instructional Design Models

- a. Overview of e-learning design, its principles, its benefits, and its importance in the current digital age, conducting research and analysing the target audience.
- b. Storyboarding, principles and applications of instructional design, including the analysis, design, evaluation, and implementation of instruction.
- c. Using learning management systems and emergent technologies

Unit 2. Creating interactive and engaging e-learning content

- a. Graphic design principles (contrast, similarity, proximity, alignment, symmetry, and repetition) for creating engaging and effective e-learning courses,
- b. Writing effective script treatments, prototyping, and authoring content,
- c. Methods and techniques used for evaluating and assessing the effectiveness of e-learning courses

Unit 3. Incorporating multimedia elements and interactive activities

- a. Selecting multimedia to illustrate, explain, or reinforce content.
- b. Using multimedia to illustrate, explain, or reinforce content.
- c. Incorporate interactive elements into courses.

Unit 4. User experience design and accessibility considerations

- a. Key principles of user experience design
- b. Common accessibility barriers that people with disabilities face when using digital products
- c. Designing digital products that are accessible to people with disabilities

d. Suggested Readings:

- [1] https://www.yukonlearning.com/Syllabi/Essentials_of_E-Learning_Design_Online_Syllabus.pdf
- [2] https://www.yukonlearning.com/Syllabi/Essentials_of_e-Learning_Design_Training_Syllabus.pdf
- [3] <https://elearningindustry.com/16-essential-steps-elearning-course-design>
- [4] <https://cpage.sfsu.edu/elearning>
- [5] <https://www.udemy.com/course/instructional-design-for-elearning/>
- [6] <https://www.ispringsolutions.com/blog/online-course-design>
- [7] <https://openpress.usask.ca/universaldesignforlearning/chapter/applying-udl-principles-to-course-design/>

Course 7. DICTE 202- Professional Development for ICT Integration (4 Credits)

a. Course Description:

The course is designed to provide educators and instructional leaders with the knowledge, skills, and strategies necessary to effectively integrate ICT into teaching and learning practices. Participants will explore a range of topics related to the seamless integration of ICT tools and resources in educational settings, with a focus on enhancing pedagogy, student engagement, and learning outcomes. Throughout the course, participants will delve into key areas such as identifying appropriate ICT tools for diverse learning needs, designing technology-enhanced lesson plans, fostering digital citizenship and online safety, leveraging educational software and platforms, and promoting collaborative and innovative learning experiences through ICT integration. Emphasis will be placed on understanding how to align ICT integration with curriculum standards and educational goals, as well as how to address potential challenges and barriers to successful implementation. Through interactive workshops, practical demonstrations, and collaborative discussions, participants will gain hands-on experience in integrating ICT tools and resources into their teaching practices. Additionally, the course will cover best practices for professional growth in the digital age, including strategies for ongoing professional learning, reflective practice, and the ethical use of technology in education. By the conclusion of the course, participants will have developed a comprehensive understanding of effective ICT integration in educational settings and will be equipped with the skills to confidently and purposefully integrate technology to enhance teaching and learning experiences.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. describe teachers' professional development in ICT integration
- CLO 2. explore collaborative learning and communities of practice
- CLO 3. conduct training programmes and generate certificates and badges
- CLO 4. reflect upon innovative practice and continuous improvement in ICT integration

c. Course Content:

Unit 1. Strategies for teachers' professional development in ICT integration

- a. Concept of professional development in ICT integration
- b. Importance of professional development in ICT integration.
- c. Strategies for effective professional development in ICT integration, perform personal SWOT analysis

Unit 2. Collaborative learning and communities of practice

- a. Concept of collaborative learning and communities of practice
- b. Importance of collaborative learning and communities of practice in ICT integration
- c. Strategies for implementing collaborative learning and communities of practice in ICT integration, share personal SWOT analysis with peers for feedback.

Unit 3. Teacher training programmes and certifications for ICT in education

- a. Overview of Teacher Training Programs and Certifications for ICT in Education

- b. Importance of teacher training programs and certifications for ICT in education.
- c. Strategies for selecting and participating in effective teacher training programs and certifications for ICT in education, complete one micro-credential course and any skill and share certificate.

