



**Inviting Applications for Appointment of Adjunct Faculty for Integrated Teacher Education Programme (ITEP)**

IIT Bhubaneswar invites applications from well-qualified candidates for Adjunct Faculty positions at the level of Professor, Associate Professor and Assistant Professor to teach the following courses:

**1. Name of the Course:** Language 1: Sanskrit

**Semester:** S-1, **Credit:** 4

**About the Course**

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims at enabling student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and. participating effectively in the world of work and creating sense in the everyday life. Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking, and conceptualizing. The course seeks to enhance critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

**Qualification:** The qualification and expected contributions as articulated in the MoE guidelines for hiring Adjunct Faculty will be as detailed below:

- *Any candidate for adjunct faculty for this course should satisfy the following norms:*
- 1. Must have a Ph.D degree in Sanskrit.*
  - 2. Her/his association must add value to the academic programme/students.*

## **2. Name of the Course:** Art (Performing and Visual) & Creative Expressions

**Semester:** S-1 and S-7, **Credit:** 2

### **About the Course**

Engagement with various forms of art as self-expression and need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions. Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart. Therefore, educational practitioners that the students of MA Education aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas. To this end in the first semester students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice, therefore handson training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

**Qualification:** The qualification and expected contributions as articulated in the MoE guidelines for hiring Adjunct Faculty will be as detailed below:

- *Any candidate for adjunct faculty for this course should satisfy the following norms:*
  1. *Must have a Ph.D degree in Art & History or PhD in Art Education.*
  2. *Her/his association must add value to the academic programme/students.*

### **3. Name of the Course: Pedagogy**

**Semester: S-3, Credit: 4**

#### **About the Course**

This course deals with diverse range of topics of basics of pedagogy at secondary stage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course a strong foundation will be established by exploring the fundamental principles and concepts that support basics of pedagogy in the light aims and objectives of the curriculum. This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

**Qualification:** The qualification and expected contributions as articulated in the MoE guidelines for hiring Adjunct Faculty will be as detailed below:

- *Any candidate for adjunct faculty for this course should satisfy the following norms:*
  1. *Must have a Ph.D degree in Education.*
  2. *Her/his association must add value to the academic programme/students.*

### **4. Name of the Course: Information & Communication Technology (ICT) in Education**

**Semester: S-5, Credit: 2**

#### **About the Course**

The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student teachers interpret and adapt ICTs in line with educational aims and principles. The paper will orient the learners about the need for and importance of ICT in education. It will describe the importance of open-source software in education. Students will be given exposure to the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of the use of various computer software and ICT tools.

## **Learning Outcomes**

On completion of this course, student teachers will be able to:

- explain the concept, nature, and scope of ICT in education,
- describe the importance of open-source software in education,
- list and explain various approaches to the adoption and use of ICT in education,
- describe the importance of various emerging technologies in education,
- See the relationship between the social, economic, and ethical issues associated with the use of ICT,
- list out the challenges of educational technology in India,
- use various technological tools for improving teaching-learning-assessment processes.

## **UNIT - I**

### **Introduction to (ICT) in Education**

- A. Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,
- B. Educational Technology and ICT in Education (Difference, Scope of ICT- Teaching, learning, Research & Publication, Educational Administration and Assessment),
- C. Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,
- D. Meaning and Uses of Systems Approach in instructional design,
- E. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- F. Flanders' Interaction Analysis Category System (FIACS),
- G. Challenges relating to Educational Technology.

## **UNIT - II**

### **Emerging Technologies in Education**

- A. E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
- B. Open Education Resources (Creative Commons, Concept, and application).
- C. Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).
- D. Cloud Computing & Internet of Things - Meaning, importance and uses.
- E. Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber

## UNIT - III

### ICT in Teaching-Learning & Assessment

- A. Concept, Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).
- B. Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism & Constructivism.
- C. Developing functional skills to use discipline-specific ICT tools (GeoGebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping etc.).
- D. ICT and Assessment- Electronic assessment portfolio – Concept and types; e-portfolio tools.
- E. Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank.
- F. ICT applications for Continuous and Comprehensive Evaluation (CCE).

