



Centre of
Excellence in
Teacher
Education

School of Education

Open Educational Resources for Teacher Education and Professional Learning: A Guide

For Teachers and Educators



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Excellence in
Teacher
Education

About CETE

The Centre of Excellence in Teacher Education (CETE) at the Tata Institute of Social Sciences, Mumbai, aims to enable Right to Quality Education for all children in India by helping teachers respond to diverse and changing needs. Built around the central premise that professionally qualified teachers can create lasting impact, the centre focuses on empowering teachers, improving professional development standards, supporting the teacher education ecosystem, and advocating the strengthening of policy on teaching and teacher education. Research at the centre is on the themes of quality in teaching, policy and scaling innovations, inclusion, curriculum and pedagogy, and EdTech. Academic teaching programmes include B.Ed. - M.Ed., M.A. Education, M.A. Education and Technology, doctoral research, short term programmes through blended learning, and online offerings to enhance capabilities of teachers and teacher education faculty. Key field action projects are focused on improving inclusive teaching-learning at schools and employing technology thoughtfully in professional development of teachers. The Connected Learning Initiative, was awarded the UNESCO King Hamad Prize for the Use of ICTs in Education in 2018. CETE received seed support from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, Government of India, and TATA TRUSTS.

Founding Partner
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Guidebook is available for download at
<http://bit.ly/cetewebsite>,
Any questions, suggestions or queries may be sent to us
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Acknowledgement

This handbook is the culmination of a collaborative journey aimed at empowering teachers to become the architects of their own classrooms. Its development was made possible through the collective dedication of several individuals and teams at the Centre for Excellence in Teacher Education (CETE), TISS.

We extend our deepest gratitude to the Tata Institute of Social Sciences (TISS) for their visionary leadership and institutional support in anchoring this project, beginning with **Prof. S.Parasuraman**, Director when CLIX was launched, followed by **Prof. Shalini Bharat**, **Prof. Tiwari** and our current Vice Chancellor **Prof. Badri Narayan**. With their support, we were able to design and offer pioneering effort of online courses for teachers as well as develop the unique practice based methodology and credits based professional learning modules for teachers.

Additionally, we would like to express our gratitude to **Prof. P.K. Shajahan**, former Dean of Academics, and **Prof. Sunil Santha**, the current Dean of Academics, for their continuous support.

We would like to recognize the subject matter experts and researchers whose insights transformed complex pedagogical concepts into practical tools for teacher professional development. Their work has been vital in bridging the gap between theory and classroom practice:

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Our sincere appreciation goes to the RTICT Management Team for their seamless coordination throughout the program:

Anusha Ramanathan (Short Term Programme Coordinator), **Bindu Thirumalai, Ruchi Kumar , Nikhat Nasrin** (Academic Programme Co-coordinator), **Vishal Kshirsagar** (Senior Admin Executive)

In addition, we acknowledge the dedicated efforts of Nikhat Nasrin for her invaluable contribution to the coordination and design of this handbook under the guidance of **Prof. Padma Sarangapani**.

We recognize the technical support provided by the TISSx Platform Team **Durga Garapati, Zaib Ansari, and Satej Shende** (formerly of TISSx) who ensured these resources remain open, accessible, and user-friendly for educators nationwide.

We also thank our Research and Teaching Assistants, **Shreyasi Mitra, Tuba Khan, and Avanish Singh**, for their essential support during the implementation of the program.

Finally, we wish to thank the educators who have already begun integrating these Open Educational Resources (OERs) into their daily practice. Your willingness to move "beyond the textbook" and innovate for your students is what truly brings this handbook to life.

Note: We acknowledge the use of OpenAI's ChatGPT (GPT-4), Google Gemini, and Napkin AI in the preparation of the images.

Message from Prof. Padma M. Sarangapani, Founding Chair of CETE

The handbook is a small effort to bring together and to share with the Indian teachers and teacher education community ten years of design and development aimed at providing professional learning for teachers, using online learning methodologies and resources. The team that built **TISSx** and most of the courses that are presented in this handbook came together as a part of the Connected Learning Initiative, a collaboration between **TISS and MIT, USA**, with support from the **TATA TRUSTS. CLIX** and its sister initiative **ITE (Integrating technology in Education)**, were united in their perspective that student learning with technology must place them in active and engagement with technology and learning, and that their teachers must be lead this process. The CLIX strategy included professional development for teachers. As a part of the effort courses were designed that were approved by the **TISS Academic Council**, and offered to teachers as rigorous inservice professional learning, involving interaction with peers, taking learning into classroom practice and reflecting on it, assessment, feedback and grading. These course were authored on **TISSx**, our own EdX based platform, to support an interactive learning environment and integrate robust principles of online learning for professional development. CLIX won international recognition when **UNESCO** awarded us the **King Hamad Prize** for Excellence in the use of ICTs (2017) and again with the OER collaboration award (2018). The CLIX strategy and approach to teachers professional learning also won recognition as a pilot to be scaled to new geographies in the **CL4STEM** project supported by the **KIX-GPE** award (2020-2023).

The experiences of online professional development led by my enthusiastic colleagues at TISS has been an amazing learning experience, yielding rich insights into how to use the digital medium and support meaningful engagement. We have gained important insights into the principles for design and conducting courses as well as learnt to value establishing Communities of Practice for Professional Learning. We have learnt about the enthusiasm with which teachers respond when they are taken seriously as professionals and involved in authentic rigorous learning. We have also learnt about how to organise such learning ‘on scale’ through several opportunities with state governments in a variety of contexts. We have enjoyed the support of state governments and the **TATA TRUSTS** and grants from **UNICEF** and from the **SBI Foundation** for TISSx to develop these resources and methodologies. The enthusiasm of **Dr. Anusha Ramanathan, Dr. Bindu Thirumalai, Mr. Satej Shende** and **Ms. Nikhat Nasrin**, for TISSx, online PD for teachers, building and sustaining online learning professional communities, documenting and researching experiences rigorously to understand the medium and how to use it effectively, have been central to the range of offerings and the depth of understanding online PD for teachers that underlie the resources in described in this handbook.