Unit 4. Reflective practice and continuous improvement in ICT integration

- a. Reflective practice and continuous improvement in ICT integration
- b. Importance of reflective practice and continuous improvement in ICT integration
- c. Strategies for implementing reflective practice and continuous improvement in ICT integration

d. Suggested Readings:

- 1] <http://bulletin.du.edu/graduate/coursedescriptions/ict/ict.pdf>
- [2] https://nces.ed.gov/pubs2003/tech_schools/chapter6.asp
- [3] <https://files.eric.ed.gov/fulltext/ED496228.pdf>
- [4] https://edu.google.com/intl/ALL_us/get-started/professional-development/
- [5] <https://www.coursera.org/learn/ict-primary-education>
- [6] <https://www.differentiatedteaching.com/free-online-professional-development/>

Course 8. DICTE 203- Experiential Learning in Emerging Trends and Future Directions in Education

a. Course Description:

This course offers a hands-on, experiential approach to understanding and implementing emerging trends and future directions in education. Through a blend of theoretical discussions, practical activities, and immersive experiences, learners will delve into the concepts of emerging technologies, the impact of digital transformation on education, current trends and research in ICT integration, and the utilization of social media in the teaching-learning process. Emphasis is placed on active participation, critical reflection, and practical application of learned concepts in educational settings.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. Describe the concept of emerging technologies in education and their practical applications for enhancing learning experiences.
- CLO 2. Analyse the impact of digital transformation on education through practical examples and case studies.
- CLO 3. Evaluate current trends and research in ICT integration in education through hands-on exploration and experimentation.
- CLO 4. Explore the practical use of social media in the teaching-learning process, including designing and implementing social media-based activities.

c. Course Structure (4 Credits):

Unit 1. Introduction to Emerging Trends and Future Directions in Education (2 Theoretical Hours)

- a. Overview of the course and introduction to emerging technologies in education
- b. Understanding the practical implications of digital transformation, including AI, AR, and VR applications in education
- c. Exploring future directions in education and hands-on activities to envision the use of emerging technologies in educational settings

Unit 2. Impact of digital transformation on education (1 Theoretical Hour)

- a. Definition, historical context, and practical importance of digital transformation in education
- b. Hands-on exploration of flipped classrooms, blended learning, gamification, and educational apps through case studies and simulations
- c. Addressing practical challenges and ethical considerations in the digital education landscape, with real-world examples

Unit 3. Current Trends and Research in ICT in Education (1 Theoretical Hour)

- a. Overview of current trends and research in ICT integration in education
- b. Practical evaluation of the impact of ICT on teaching and learning through interactive demonstrations and experimentation
- c. Hands-on exploration of best practices for integrating ICT tools in educational contexts, including collaborative activities and peer feedback

Unit 4. Social Media in the Teaching-Learning Process (1 Practical Hour)

- a. Introduction to practical applications of social media in education
- b. Hands-on exploration of current trends and research in social media integration through interactive workshops and group projects
- c. Designing and implementing practical applications of social media tools in educational scenarios, with peer collaboration and feedback

d. Suggested Readings:

- [1] <https://cptc.libguides.com/TLC/Evidence-Based-Teaching-Practices>
- [2] <https://journals.sagepub.com/doi/10.1177/875687051002900303>
- [3] <https://journals.sagepub.com/doi/10.1177/8756870599018003-402?icid=int.sj-abstract.citing-articles.34>
- [4] <https://status.restek.wvu.edu/14017/c/file/visit?PDF=jsce-2014-syllabus.pdf>
- [5] <https://link.springer.com/article/10.1007/s10212-023-00734-0>
- [6] <https://www.e-education.psu.edu/geog885/syllabus>

Course 9. DICTE 204- Project Work (8 Credits)

a. Course Description:

Overall, this course will provide candidates with the skills and knowledge necessary to create a successful blended learning course using the MOODLE LMS platform. By the end of the course, candidates will have completed a project that they can use in their teaching practice which shall be evaluated through a blind review.

b. Course Learning Outcomes:

After completing this course, the learners will be able to:

- CLO 1. create a video lecture.
- CLO 2. incorporate Open Educational Resources as reading/downloadable material and convert OER into H5P interactive content.
- CLO 3. create an online discussion forum and integrate assessment.
- CLO 4. create a blended learning course in their area of expertise.
- CLO 5. design Pre-/In-Service Teachers' training programmes on integrating ICT with teaching, learning and assessment.

c. Course Content:

The candidates will do a project on the MOODLE LMS platform and create a blended learning course in their area of expertise. They will complete the project by 1) Creating a Video Lecture 2) Incorporate Open Educational Resources as reading/downloadable material 3) converting OER into H5P interactive content, 4) creating an online discussion forum and 4) Integrate Assessment.

