



MAEER's
MIT SCHOOL OF
EDUCATION & RESEARCH,
PUNE



Teacher Plus:
Enhancing Teaching, Changing
Learning

***- A Capacity Building Program
for In-Service Teachers***



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- *A Capacity Building Program for In-Service Teachers*

What is teacher plus?

This is a skill enhancement programme that provides a practical introduction to active learning in the classrooms. This training will help teachers to quickly start updating their skills and enhancing their practice by introducing a new approach into their teaching in a systematic, thoughtful and effective manner.

About MIT SCHOOL OF EDUCATION & RESEARCH, PUNE

MAEER's MIT Group of Institutions, Pune has been pioneer in private higher education in Maharashtra. Founded in 1983, MAEER has revolutionized the concept of imparting education by promoting a unique blend of science and spirituality. With 65 institutions delivering KG to PG education, this multi-campus, multidisciplinary venerated organization weaves a mosaic of integrity, commitment and dedication. Contributing to the industrial and economic growth of the society and our nation, in over quarter of a century, MAEER's MIT has helped to realize the dreams and aspirations of lakhs of students.

Under the MAEER flagship, **MIT School of Education & Research, Pune** is the teacher training institute where dissemination and application of knowledge are synergistically balanced. We are mindful of the key role our institute plays in the development of productive teachers and our impact on multiple levels of community and society development. We provide exposure to advanced pedagogy / andragogy and technologies which facilitates the teachers / trainees immensely in achieving a remarkable academic journey. Thus, we act as a catalyst in fulfilling teachers' / trainees' aspirations to become accomplished professionals in the field of education.

Benefits of Teacher Plus

At the end of the program participants will be able to

- ≈ Adapt reflective teaching as a means of professional development
- ≈ Respond to learner needs in order to design and deliver learner centric lessons
- ≈ Select teaching approaches and activities matching the learner needs
- ≈ Balance instructional strategies to meet individual needs
- ≈ Stimulate learning environment to make it conducive for effective teaching and active learning
- ≈ Deal with the learning difficulties of children
- ≈ Assess the progress and achievement of learners using variety of tools and techniques
- ≈ Evaluate the learning programme and own professional development
- ≈ Implement students' evaluation

Programme details

- ≈ All the sessions will be interactive and participant centric demonstrating a wide range of active learning strategies.
- ≈ Learning techniques in the training sessions will comprise instructions, videos, case studies, individual and group activities, work sheets, questionnaires, role-plays, and brainstorming etc.
- ≈ Primarily Power point presentations will be used to provide instructions and deliver the content through different learning activities. The experiential learning provides clear understanding of the concepts.
- ≈ Diverse formative assessment strategies will be used to assess individual learning in each session. Participants can take clues from these sessions to implement the same in their regular teaching practice
- ≈ Relevant worksheets, handouts and templates will be used to reinforce learning during the sessions.
- ≈ MIT School of Education & Research, Pune will provide the training **material** and **Certificate** of participation after the completion of training to the participants
- ≈ Follow up will be taken after few months of the training programme

Programme features

- ≈ Suitable for teachers from every faculty
- ≈ The actual modules will be customized based on the information gained on the basic learning and learner needs that have been analyzed and compiled during our classroom observations.

Delivery details

Client can suggest the dates

TRAINING MODULES

Continuous and Comprehensive Evaluation (CCE) one day

CCE helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

The scheme of continuous and comprehensive evaluation has inbuilt flexibility for schools to plan their own academic schedules as per specified guidelines on CCE. The module on CCE helps in developing skills for using CCE effectively.

6 hours

Focus Areas

1. Concept of CCE
2. Formative & summative assessments
3. Making rubrics
4. Interdisciplinary projects
5. Tools & techniques

Continuous and Comprehensive Evaluation (CCE) Two day

12 hours

Focus Areas

1. Concept of CCE
2. Formative & summative assessments
3. Making rubrics
4. Interdisciplinary projects
5. Tools & techniques
6. Understanding typology of question paper
7. Value based questions
8. Effective questioning
9. Bloom's taxonomy

Value Education & Integrity Clubs (one day)

The Central Board of Secondary Education (CBSE) has asked all its schools to set up an 'Integrity Club' to sensitize students on the importance of upholding high values and life skills. This will help eradicate unethical practices among students like ragging and cheating.