In keeping with the spirit of CLIX and in keeping with the mission of the Centre of Excellence in Teacher Education, we offer the range of resources we have developed to the school education and teacher education community in India and the world, as open educational resources. We invite you to use, engage, reuse these as you find most meaningful and we will be most happy to engage with you and support any adoption or adaptation you may wish to take up!

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1. Introduction

1.1. Tata Institute of Social Sciences (TISS)

The Tata Institute of Social Sciences (TISS) was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work. In 1944, it was renamed as the Tata Institute of Social Sciences. The year 1964 was an important landmark in the history of the Institute, when it was declared Deemed to be a University under Section 3 of the University Grants Commission Act (UGC), 1956.

Since its inception, the Vision of the TISS has been to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

1.2. School of Education (SoE)

The School of Education (SoE), which was established in 2012, will build on and enhance areas of work in education in order to respond more comprehensively to the challenges facing Indian education.

Four areas have been identified as focal points for the SoE related activities. These are Knowledge generation and capacity building of professionals for education, Teacher professional development, Higher education – Indian languages and pedagogy for diversity, and Quality of school education.

1.3. Centre for Excellence in Teacher Education (CETE)

The Centre of Excellence in Teacher Education, CETE (formerly, Centre for Education, Innovation and Action Research, CEIAR) is an independent Centre at the Tata Institute of Social Sciences, Mumbai. Established as CEIAR in 2015, the Centre has been engaging with, and promoting innovation in school curriculum, teacher education and higher education curriculum and pedagogy. The Centre of Excellence in Teacher Education (CETE) works towards revitalising the education sector through research, academic programmes, teaching, field action, policy advocacy, partnerships and collaborations. Seed support for CETE was provided by the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (2019–2020) and the Tata Trusts. The Tata Trusts continue to support CETE as the national nodal Centre in their Initiative for Excellence in Teacher Education.

Awards and Recognitions

CETE has received several national and international recognitions for its contributions to education and innovation:

- **Winner**, UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of ICT in Education (2017–18) for the Connected Learning Initiative (CLIX)
- **Winner**, OER Collaboration Award for Excellence (2019) for the Connected Learning Initiative (CLIX)
- **Winner**, eNabling North East Award for *Quality in Education and Learning* (2019–20) for Integrating Technology with Education Project (ITE)
- **Finalist among top 10**, UNESCO–Hamdan Bin Rashid Al Maktoum Prize (2019–20)
- **Winner**, Best CSR Partner in STEM Education (2023) for Technology Enabled Learning for Teachers and Adolescents of the 21st Century project (TELTA-21)

2. Continuing Education Programme (CEP)

2.1. Goals of CPD

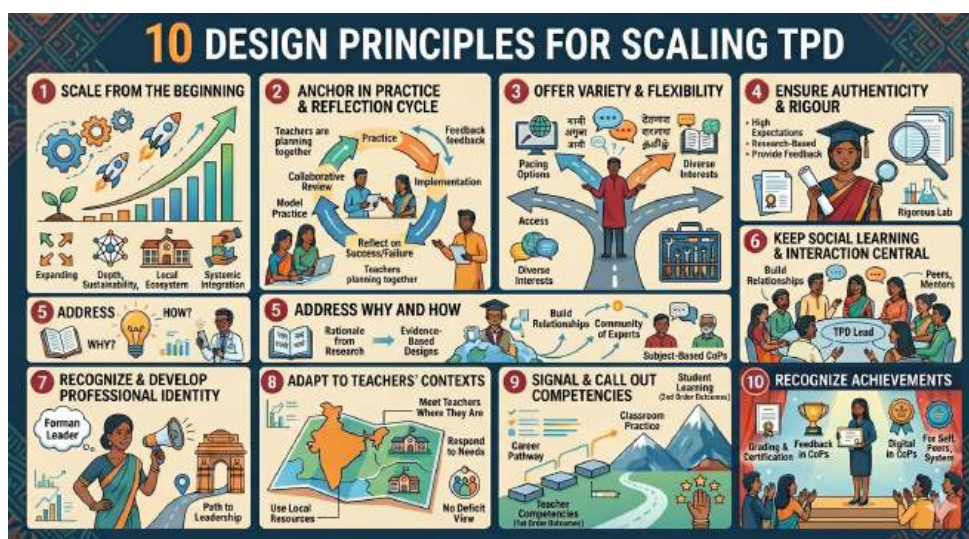
At CETE, teacher professional development (TPD) is envisioned as a process that supports one or more of the following goals:

1. Strengthening teachers' autonomy, reflective practice, and ability to adapt to diverse educational contexts and environments.
2. Deepening teachers' knowledge, attitudes, and classroom practices to support meaningful teaching and learning.
3. Fostering professional learning communities that enable sustained interaction, collaboration, exchange, and support among peer teachers, school leaders, teacher educators, resource persons, subject experts, and wider community stakeholders.
4. Enabling teachers to expand their knowledge and skills in ways that support professional growth and evolving career pathways.

2.1.1. Designing CPD for scale

Drawing on our experiences across diverse field initiatives, The following 10 key design principles have guided the CETE approach to design for scale. These principles are drawn from diverse field experiences and work with teachers in state schools across the country, and abroad. Some of these key initiatives through which most of the OERs in this guidebook were developed are also presented briefly below.

1. Scale from the Beginning
2. Anchor in Practice & Reflection Cycle
3. Offer Variety & Flexibility
4. Ensure Authenticity & Rigour
5. Address Why and How of pedagogical ideas
6. Keep Social Learning & Interaction Central
7. Recognize & Develop Professional Identity
8. Adapt to Teachers' Contexts
9. Signal & Call Out Competencies
10. Recognize Achievements



The figure presents the 10 Principles for Scaling TPD, adapted from the Policy Practice Brief, "Using ICT for Scalable, Sustainable Teacher Professional Development in Developing Country Contexts: An Approach Paper."

