

**Central University of Rajasthan**

**Implementing NEP 2020**

**New Proposed Framework for PhD Coursework**

**Extract from NEP 2020**

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)

“15.9. All fresh PhD entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen PhD subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. PhD students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. PhD programmes at universities around the country will be reoriented for this purpose.”

In order to implement the NEP2020 and the UGC circular to incorporate a two credits course Research and Publication Ethics (RPE) a framework for the compulsory courses for the PhD programmes of all disciplines is proposed as under:

S. No.	Compulsory Courses	Credits	Norms	Remarks
<b>Knowledge Domain, Research Aptitude and Publication Ethics</b>				
1.	Research Methodology (Compulsory Course to be offered through SWAYAM/NPTEL or by respective Schools) may be Common to All	4	Ordinance 09	Courses to be completed as per the provisions of the ordinance 9 clause 2.iii
2.	Discipline Specific Course(s) as may be recommended by the DRC and approved by the BoS/SB and AC	6-8	Ordinance 09	
3.	Research and Publication Ethics (RPE).  (The detailed curriculum is given by the UGC vide circular in August 2019 and also accepted by the Univ)	2	Ordinance 09 and UGC directives	This course may be completed with the PhD coursework preferably in the first two semester but not later than the maximum of 4 semesters as per provisions of the ordinance 9 clause 2.iii
<b>Teaching / Pedagogy Domain for Professional development*</b>				
1.	<b>Pedagogy for Higher Education</b> (The School of Education will facilitate this course with the help of internal faculty and a few external	3	NEP2020 (15.9)	Scholar may take this course anytime during his/her PhD programme.

	experts. A similar course if available on SWAYAM could also be approved by the Dean SoE and offered to the scholars)			However, it is recommended that the RS registers for this course any time between second and third semester of the PhD programme.
2.	<b>Practice Based Teaching Skills</b> (Respective Department will facilitate this course. The Research Scholar will facilitate teaching / practical sessions for part of one or more courses course as may be approved by the HoD on recommendation of the DRC. The RS will prepare detailed lesson plans, design learning events, develop contents and facilitate the lecture / practical sessions under supervision of the guide / course instructor.)	3	NEP2020 (15.9)	This course can be taken after successful completion of the basic course 'Pedagogy for higher Education'. This course would be a <b>non-graded</b> course.  There is no fixed time/ duration for completion of this course. It may be done anytime during the period of stay of the scholar preferably from the second to six semesters of the PhD programme in the extended period of time.

Course code: EDU 705

**Pedagogy for Higher Education** (*prepared by Dr. Anjali Sharma*)

**Credits:03 (About 45 hours of interactive learning events that will include lectures, discussions with practice sessions and additional off the class self-learning activities)**

**Aim and Outline of the course:**

The course is designed for the research scholars (may call the prospective teacher of higher education or PhD Entrants) to join higher education institutes as professionals. A researcher generally engages in the teaching-learning process after completing their research and sometimes participates in teaching-learning during their research period as a teacher assistant. Therefore, it is required to give them exposure to the teaching-learning process for conceptual understanding and skill development.

This course will help them understand the teaching-learning process basics, curriculum and assessment, and classroom management. This course will also help scholars be more effective while presenting in seminars and conferences.

Besides developing conceptual knowledge of pedagogy skills this course covers contemporary higher education issues like choice-based credit system, online learning, open-book examination, web-based and research-based pedagogical tools and MOOCs etc.

The scholars would develop insight into the significance of pedagogical knowledge and its implication in their professional life on completing the course. Thus the scholars who complete this course will be fully equipped to teach well immediately as they join any educational institute.

**Learning Outcomes**

On successful completion of this course the participants will be able to:

- Describe teaching-learning processes especially in context of higher education
- Develop an instructional plan as per the teaching strategy needed.
- Design learning events using different teaching methods
- Use activities and exercises as per the required teaching approach
- Develop web based and research-based pedagogical tool
- Explore the ways to handle diverse group of learners in the classroom
- Use technology effectively to facilitate and support e-learning
- Prepare assessment rubric for achievement testing of students and portfolio
- Demonstrate enhanced competency in communication with students
- Use visual aids and technology in offline and online classes.
- Make effective presentations in seminars and conferences.
- Deliver lectures and facilitate discussions and other activities in the classroom situation.

## **Target Audiences**

The course is designed as a compulsory course for the research scholars of all disciplines. However it may be useful for students of the masters programmes who may be taking this course as an elective to enhance their employability.

## **Prerequisite**

The prerequisite for the course is a bachelor's degree in any discipline.

## **Course Content**

- 1. Overview of Teaching and Learning (6 hours)**
  - a. Concept of Pedagogy, Andragogy and Heutagogy
  - b. Understanding Teaching and related terms, the relationship with learning
  - c. Understanding learner and learning cycle
  - d. Taxonomy of teaching objectives (Revised Bloom's taxonomy),
  - e. Writing learning outcomes
  
- 2. Curriculum and Instruction (8 hours)**
  - a. Curriculum: Concept and Facets,
  - b. Credit Framework and Choice-based Credit System
  - c. Instruction: Concept, Design and instructional media
  - d. Developing Instructional Plans
  
- 3. Teaching Strategies and Approaches (9 hours)**
  - a. Expository vs Inquiry Strategy (shifting from behaviourism to constructivism)
  - b. Individualized to small group/ large group Approaches,
  - c. Scenario-Based, Online and Blended Approach, Introduction of MOOCs
  - d. Designing Learning Events and Activities for Student Engagement
  - e. Component of effective lectures delivery
  