Nowadays children are exposed to negative values due to excessive influence of electronic media, Internet and mobile phones along with the increasing practice of the nuclear family system and rapid urbanization. This module helps teachers to understand the concept of value and skills needed for setting up an integrity club in their respective schools.

6 hours

1. Concept of values
2. Value education
3. Strategies for developing values
4. Integrating values in curriculum
5. Integrity club & its setup

<p>Reflective Teaching</p> <p>Reflective teaching is a means of professional development. The process of reflection helps a teacher to monitor own development from a beginner to an experienced professional. Reflective practice encourages teachers to understand their learners, their needs and abilities. Most importantly reflective teachers are more likely to develop reflective learners. The most identified —very good teachers practice careful reflection about their teaching. They themselves learn lessons each time they teach, evaluating what they do and using these self critical evaluations to adjust what they do next time.</p> <p>This module on reflective teaching focuses on developing the skills of reflective practice and equips the teachers with the effective practices to cope up with the activity-based curriculum.</p>	<p>6 hours</p> <p>Focus Areas</p> <ol style="list-style-type: none"> 1. SWOT analysis 2. Qualities of a reflective teacher 3. Concept of reflective practice 4. Essential questions for reflective practice 5. Learning journal 6. Professional Development Plan
<p>Understanding Learners</p> <p>Learning needs analysis (LNA) is the data gathering and analysis exercise that takes place at the beginning of the learning cycle. This in fact is a key step in the learning cycle. Teachers/trainers need to identify the specific needs of the group as well as individuals in order to plan an effective instruction.</p> <p>This module focuses on key questions, strategies for identifying learning and learner needs. It also helps the teachers reach out their learners most effectively by identifying their learning preferences and multiple intelligences.</p>	<p>6 hours</p> <p>Focus Areas</p> <ol style="list-style-type: none"> 1. Knowing own learners 2. Ways of learning 3. Domains of learning 4. Types of learners 5. Right brain and left brain thinking 6. Identifying learning preferences: Learning styles & Multiple intelligences 7. Identifying learners by learning modality 8. Activities catering to different MI profiles 9. Key questions for need analysis 10. Use of strategies for need analysis

<p>Effective Teaching and Active Learning</p>	<p>6 hours</p>
<p>The essence of being an effective teacher lies in knowing what to do to foster students' learning and being able to do it. Effective teaching is primarily concerned with setting up a learning activity for each student, which is successful in bringing about the type of learning the teacher, intends.</p> <p>This module enables the teachers to develop a deep understanding about different teaching approaches and learning activities, which can be used to promote active, and activity learning.</p>	<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Teaching approaches <ul style="list-style-type: none"> ❖ Role-play ❖ Discussion/debate ❖ Use of ICT ❖ Educational visit ❖ Practical work ❖ Visiting speaker ❖ Group work 2. Active learning strategies <ul style="list-style-type: none"> ❖ Guiding and coaching an individual learner ❖ Helping shy learners participation ❖ Developing learners' ICT skills 3. Role of teacher and learners in different activities 4. Accommodation of LS & MI in different teaching approaches 5. Designing and demonstrating teaching methods
<p>Micro Teaching</p>	<p>3 hours</p>
<p>Microteaching is a quick, efficient, proven and fun way of organized practice. This is a teacher training technique, which helps the teacher trainees to master the teaching skills. It requires the teacher trainee to teach a single concept of content using a specified teaching skill for a short time.</p> <p>This module will help teachers practice a particular skill that needs to be developed or enhanced.</p>	<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Role of microteaching 2. Plan and practice micro teaching 3. Feedback on micro teaching

<p>Questioning skills</p> <p>A question is any sentence, which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. Classroom questions develop interest, motivation, critical thinking skills and inquiring attitude among students.</p> <p>This module focuses on trainees enhancing their skill of asking divergent questions for effective teaching and better learner involvement.</p>	<p>3 hours</p> <p>Focus Areas</p> <ol style="list-style-type: none"> 1. Importance of questioning 2. Divergent questioning in classroom 3. Active listening skills for better learner involvement
<p>Memory & Learning Difficulties</p> <p>Most times children are unable to retrieve the information from long term memory especially during examinations and assessment. They have difficulty in coding and storing the information in short term and long term memory. It goes back to the ways and methods by which information is received, processed and retrieved. The multisensory approach helps in retention of the information for longer and it is easily accessible when needed. If the information is not coded according to the learning preferences, learning difficulties emerge and as a result children are likely to miss the success.</p> <p>This module is an outcome of research conducted on information processing. It is very important for teachers to understand the difficulties of children related to inappropriate methods of acquisition of knowledge and skills. Module also deals with day to day learning issues with special emphasis on special needs and learning preferences.</p>	<p>6 hours</p> <p>Focus Areas</p> <ol style="list-style-type: none"> 4. Learning and development of children 5. Measuring of Working memory (short term memory) 6. Information processing 7. Multi sensory approach 8. Strategies to deal with learning difficulties 9. Identification of Special needs