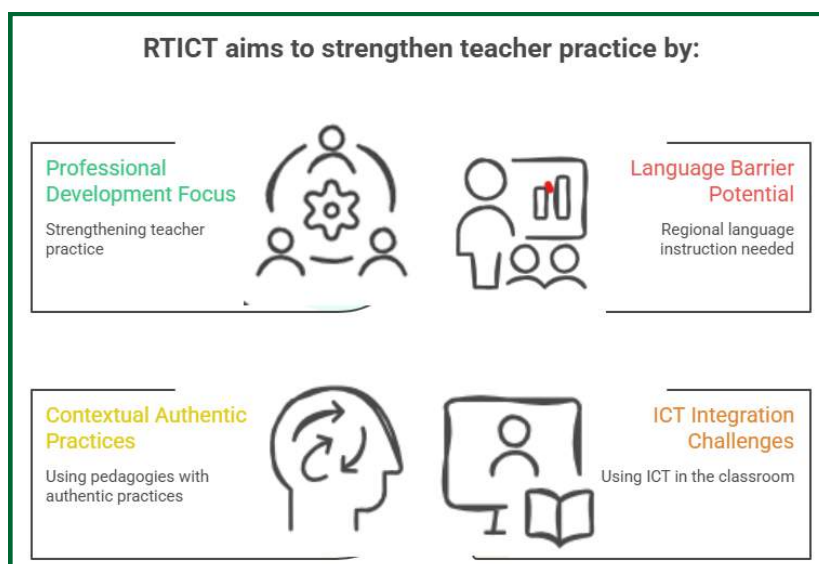
2.1.2. Practice Based Learning for Professional Development

RTICT offers professional learning modules for teachers with the possibility of accumulating credits and earning a certification. The programme enables teachers and educators to join communities of practitioners, and to connect with each other through pedagogic and policy discussions rooted in their professional experience.

The programme builds on the Centre's work through the Connected Learning Initiative (CLIX), which developed interactive, ICT-enabled learning modules in Indian languages to strengthen secondary education, particularly in government schools. Supported by the Tata Trusts, CLIX explored how technology can enhance student learning and improve teachers' pedagogical practices.

Developed in collaboration with institutions such as MIT, the Homi Bhabha Centre for Science Education (TIFR), Mumbai, Eklaya, and other partners, the initiative reached schools and educators across Uttar Pradesh, Andhra Pradesh, Madhya Pradesh, Telangana, Assam, Odisha, West Bengal, Maharashtra, Haryana, Karnataka, and Kerala.

The RTICT suite of courses are primarily aimed at strengthening middle and high school subject pedagogies and teachers' understanding and use of ICT. The courses were developed rigorously through a design thinking process and were also approved by the TISS academic council to enable teachers to earn university credits for their courses. The RTICT suite of courses have been taken by over ten Teachers in India.



* For more details on the large-scale implementation of TPD, including programme-wise details, please refer to Annexure 1.

2.1.3. Connected Learning Initiative (CLix) Resources and Modules 2015–2018:

The RTICT English Language, Science, and Mathematics pedagogy courses integrated EdTech student modules and other Open Educational Resources (OERs) to support the teaching and learning of EdTech-enabled pedagogical concepts. These modules include interactives and simulations for mathematics and science learning. The English resources support the development of speaking and listening. CLix resources have been used extensively in government schools of Chhattisgarh, Telangana, Rajasthan and Mizoram. The CLix OER resources can be accessed and downloaded from the website <https://clixoer.tiss.ac.in/>.



2.1.4. Connected Open Online Learning (COOL) 2020–2021:

COOL resources were curated during COVID as a resource for student-teaches and teacher educators in pre-service teacher education programmes in India. 18 OERs were developed and mapped onto the BEd Curriculum Framework of NCTE.



2.1.5. Connected Learning for STEM 2020–2023

Through a pilot, scaled the CLix-TPD model to other countries in the global south building the capacities of science and mathematics teachers of middle and secondary schools to foster higher-order learning with inclusion and equity in their classrooms and researched its effectiveness and potential for scaling. It is a South-South collaboration amongst Ibrahim Badamasi Babangida University, Lapai, Nigeria (IBBUL), Open University, Tanzania (OUT) and Samtse College of Education, Bhutan (SCE). Overall, the CL4STEM project has been largely successful in achieving its objectives, with 13 CL4STEM resources being released as OER on the inhouse platform TISSx.



2.2. Implementing TPD at Scale: A Timeline

2016 Development of Certificate Programmes

Based on feedback from teacher training workshops, CETE developed modular online certificate programmes for sustained professional development. The Contemporary Education Perspectives and Research (CEPR) programme was piloted with DSERT, Karnataka, engaging 84 DIET faculty members from 28 DIETs across 9 courses, with 70 course certificates awarded.

2018 Expansion of Reflective Teaching with ICT

RTICT expanded its elective course offerings and reached 3,509 teachers and 244 teacher educators, significantly extending access to online professional development.

2020 Online Scale-up During the Pandemic

Following the completion of CLIX Phase I, CETE shifted its professional development initiatives online in response to the COVID-19 pandemic. With ICSSR support, CEPR launched its first fully online cohort, while the Multimodal Approach to Teacher Professional Development (MATPD) project supported teacher educators in the Maldives, Nepal, and Afghanistan through a cascading hybrid model.

2022 – National and International Collaborations

- UNICEF Project: Trained 3,700 teachers across 8 Indian regions (7 states, 1 UT) in 6 languages over 14 months.
- MATPD: Mentored 285 teachers and 45 educators across 139 schools in Maldives, Nepal, and Afghanistan.
- CLIX/CL4STEM: Built STEM capacity across 230 teachers, 60 educators, and 50 schools.