#### Suggestive Practicum

1. Prepare an assessment tool on any one chapter of the textbook.
2. Explore any one online platform for MOOCs and prepare a report highlighting its structure and courses.

#### Suggestive Mode of Transaction

The pedagogy for the course ICT in Education should be designed to ensure that students have a good understanding of how to use technology for improving teaching-learning-assessment processes. It should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.
- Experiential learning involving Hands-on activities, field trips, and real-life scenarios that will give student teachers the opportunity to apply their knowledge and skills in a practical setting.
- Use of multimedia tools such as videos, interactive simulations, and animations that help enhance learning and make it more engaging.
- Self-directed and self-managed learning activities that encourage students to take charge of their learning process through independent research, self-reflection, and self-assessment, which can promote lifelong learning.

### Suggestive Mode of Assessment

The assessment for the course ICT in Education should evaluate students' knowledge, capacities, and attitudes towards the use of technology in education. The assessment methods will include the following:

- Project-based assessments involving projects that require student teachers to create an instructional/learning resource that incorporates ICT tools and then assess the quality of the resource.
- Peer assessment helps students develop their critical thinking and evaluative capacities through group tasks requiring assessment by a group of the work of another group.
- Reflective journals requiring student teachers to maintain a reflective journal and to reflect on their learning experience involving the use of ICT tools in education.
- Online quizzes and tests involving online quizzes and tests that can assess students' knowledge of the theoretical aspects of ICT in education.
- Observation and feedback involving observation of performance of student teachers during classroom activities and providing feedback that helps assess their practical skills in using ICT tools for improving teaching-learning-assessment processes.

### Suggested Reading Materials

Teachers may suggest books/readings as per the needs of the learners and the learning content.

**Qualification:** The qualification and expected contributions as articulated in the MoE guidelines for hiring Adjunct Faculty will be as detailed below:

➤ *Any candidate for adjunct faculty for this course should satisfy the following norms:*

- 1. Must have a Ph.D in Education with specialization in ICT.*
- 2. Her/his association must add value to the academic programme/students.*

**Method for Selection:**

The shortlisted candidates will have to appear for a seminar presentation and interaction.

**Responsibilities:** The faculty members will be expected to teach the above course as per the norms of the Institute.

**Appointment duration:** Initial appointment will be for a semester and may be extended for another semester as per the Institute norms.

**Compensation:** The salary structure of such an appointment is as follows:

- Adjunct Assistant Professor – Honorarium of Rs. 3,000/- per lecture hour.
- Adjunct Associate Professor – Honorarium of Rs. 4,000/- per lecture hour.
- Adjunct Professor – Honorarium of Rs. 5,000/- per lecture hour.

In addition to the above, Adjunct faculty would be provided the following travel assistance with local hospitality as stated below:

1. Institute will provide a hired vehicle for the local travel (Bhubaneswar-Puri-Cuttack) for their visit(s). In case of non-availability of such arrangement, Institute will bear Rs. 1,000/- per visit subject to the maximum ceiling of Rs. 25,000/- in a semester.
2. In case, any visits made by the faculty members from the cities other than those mentioned above, Institute will bear the travel expenses (as per actual costs) subject to a maximum 6 (six) number of visits in a semester.

No accommodation would be permissible, however she/he shall be provided free lodging and boarding in the Institute Guest House as per the availability of the rooms in the Guest House. She/he shall be given the above honorarium per lecture hour subject to a maximum ceiling of Rs. 1,20,000/- per month.

**How to Apply:** Qualified and interested applicants may send a detailed resume clearly mentioning course she/he would like to teach and other relevant information **via email** to the Head, School of Humanities, Social Sciences & Management (E-mail: [hos.shssm@iitbbs.ac.in](mailto:hos.shssm@iitbbs.ac.in)) and a copy to the office of the School of HSS & M (Email: [office.shssm@iitbbs.ac.in](mailto:office.shssm@iitbbs.ac.in)) with the subject of the email as "Adjunct Faculty position for ITEP" **on or before 22.04.2025**.