<p>Differentiated Instruction</p> <p>Equal education does not mean all students getting the same, but all students getting what they need. Approaching all learners the same way academically doesn't work. We have to start where each child is in his/her learning process in order to authentically meet their academic needs and help them grow. Planning differentiation at design stage is the key to success. It supports teachers to plan strategies for teaching, learning, assessment and even evaluation based on the needs identified during need analysis. It is important for the teacher/trainer to research and explore different appropriate strategies according to the content, context and nature of the learners.</p> <p>This module focuses on key strategies for differentiation and hence guides participants to design and practice various differentiation tasks with their learners.</p>	<p>6 hours</p> <p>Focus Areas</p> <ol style="list-style-type: none"> 1. Why and what is differentiation? 2. Difference between a traditional and differentiated classroom 3. Strategies for differentiation (CPP as per RILP) 4. Nine adaptations for process differentiation 5. Planning tiered activities
<p>Assessment – Tools And Techniques</p> <p>In present education system, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view.</p> <p>This module equips the teachers with the skills of using appropriate formative and summative assessments in their classrooms to assess learning and achievements.</p>	<p>6 hours</p> <p>Focus Areas</p> <ol style="list-style-type: none"> 1. Assessment & Evaluation 2. Formative & Summative assessment 3. Norm and Criteria Assessment 4. FA tools and techniques 5. Designing Rubrics (Rating scales) 6. SA tools and techniques 7. Designing a Blue print

<p>Subject Specific Workshop</p>	<p>12 hours</p>
<p>Every subject has its own intrinsic pedagogy that must be employed by teachers to help students acquire the relevant knowledge. In this module, while teachers examine how each subject should be taught, they will also learn the subject-specific pedagogical skills. This will develop in students, an appreciation of what different subjects have in common, and also how they are distinctive. With the help of this module, teachers will be able to encourage students to think like historians, mathematicians or scientists.</p>	<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Nature of the subject 2. Pedagogy of teaching the subject 3. Learning resources 4. Lesson planning catering to individual learner needs 5. Importance of correlation between the subjects 6. Tools & techniques used for assessment
<p>Effective Stress Management</p>	<p>3hours</p>
<p>A teaching job is a delicate job that requires specific behavior in the classroom. Teachers need psychological, physical and spiritual balance. Our society expects teachers to be well rounded educationally and emotionally. However, teachers experience a number of different pressures and stressors such as: taking work home, difficult students, difficult classes, lack of administrative support, pressure from parents, teachers' evaluation, ongoing learning, social isolation, job uncertainty, integration of intelligence and technology, students' and parents' bullying..... For all of these reasons teachers need to learn how to recognize stress and stressors.</p> <p>This module will help teachers to manage stress in a positive manner and help their students do the same.</p>	<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Nature of stress 2. Recognizing sources of stress 3. Stress test 4. Stress reduction strategies <p>Tips for creating a relaxing environment conducive to peer development.</p>
<p>Time Management</p>	<p>3 hours</p>
<p>Teaching takes time. And in school/ College, as elsewhere, there's never enough of it. Teachers will find that managing time — Self and the students' — is one of your biggest challenges.</p> <p>Time management is the thread running through almost all aspects of teaching — Organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum. Students only have so much time in your classroom.</p> <p>This module will help teachers to effectively use the time of school and students.</p>	<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Concept & steps of time management 2. Identifying & Dealing with Time stealers 3. Techniques to prioritize, plan and control workload <p>Developing personal individual development plan</p>