2024 Onwards – Scaling Professional Learning

- SCERT Haryana: CETE signed an MoU with SCERT Haryana to train 8,407 teachers through instructor-paced online courses in English, Mathematics, Science, and Social Science.
- Leadership for Equity (LFE): In partnership with LFE, CETE offered two modular online courses, with 106 participants successfully completing the programme.
- Open Enrolment: Around 260 teachers were trained through open online courses.

Impact (2018–March 2026):

- 38,0000+ unique registration on TISSx
- 20,500 enrolments in certificate courses
- 11,423 successful course completions 55.72% completion rate
- 44,000+ course engagements
- 1, 800+ digital badges awarded

2015 Beginning of the CLIX Project

The Connected Learning Initiative (CLIX) was launched by Tata Trusts in collaboration with the Tata Institute of Social Sciences (TISS) and the Massachusetts Institute of Technology (MIT). The initiative introduced a scalable model of technology-enabled open education for secondary schools, initially focusing on digital learning modules in English, Mathematics, and Science.

2017 Establishment of Reflective Teaching with ICT

The Reflective Teaching with ICT (RTICT) programme was formally established as a 17-credit modular certificate programme aligned with UGC guidelines. The courses were launched through the TISSx platform (powered by Open edX), marking CETE's entry into large-scale online teacher professional development.

2019 Opening Access Nationwide

For the first time, RTICT courses were opened to teachers beyond the CLIX project schools, allowing educators across the country to participate through open enrolment.

2021 Strengthening Professional Development

RTICT was revised from 17 to 20 credits to align with updated UGC regulations. With continued support from ICSSR, CEPR transitioned into a fully online programme with dedicated research and education cohorts, enrolling teacher educators from across India.

2023 State Partnerships and Digital Credentials

CETE collaborated with SCERTs and DIETs in Madhya Pradesh, Delhi, and Chhattisgarh to offer customised online course bouquets, reaching around 800 teachers and educators. Digital badges were also introduced to recognise competency-based learning and project completion.

Reflections from Real Learners



“ I really liked this course. Peer assessment provided me with a new kind of experience, which was new and interesting. I particularly enjoyed the bits of theories of learning, Authentic Learning, TPACK framework, 21st century skills and PACC model. There were some of the terms I was very familiar with but I got a deeper understanding of them in this course. This course helped me create lessons and activities that integrate technology to create an active learning environment for students. Thanks TISS for providing such an amazing experience.”

- MD EJAZUL HAQUE, JHARKHAND

Constructive Teaching and Learning with Technology (CTLT) - UNICEF



“ TISS मुंबई RTICT कार्यक्रम संचालित करता है। अपने शिक्षण को अधिक प्रभावी बनाने के लिए मैंने इस ICT पाठ्यक्रम में नामांकन किया और इसे सफलतापूर्वक पूरा किया। सीखने के दृष्टिकोण से मुझे यह कार्यक्रम अत्यंत लाभकारी लगा। भविष्य में भी मैं ऐसे कार्यक्रमों के माध्यम से अपने ICT कौशल को और अधिक विकसित करना चाहती हूँ। मेरा मानना है कि यदि इस कार्यक्रम में ऑफलाइन सत्रों के साथ-साथ ऑनलाइन सत्र भी शामिल किए जाएँ, तो यह हमारे लिए और अधिक लाभकारी होगा। साथ ही, हमारी अपेक्षा है कि कार्यक्रम के दौरान व्यावहारिक गतिविधियों पर अधिक ध्यान दिया जाए, ताकि हम ICT पाठ्यक्रम से प्राप्त ज्ञान का अपने दैनिक जीवन और कार्य में प्रभावी ढंग से उपयोग कर सकें।”

- MRS. PRATIBHA SHARMA, CHATTISGARH

Digital Competencies for School Education



“इस पाठ्यक्रम ने गणित शिक्षण के प्रति मेरी समझ को बदल दिया। इसने दिखाया कि गतिविधियों, खेलों, तकनीक और सार्थक प्रश्नों के माध्यम से ज्यामिति को अधिक रोचक बनाया जा सकता है। इसने मुझे रटने के बजाय उच्च-स्तरीय चिंतन को बढ़ावा देने पर ध्यान केंद्रित करने के लिए प्रेरित किया।”

मैंने सीखा कि ज्यामिति केवल आकृतियों और सूत्रों तक सीमित नहीं है, बल्कि यह सोचने, खोजने और तर्क करने की प्रक्रिया है। इस पाठ्यक्रम ने मुझे अपनी गणित की कक्षा में गतिविधि-आधारित और जिज्ञासा एवं खोज पर केंद्रित शिक्षण पद्धतियों को अधिक अपनाने के लिए प्रेरित किया। “

-DR. MANOJ PURI, DIET DING, SIRSA, HARYANA

Reflective Mathematics Teaching (Geometric Reasoning)



My experience throughout the duration of the course proved to be immensely rewarding. One of its most notable advantages was the flexibility afforded by its online format, allowing me to engage with the materials at my own pace. Furthermore, I was consistently impressed by the caliber of the content provided. The assignments provided an invaluable opportunity to initiate meaningful interactions with instructors, delving into their experiences, challenges, and strategies for overcoming them. Overall, I am genuinely impressed with the quality and effectiveness of the course.

- SWATI SHUBHRA

Mentoring for Teacher Professional Development

3. Learning Pedagogy with OERs

The handbook features around **50** OERs across English, Mathematics, Science, Social Science, and other thematic areas, with many resources available in both English and Hindi. All modules have been developed by academic experts in accordance with UGC guidelines and approved by the Academic Council of TISS.