- 4. Pedagogical skills and tools (8 hours)**
  - a. Concept of TPACK
  - b. Pedagogical Skills - Scanning the class, starting a session, skill of achieving closure skills, skills to lead session, Skill to secure attention (switch over), scaffolding skills, time management, skill to handle challenging situations.
  - c. Technological Skills- Using different apps and platforms for teaching, Use of Open Educational resources (OER), developing assignments and learning material using different apps and software
  - d. Communication skills - Presenting in Public, Participating in Discussions and Formal Meetings
  
- 5. Assessment and Evaluation (8 hours)**
  - a. Concept of Assessment, Assessment for learning, of learning, as learning,
  - b. Receiving and Giving Feedback
  - c. Assessment rubrics, Assessment Portfolio, Reflective journal

- d. Designing an Achievement test - Objective and Descriptive / Open book question paper
- e. Grading System (Absolute, Relative, CGPA, Conversion of grades to percentage etc)
- f. Conducting Examination, - Face to Face, Online Exams (Proctored and non-Proctored Exams)
- g. Project Reviews and Viva-Voce Examinations

**6. Classroom Management (6 hours)**

- a. Organizing the Physical environment
- b. Managing learner's behaviour through action research
- c. Counselling, Guidance and Mentoring
- d. Effective Academic leadership
- e. Resource Management

**Mode of Transaction**

The content will transact through interactive lectures, activities, web lectures, assignments, discussions and seminars and practice sessions (video recorded to provide feedback).

**Assessment: CIA and EoSE as per provisions of the university ordinances**

**NEW COURSE on Pedagogy for Higher Education DESIGNED by Dr Anjali Sharma and reviewed by following five experts from Education Domain:**

**Prof Saroj Sharma**  
Professor, School of Education,  
Chairperson National Institute of Open School, new Delhi  
Guru Govind Singh Indraprasth University, New Delhi

**Prof. Gopal Krishna Thakur**  
Professor & Head  
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**Prof Amruth G Kumar**  
School of Education  
Central University of Kerela

**Prof. B. N. Panda**  
Professor of Education and Dean of Research  
Dept. of Education  
Regional Institute of Education (NCERT)  
( A Govt. of India Autonomous Organization)  
Bhubaneswar-751022, Odisha, India

**Course Title: Practice-Based Teaching** *(original draft prepared by Dr Anjali Sharma)*

**Course code: (to be confirmed as per the department)**

**Credits:03 (About 60 hours of practical teaching sessions and additional preparatory work to support the teaching)**

**Aim and Outline of the course:**

The course is designed for the research scholars in the continuation of the foundation course of Pedagogy for higher education. As per the expectation of National Education Policy 2020, researchers need to be professionally equipped along with conceptual knowledge and understanding of Pedagogy. Developing teaching skills during the PhD will be a good value addition to a scholar's profile and will help them develop essential pedagogical /teaching skills required for their professional life.

This course is a practice-based course where a scholar is expected to be formally involved in various aspects of delivering a course and will include formal teaching sessions under the guidance of a supervisor.

**Learning Outcomes:** On completion of the course the participants will be able to:

- Prepare the Instructional plans for the given course
- Write Learning Outcomes for the planned learning event
- Design Learning Events as per the LO
- Deliver Lectures
- Formally speak in Public and make formal presentations
- Support the course instructors / teachers in various aspects of teaching, learning and assessment
- Give effective feedback and provide support to students

**Pre-requisites:** Successful completion of the course 'Pedagogy for Higher Education'

**Contents:**

The course contents will depend on the teaching requirement of subject specific discipline. The participant expected to be involved in the whole cycle of delivery of a course for which the following is suggested.

1. Developing Instructional Plans,
2. Writing Learning Outcomes for each session
3. Designing learning activities as per the Instructional Plan and LO
4. Design Cooperative and Collaborative Activities for the students.
5. Delivering Lectures and organizing Seminars,
6. Preparing Handouts / Learning Course Readers
7. Moderating Panel Discussions, Facilitating Group Discussions
8. Facilitating Practicals / Field Visits / Project work / Studio (as per the need)
9. Assessment - developing rubrics, preparing question papers of different types, and assessing answer scripts with written feedback, preparing results etc (for one formative and one summative Assessment)

10. Giving written and verbal feedback on presentations, assessment, reports etc (one-time only )
11. Writing Project Review Report (2 Reports)
12. Develop Open Educational Resources pool in the specific discipline
13. Conduct Seminar /conference and group discussions for the students. (3 Seminars/conference and 2 group discussions)
14. Writing and delivering formal public speeches like welcome notes, introducing speakers, vote of thanks etc. (2 in number from the mentioned activities)
15. Mentoring and Counselling students (5 students only)

**Assessment:** This will be a non-graded course. The participant will be awarded 'S' for satisfactory performance and 'NS' for non-satisfactory performance on completion of around 60 hours of practical teaching which may be a mix of classroom lectures, formal seminars, facilitating laboratory/studio/field sessions.

**Note:**

1. The 60 hours of practical teaching and the work on associated activities should ideally be done in one semester. However, these may be spread over two semesters also.
2. The contents listed above are representative in nature and will be balanced by the supervisor in a manner that the scholar is able to accomplish the tasks without feeling overburdened. It is suggested that the department and guide/instructor may take 60% of those activities (specifically designing learning course/hangouts, Instructional plan and Assessment) and may decide about the remaining 40 % of activities on their own. The teaching practice sessions may be spread over one or more courses.
3. The teaching practice should cover theoretical as well practical/studio classes. The allocation of the courses should be connected with the area of research being undertaken by the scholar and must be only a small part of a given course. It is not meant to replace the 'teaching load' of the supervisor.