<p>Mentoring & Coaching</p> <p>Learning new curricula, dealing with peers, assessments, extracurricular activities, dealing with expectations and behave decently are just a few of the jobs our students do. Almost all of the above mentioned things are happening for the first time with the students and it's difficult for them to manage. So one wonders how these students survive, since they are expected, on their very day of school, to do a good job. Here, comes the role of a teacher who can help students deal with so many responsibilities by playing role of a mentor. Mentoring is a nurturing process, in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development. This module will help teachers know about the process of mentoring and equip themselves with skills of becoming a good mentor.</p>	<p>12 hours</p> <p>Focus Areas</p> <ol style="list-style-type: none"> 1. Meaning of mentoring and coaching 2. Mentoring and coaching differences 3. Benefits of mentoring and coaching 4. Qualities and characteristics of mentor 5. Responsibilities of mentor and mentee 6. Mentoring process
<p>Action Research</p>	<p>6 hours</p>
<p>Action research is a practical approach to professional inquiry in any social situation. Action research is actually suitable for any person who wishes to improve his or her performance; or any group or organization who hopes for doing the same. As a matter of fact, action research is widely used in education, especially by teachers who use it to improve their teaching.</p>	<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Meaning and benefits of Action Research 2. Difference between formal research and Action Research 3. Steps of Action Research 4. Report Writing
<p>Cooperative Learning & Constructivism</p> <p>These incorporate the idea that the best learning occurs when students are actively engaged in the learning process and working in collaboration with other students to accomplish a shared goal. Constructivism focuses on personal experience as the foundation for learning new material, Cooperative Learning utilizes not only the student's own experience to solidify knowledge, but also uses the experiences of others. Both theories emphasize the importance of interactivity with respect to the design and implementation of lesson plans.</p>	<p>6 hours</p> <p>Focus Areas</p> <ol style="list-style-type: none"> 1. Concept of cooperative learning and constructivism 2. Use of cooperative learning & constructivist approach 3. Constructivist learning in the classroom 4. Cooperative learning strategies

Scope and Budget

- Programme for all teachers will be customized as per client demand.
- Professional charges for all the programmes would be **Rs 500 per candidate** (Rupees Seven hundred and fifty only) **OR Rs.10000 per day up to 25 participants. Above this number it will be charged per candidate.**
(Excluding travel and stay of the trainers)

MIT will provide:

- A set of soft copies of the hand outs for arranging prints for distribution in the workshop to participants.
- Participants will receive a participation certificate.

Whereas Institute / client will provide:

- Any props or consumables to be used for activities and games during the programme.
- Training facilities like training hall, LCD projector, flip charts, flexible seating, hard copies of the handouts, stationary items as per the requirements like chart papers, crayons, sketch pens etc.
- Produce training material based on the samples provided by MIT School of Education & Research.
- Food, decent accommodation, local transportation and travel expenses (III or II class AC train ticket or AC sleeper bus or air ticket wherever possible) for the trainers.

Facilitators

Dr P.N. Prasad

Dr. Prasad is currently working as a Project Director (Academic) School Development and Training at MIT group of Institutions, India. He has been a researcher, teacher and teacher educator for last 25 years. He has a doctoral degree in biology and masters in science education from the University of Glasgow, United Kingdom. He was also a master trainer accredited by University of Cambridge International Examinations for organizing CIE programs for Teachers and Trainers. He himself has a Cambridge International Diploma for Teachers and Trainers (CIDTT) qualification having passed the course with distinction. He was recipient of many research awards including young scientist award from Department of Science & Technology. He was a master trainer for ‘Intel Teach to the future’ programme, which is sponsored jointly by Intel and Microsoft. He was awarded with star trainer status and was felicitated for his exemplary trainings, which were carried out across the country. He has taught in Maldives, Ethiopia, India and Scotland at various capacities. He has rich experience of working and training teachers coming from different curricular backgrounds viz., SSC, CBSE, ICSE, IB and IGCSE. He has developed and administered several modules on child psychology, instructional and assessment methods, classroom management etc. in various schools, colleges and universities. He was a lead member of Principals’ training team to conduct a series of workshops on ‘Instructional leadership’ for school heads attached to Ministry of Education, Bhutan during May – June 2011 while he was working as a director (SDS) of CfBT, a British Trust. He was also a lead school Auditor and Inspector for various schools in India and overseas.