TISSx | OPEN EDUCATIONAL RESOURCES FOR TEACHER EDUCATION AND PROFESSIONAL LEARNING
Access the OERs: tissx.tiss.ac.in

Total OERs: 50

1. LANGUAGE & ENGLISH EDUCATION (6)

- Teaching Literature: Short Stories [E]
- Communicative English Language Teaching (Strategies) [E]
- Communicative English Experiences for the English [E]
- Communicative English (Interplay of Learning and Materials) [E]
- Reading and Reflecting on Texts [E]
- Resources for English Education - 2020 [E]

2. MATHEMATICS EDUCATION (6)

- Reflective Mathematics Teaching Proportional Reasoning [E/H]
- Reflective Mathematics Teaching (Geometric Reasoning) [E/H]
- Algebra- Linear Equation [E]
- Geometry- Area, Perimeter, and Transformation [E]
- Proportions and Percentages [E]
- Resources for Math Education [E/H]

3. SCIENCE EDUCATION (13)

- Interactive Science Teaching (Experimentation)
- Interactive Science: Experimentation [E/H]
- Nature of Science and Science Education [E/H]
- Hands-on Learning through Toy-making [E/H]
- Electromagnetism [E]
- Force and Motion [E]
- Work, Energy and Power [E]
- Ecology [E]
- Genetics and Heredity [E]
- Cell Structure and Organisation [E]
- Resources for Science Education [E/H]
- Organic Chemistry [E]
- Chemical Bonding [E]

4. SOCIAL SCIENCE (5)

- Pedagogy of Social Science - Concepts, Skills and Resources [E/H]
- Pedagogy of Social Science - Teaching and Assessment [E/H]
- Gender, School and Society [E]
- Childhood and Growing up [E]
- Resources for Social Sciences [E/H]

5. OTHER THEMATIC: PEDAGOGY, TECHNOLOGY & TEACHER ED (15)

- Design Thinking in Education for Learning with EdTech [E]
- Reimagining Teacher Education [E]
- Action Research [E]
- Contemporary Discourses in Education Policy and Practice [E]
- Practitioner Research - A Lab Course for Teacher Educators [E]
- International and National Perspectives in Education [E]
- Assessment Literacy [E]
- ICT Lab in School [E]
- Mentoring: Teacher Professional Development [E/H]
- Constructive Teaching and Learning with Technology (CTLT) - Part-1 [E/H]
- Digital Competencies for School Education [E/H]
- Learning and Teaching [E]
- Introduction to Foundations of Education [E]
- Understanding Disciplines and Subjects [E]
- Language Across the Curriculum [E]

INCLUSIVE EDUCATION (5)

- Reflective Teaching for Inclusion [E/H]
- Inclusive Education-2 [E]
- Inclusive STEM Pedagogy [E]
- Virtual Inclusive Education Resources [E]
- Creating an Inclusive School [E]

Available in:
E - English | H - Hindi

<https://bit.ly/tissx>



3.1. English Education

1



Teaching Literature: Strategies for Short Stories

Designers: Nishevita Jayendran

Approx 30 hours/6 weeks; equivalent to 2 credits

This resource will help you develop a deeper understanding of teaching literature through short stories and explore effective strategies for creating engaging and meaningful literature classrooms. You will examine key narrative features, develop skills to interpret and critically analyse texts, and explore practical, including ICT-based, approaches to foster students' critical thinking, imagination and interpretative abilities.

The course will also encourage reflection on classroom practices and learner-centred approaches, strengthening your confidence in teaching short stories and helping students develop analytical and creative skills while appreciating literature.

Available in: English

2



Communicative English Language Teaching (Strategies)

Designers: Anusha Ramanathan

Approx 30 hours/6 weeks; equivalent to 2 credits

This resource will help you develop a deeper understanding of teaching literature through short stories and explore effective strategies to make literature classrooms more engaging and meaningful. You will examine key narrative features, develop skills to interpret and critically analyse texts, and explore practical and ICT-based tools to foster students' critical thinking, imagination and interpretative abilities. You will also reflect on classroom practices and learner-centred approaches that connect literature with meaningful learning experiences.

This will strengthen your confidence in teaching short stories and inspire more reflective, engaging and creative approaches to literature teaching.

Available in: English



Communicative English Language Teaching (Interplay of Learning and Materials)

Designers: Anusha Ramanathan

Approx 30 hours/6 weeks; equivalent to 2 credits

This resource will help you deepen your understanding of the principles of communicative English language teaching and strengthen your ability to create meaningful and engaging language learning experiences. It will support you in reflecting on your classroom practices, exploring diverse teaching approaches, and applying language learning principles to meet the needs of different learners.

The resources also introduce technology-enabled, virtual, and blended learning environments, along with digital tools and online platforms that can support the design of contextually relevant learning materials. Through reflective practice, classroom implementation, and peer learning, you will develop the confidence to create learner-centred English language classrooms that promote autonomy, collaboration, and effective communication.

Available in: English



Designing Learning Experiences for the English Classroom

Designers: Anusha Ramanathan

Approx 30 hours/6 weeks; equivalent to 2 credits

This resource will help you develop the knowledge, skills and strategies to design meaningful and engaging learning experiences for the English language classroom. You will explore principles of lesson planning, activity and assessment design, along with teaching strategies and resources that support listening, speaking, reading and writing skills. The resource will also encourage reflection on classroom practices and adapting teaching to diverse learner needs.

Through practical and reflective activities, you will strengthen your ability to design coherent, learner-centred English lessons that foster meaningful language learning and active classroom participation.

Available in: English



Reading and Reflecting on Texts

Designers: Anusha Ramanathan and Surbhi Nagpal

Approx 20 hours/4 weeks

This Reading and Reflecting on Texts resource will provide you with the understanding, skills, and strategies to teach and engage with literacy. They will help you to think deeply about literacy as an act of decoding and interpreting complex ideas rather than mere letter recognition, the various micro-skills and strategies involved in reading comprehension, techniques for responding to different types of texts, and the concept of writing as a recursive process that requires awareness of your audience, purpose, and medium. We will also discuss how reading and writing function as fundamental meaning-making activities that call upon deep reflection and metacognition.



This comprehensive perspective on reading and writing will help you to reflect on your own teaching practices and effectively disseminate these vital literacy skills among your learners.