- i. The candidate will create a video lecture on a topic related to their area of expertise. The lecture should be engaging and informative and should be no longer than 20 minutes.
- ii. Candidates will incorporate open educational resources (OERs) as reading or downloadable material for their course and convert OER into H5P interactive content. OERs can include articles, videos, podcasts, or any other relevant material that is available for free online.
- iii. Candidates will create online discussion forums where students can discuss the course material and ask questions. The forum should be moderated by the candidate, and they should encourage active participation from students.
- iv. Candidates will integrate assessment into their course, which can include quizzes, assignments, or other forms of evaluation. The assessment should be designed to test the students' understanding of the course material and should be aligned with the learning objectives.

d. Suggested Readings:

- [1] <https://youtube.com/watch?v=8lelc8toIVE>
- [2] <https://moodle.org/mod/forum/discuss.php?d=11396>
- [3] <https://www.openlms.net/blog/products/using-moodlejoule-hybrid-delivery/>
- [4] <https://elearningindustry.com/directory/software-categories/learning-management-systems/features/blended-learning>
- [5] <https://moodle.com/news/blended-learning-moodle-empower-3500-international-learners/>
- [6] https://www.researchgate.net/publication/343508054_Designing_Lesson_Plans_For_Adaptive_Learning_Using_Moodle_LMS_Platform

D. Course Assessment and Evaluation:

Assessment: 100 Marks

For Courses DICTE- 101, 102, 103, 105, 201, 202, 203

Formative Assessment: 50 Marks

- 1) **Practical Assignment: 20 Marks**
- 2) **Discussion Forums: 20 Marks**
- 3) **Reflection Paper: 10 Marks**

Summative Assessment: 50 Marks

- 1) Presentation: 30 Marks
- 2) Online Quiz: 20 Marks

For Course: DICTE- 104

- 1) Course Completion on COL's CDELTA Platform: 50 Marks
- 2) Presentation: 30 Marks
- 3) Reflection Paper: 20 Marks

For Course: DICTE- 204

- 1) Digital Portfolio: 70 Marks
- 2) Presentation: 30 Marks

Grading Scheme applicable to the courses and programme.

Greater or Equal to % of Marks(>/=)	Less than % of Marks (<)	Grade Awarded
80	-	A+
75	80	A
68	75	B+
60	68	B
50	60	C
40	50	D
36	40	E
20	36	F

Note: Those who gain A+ to D Grade are considered successful whereas the below D (i.e. E) is to be considered fail or dropped for different components.

E. Duration and Validity:

The duration of the programme shall be One Year (2 Semesters)

If a student drops out of the course due to one reason or the other, he/she can complete the course within three years from the date of enrolment. Keeping in line with the requirements of National Education Policy 2020, the programme shall also have an entry and exit mechanism. If a student completes One Semester of the program and does not wish to complete the Semester 2 then he/she shall receive a Certificate. They can however re-join the course in Semester 2 within 2 Years to receive a Diploma once they complete all the academic requirements for the same.

F. Fee:

The Tuition Fee for the program shall be INR Rs.15000/- for One Year Duration. Students must pay Rs.1000/- each semester as an examination fee (Total Rs.2000/-).

Grand Total: Rs.17000/-

G. Career Opportunities:

Following are some of the career opportunities after completing this course:

Instructional technologist, learning designer, e-learning developer, educational software developer, educational technology specialist, educational technology consultant, subject matter expert, content creator etc.

H. Mode:

The course shall be offered in Blended Mode. 60% of the program shall be conducted via Synchronous/Asynchronous sessions on the Learning Management System of the College. Rest 40% of the program shall be conducted Face-to-Face in the college which will include Lab Sessions etc. The face-to-face sessions shall be conducted on weekends (Friday/Saturday).