Dr Asawari Bhawe - Gudipudi

Dr. Asawari is currently working as a Project Director of MIT School of Education & Research, Pune and also in the capacity of Principal of MIT Vishwashanti Gurukul Teacher’s Training Academy, B. Ed College, Loni Kalbhori, Pune. She has total 20 years of teaching experience, wherein 12 years teaching Physics at under graduation level and 8 years in the field of Teacher Education. She believes in lifelong learning, keeping in view this aspect; she has a *Cambridge International Diploma for Teachers & Trainers (CIDTT)* and is pursuing *Post Graduate Diploma in Higher Education* from IGNOU. She has 10 research papers to credit published in National and International journals with ISSN / ISBN no. respectively. She has received the ‘*Staff Exchange Award*’ from UKIERI to visit University of Stirling, Scotland for Collaborating in the exchange, development and delivery professional teacher education and educational leadership. Dr. Asawari received grant in aid for Research Project from ICSSR, New Delhi. She regularly conducts workshop for teacher trainees and teacher educators on CCE, Life Skills, personality development, soft skills and transactional analysis and also conducted workshops on ‘*Action Research*’ for teachers.

Dr Pornima Kadam

Dr. Pornima is working in capacity of Principal, MIT Saint Dnyaneshwar B. Ed College, Alandi (D), Pune. She has 10 years of experience of teaching in school, Junior and senior college. She is pursuing Post Graduate Diploma in Higher Education from IGNOU and also Cambridge International Diploma for Teachers & Trainers (CIDTT). She has 10 research papers published in national and international journals with and attended 20 seminars/workshops. She was instrumental in availing funds to conduct national level seminar from ICSSR. She has conducted workshops for teacher trainees on cooperative learning, constructivism and models of teaching. She organizes 20 days Spoken English Course every year for slum area students as a social work and has also received award for social commitment.

Dr Archana Chaudhari

Dr. Archana is the Programme Coordinator of MIT Early Child Care Education (ECCE) section of School of Education & Research, Pune. She has 12 years of experience of teaching at KG Level to PG level. She has worked as resource person for action research and guided primary school teachers for their research. She has conducted workshop on action research, multiple intelligences and micro teaching. She is the Member of Board of Studies of Symbiosis Center for Distance Learning, Pune. She has five research papers to credit published in state and national journals with ISSN. She has attended and presented research papers in international conference.

Ms. Priya Singh

Ms. Priya is presently working as Assistant Professor MIT VGTTA B. Ed College. She has 7 yrs of experience as a teacher educator. She is also Master Trainer for CBSE Capacity Building Programme for Teachers. She is Gold medalist in Master in Education (M. Ed) from University of Pune and currently pursuing PhD in area of Multiple Intelligences from Pune University, Post Graduate Diploma in Higher Education from IGNOU and also Cambridge International Diploma for Teachers & Trainers (CIDTT). She was felicitated by Hon' Kapil Sibal for being 1st person to complete European Pedagogical ICT License from NIIT. She is specialized in teaching Educational Evaluation and Mathematics Education to the teacher trainees. She uses teaching learning process which is interactive that is modified to meet my learners need. She is also National Assessment & Accreditation Council (NAAC) Coordinator for MIT VGTTA B. Ed College.

Ms. Priya Kale

Ms. Priya is presently working as Assistant Professor in MIT School of Education and Research, Pune. She has two years experience as a teacher in school and seven years experience as teacher educator. She was the resource person for Intel Training Workshop for teacher educators in University of Pune. She has completed audio-visual aids certificate course from MSCERT. She

regularly conducts workshop on how to make teaching aids and educational movies for the teachers. She was felicitated by late Mr. Pramod Mahajan for standing 1st in Editorial Paper in Diploma in Communication and Journalism from University of Pune. She is presently pursuing Post Graduate Diploma in Higher Education from IGNOU. She has a hobby to write articles in news-papers and magazines. She has 3 research papers to credit published in State and National journals with ISSN. She is specialized in teaching ICT and is techno-savvy and prefers using blended learning methods to create 21st century citizens.

Ms. Shalini Tonpe

Ms. Shalini is presently working as Assistant Professor in MIT School of Education and Research, Pune. She has 5 years of experience as a Teacher Educator. She is currently pursuing PhD in the area of stress management from Tilak Maharashtra University, Post Graduate Diploma in Higher Education from IGNOU and also Cambridge International Diploma for Teacher & Trainers (CIDTT). She has research papers to credit published in state and national journals with ISSN. She has attended international conference at Delhi on Teacher Education and Peace. She conducts workshop on study techniques for school students. She is specialized in teaching Educational Psychology, Marathi Education and Hindi Education. She uses cooperative learning techniques and constructivist approach which is learner centered and effective for improving the quality of learning. She regularly writes articles in magazines.