Available in: English



Resources for English Education

Anusha Ramanathan, Nishevita Jayendran and Surbhi Nagpal

Approx 20 hours/4 weeks

This Reading and Reflecting on Texts resource will provide you with the understanding, skills, and strategies to teach and engage with literacy. They will help you to think deeply about literacy as an act of decoding and interpreting complex ideas rather than mere letter recognition, the various micro-skills and strategies involved in reading comprehension, techniques for responding to different types of texts, and the concept of writing as a recursive process that requires awareness of your audience, purpose, and medium. We will also discuss how reading and writing function as fundamental meaning-making activities that call upon deep reflection and metacognition.

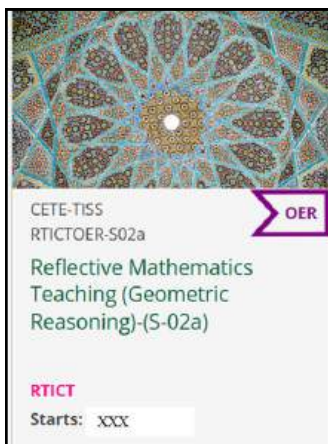


This comprehensive perspective on reading and writing will help you to reflect on your own teaching practices and effectively disseminate these vital literacy skills among your learners.

Available in: English

3.2. Mathematics Education

7



Reflective Mathematics Teaching (Geometric Reasoning)

Designers: Ruchi Kumar

Approx 30 hours/6 weeks; equivalent to 2 credits

This Reflective Mathematics Teaching (Geometric Reasoning) resource will provide you with the understanding, skills, and strategies to teach mathematics. It will help you to think deeply about core ideas in school mathematics and its processes, mechanisms to support student thinking and analyze their mistakes, and the integration of technology-enabled student modules like CLIX Geometric Reasoning. We will also discuss the importance of making conjectures, using Dynamic Geometry Software for exploration, understanding the relationship between mathematical concepts and procedures, and fostering reasoning, argumentation, and proofs in the classroom.

This broad perspective on mathematics education will help you to reflect on your teaching practices through an online Community of Practitioners and change some of them if necessary.

Available in: English and Hindi

8



Reflective Mathematics Teaching Proportional Reasoning

Designers: Ruchi Kumar

Approx 30 hours/6 weeks; equivalent to 2 credits

This Reflective Mathematics Teaching (Proportional Reasoning) resource will provide you with the understanding, skills, and strategies to teach mathematics. It will help you to think deeply about the core concepts of proportional reasoning—including additive and multiplicative thinking, using patterns to understand scaling, and managing direct and inverse variations through tabular, pictorial, and graphical representations. We will also discuss the selection and integration of diverse educational resources ranging from daily life artifacts to advanced digital simulations, alongside the vital role of formative assessment in analyzing student thinking and shaping subsequent instruction.

This broad perspective on mathematics education will help you to reflect on your teaching practices through an online Community of Practitioners and change some of them if necessary.

Available in: English and Hindi



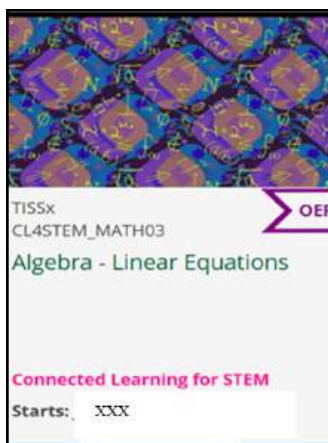
Resources for Maths Education

Designers: Ruchi Kumar

Approx 20 hours/ 4 weeks

This Resources for Maths Education resource will provide you with the understanding, skills, and strategies to teach mathematics. It will help you to think deeply about the nature of mathematics, mathematisation processes, the need for proofs, goals and pedagogical pillars in math instruction, and ways to address math anxiety. We will also discuss multiple modes of assessment, strategies to analyze student thinking and errors, effective teaching-learning materials, and the integration of technology tools - such as GeoGebra interactives—to teach core concepts like proportional reasoning, geometric reasoning, and linear equations. This broad perspective on mathematics pedagogy will help you reflect on your teaching practices and adapt your classroom approaches to foster meaningful learning.

Available in: English and Hindi



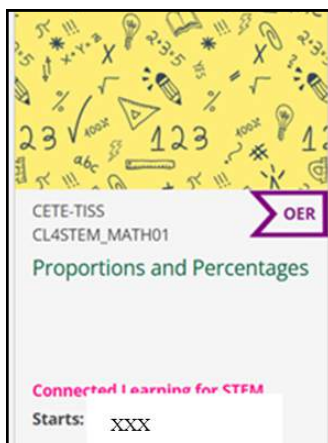
Algebra- Linear Equation

Designers: Ruchi Kumar, Purna Bahadur Subba, Aliyu Zakariyya, Garba Shuaibu, Seleman Ismail, Mary Swai, Anirudh Agarwal

Approx 20 hours/ 4 weeks

The Algebra – Linear Equations module is designed to strengthen secondary mathematics educators' Pedagogical Content Knowledge (PCK). The module focuses on transition strategies from arithmetic thinking to algebraic reasoning, systematic identification of student misconceptions, and the design of inclusive learning trajectories for Grades 9 and 10.

Available in: English



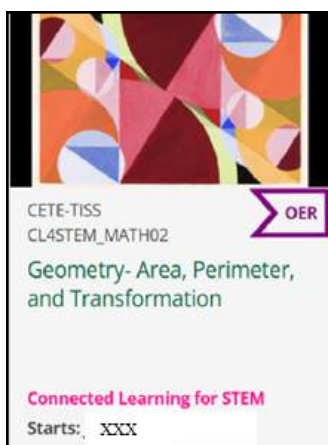
Proportions and Percentages

Designers: Ruchi Kumar, Abdulwaheed Salihu, Bijoy Hangmo Subba, Ugyen Dorji, Faustine Kastory Nziku, Mustapha A.Kiswanya

Approx 20 hours/ 4 weeks

This Proportions and Percentages resource will provide you with the understanding, skills, and strategies to teach mathematics at the secondary school level. It will help you to think deeply about foundational proportional reasoning, strategies for helping students navigate ratios, rates, and percentage concepts, and methods to diagnose and address common student learning difficulties. We will also discuss the integration of activity-based pedagogical approaches, locally relevant learning materials, and inclusive STEM teaching strategies that foster higher-order mathematical thinking. This broad perspective on mathematics education is designed to help you reflect on your teaching practices and adapt your classroom approaches to support active, equitable learning.

Available in: English



Geometry- Area, Perimeter, and Transformation

Designers: Ruchi Kumar, Michael Peter, Pema Drukpa, Man Singh Singer, Ibrahim Abdullahi, Seleman Ismail, Arushi Bansal, Jeenuh Rahaman

Approx 20 hours/ 4 weeks

This resource will provide you with the understanding, skills, and strategies to teach mathematics at the secondary school level. It will help you to think deeply about geometric properties, class inclusion, and the logical development of geometric proofs and reasoning among students. We will also discuss methods for identifying and resolving spatial misconceptions, the integration of interactive dynamic software, and inclusive STEM pedagogical strategies that promote collaborative problem-solving. This broad perspective on mathematics education is designed to help you reflect on your teaching practices and adapt your classroom approaches to build strong geometric intuition and analytical thinking.

Available in: English

3.3. Science Education

13



Interactive Science Teaching (Experimentation)

Designers: Rafikh Shaikh and Shamin Padalkar

Approx 30 hours/6 weeks; equivalent to 2 credits

This OER builds teachers' understanding of the nature of science and the role of experimentation and reasoning as its core pillars, equipping them to design more authentic, inquiry-driven science lessons. It encourages educators to examine their own assumptions about "what is science," reflect on how scientific temper can be nurtured rather than assumed. Through exemplar material on Health and Disease, Ecosystem, and Sound, teachers practice applying these ideas directly to classroom topics — helping them move from rote instruction toward fostering genuine curiosity, evidence-based reasoning, and scientific argumentation among students.



Available in: English and Hindi

14



Interactive Science Teaching

Designers: Rafikh Shaikh and Shamin Padalkar

Approx 30 hours/6 weeks; equivalent to 2 credits

This Interactive Science Teaching (S03b) resource will provide you with the understanding, skills, and strategies to teach science effectively. It will help you to think deeply about the nature of science and its implications for science pedagogy, the critical role of experimentation and argumentation in the classroom, key findings from educational psychology, and support for implementation using technology-enabled CLIX modules. We will also discuss the overarching aims of science education to foster reflective, active learning environments. This broad perspective on science education is designed to help you reflect on your teaching practices and make informed adjustments to your instruction where necessary.



Available in: English and Hindi



Nature of Science and Science Education

Designers: Rafikh Shaikh and Shamin Padalkar

Approx 30 hours/6 weeks; equivalent to 2 credits

This Nature of Science and Science Education (E11) resource will provide you with the understanding, skills, and strategies to teach science effectively. It will help you to think deeply about the epistemology and nature of science, how scientific knowledge is constructed, and how to cultivate a strong spirit of scientific inquiry among young minds. We will also discuss findings from educational psychology relevant to science pedagogy, methods for integrating technology and interactive learning tools into science instruction, and strategies to address equity, gender bias, and inclusivity in the science classroom. This broad perspective on science education is designed to help you reflect on your teaching practices and adapt your classroom methods to foster active, enquiry-based learning

Available in: English and Hindi



Hand-on Learning through Toy-making

Designers: Rafikh Shaikh and Shamin Padalkar

Approx 30 hours/6 weeks; equivalent to 2 credits

This Hands-on Learning through Toy-making (E-03) resource will provide you with the understanding, skills, and strategies to teach science through low-cost, engaging activities. It will help you to think deeply about shifting from traditional lecturing to facilitating learning-by-doing, fostering problem-solving skills, and helping students learn from mistakes while designing and making toys using everyday materials. We will also discuss the integration of digital media, peer collaboration, and practical explorations covering fundamental principles such as motion, forces, magnetism, electronics, and geometry. This broad perspective on science education is designed to help you reflect on your teaching practices and adapt your classroom methods to foster authentic, inquiry-based learning.

Available in: English and Hindi



Electromagnetism

Designers: Shamin Padalkar, Tandin Penjor, Ugyen Pem and Karma Utha

Approx 20 hours/ 4 weeks

This module prepares science teachers to master electromagnetism by establishing clear linkages between electrical and magnetic phenomena. Participants gain vital skills in conducting hands-on experiments, utilizing digital field-visualization tools, and implementing inclusive teaching solutions for students with disabilities. It encourages deep reflection on critical concepts like electromagnetic induction, field strength, and the mechanical applications found in AC generators and DC motors. Ultimately, by providing an integrated concept map and step-by-step instructions for classroom-ready experiments—such as building solenoids and Oersted apparatus—this material directly benefits daily instruction, equipping educators to confidently teach complex physics through interactive, accessible methods.

Available in: English



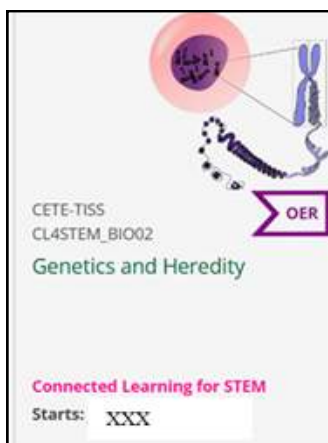
Ecology

Designers: Rafikh Shaikh, James Omonu, Mufida Bello Hussain, Mustapha Tajudeen, Naomi John Dadi-Mamud, Samira Dahiru Hunkuyi

Approx 20 hours/ 4 weeks

This will provide you with the understanding, skills, and strategies to teach biological concepts effectively. It will help you to think deeply about key physiological processes, methods to address common student misconceptions, and active learning strategies suitable for high school biology instruction. We will also discuss the integration of digital tools, inclusive STEM pedagogy, and reflective teaching practices to foster conceptual clarity and student engagement. This broad perspective on science education is designed to help you reflect on your teaching practices and adapt your classroom approaches to support meaningful biological learning.

Available in: English



Genetics and Heredity

Designers: Rafikh Shaikh, Kinley, Kinzang Dorji, Ran Singh Tamang and Bal Bdr Mongar

Approx 20 hours/ 4 weeks

It will provide you with the understanding, skills, and strategies to teach biology effectively. It will help you to think deeply about fundamental concepts of human health, infectious and non-infectious diseases, immune responses, and the pathways of pathogen transmission. We will also discuss methods for diagnosing and addressing common student misconceptions, strategies for implementing active and inquiry-based pedagogy, and the integration of digital tools and inclusive STEM practices to support diverse learners. This broad perspective on biology education is designed to help you reflect on your teaching practices and adapt your classroom approaches to foster meaningful learning.

Available in: English



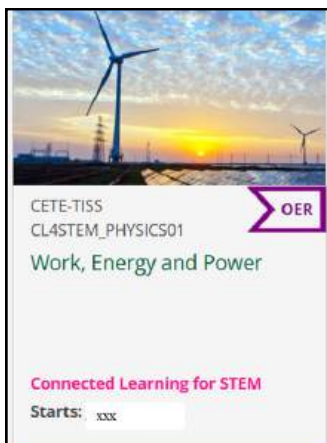
Force and Motion

Designers: Shamin Padalkar, J Yabagi, Yusuf Abdullahi, Yusuf Tanko Usman and Idris Kawo

Approx 20 hours / 4 weeks

This resource will provide you with the understanding, skills, and strategies to teach physics concepts effectively. It will help you to think deeply about fundamental physical principles related to wave motion, production and propagation of sound, acoustic properties, and methods to address common student misconceptions in secondary school physics. We will also discuss the integration of interactive digital tools, activity-based learning tasks, and inclusive STEM pedagogical strategies that encourage active student participation and inquiry. This broad perspective on physics education is designed to help you reflect on your teaching practices and adapt your classroom approaches to support meaningful scientific learning.

Available in: English



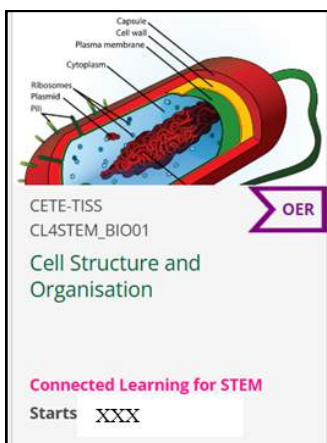
Work, Energy and Power

Designers:: Shamin Padalkar, Paul Ikwaba, Jalal Simkoko, Yussuf Mhangwa and Salamba Kashinje

Approx 20 hours/ 4 weeks

It prepares science teachers to master the foundational concepts of energy, work, and power by exploring their interconnected formulas and definitions. Participants gain vital skills in identifying student errors, dismantling misconceptions, and scaffolding physics problems from basic to complex. The OER encourages deep reflection on real-life examples of mechanical, electrical, and thermal energy alongside their corresponding units. Ultimately, by utilizing diagrams, videos, and color-coded content pathways for advanced learning and Pedagogical Content Knowledge (PCK), this material directly benefits daily instruction—equipping educators with targeted, practical tools to effectively build robust problem-solving skills in their students.

Available in: English



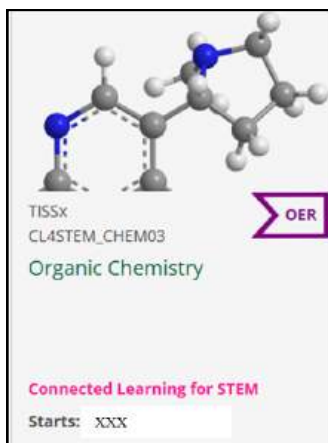
Cell Structure and Organisation

Designers:: Rafikh Shaikh, Agatha Mgogo, Hassan Mateka, Said Massomo and Neema Magambo

Approx 20 hours/ 4 weeks

This resource will provide you with the understanding, skills, and strategies to teach biological and ecological concepts effectively. It will help you to think deeply about fundamental concepts of ecosystem structure and function, food chains and webs, energy flow, biogeochemical cycles, and the balance of ecological interactions. We will also discuss methods for diagnosing and addressing common student misconceptions, strategies for implementing active and inquiry-based pedagogy, and the integration of digital tools and inclusive STEM practices to support diverse learners. This broad perspective on biology education is designed to help you reflect on your teaching practices and adapt your classroom approaches to foster meaningful learning.

Available in: English



Organic Chemistry

Designer: Shamin Padalkar and Rafikh Shaikh

Approx 20 hours/ 4 weeks

This resource will deepen your understanding of advanced chemistry concepts and strengthen your ability to design inclusive, enquiry-based STEM learning experiences. Developed under the Connected Learning for STEM (CL4STEM) initiative by CETE-TISS, this course helps you unpack complex chemical phenomena, identify learning difficulties, and apply specialized Pedagogical Content Knowledge (PCK) in secondary science classrooms. Through reflective inquiry and digital Open Educational Resources (OERs), it empowers you to implement active learning strategies, foster critical thinking, and build equitable environments that support all students in mastering chemistry.

Available in: English



Chemical Bonding

Designer: Shamin Padalkar and Rafikh Shaikh

Approx 20 hours/ 4 weeks

This resource will deepen your understanding of key chemistry concepts and strengthen your ability to foster higher-order thinking, inclusion, and equity in secondary science classrooms. Developed under the Connected Learning for STEM (CL4STEM) initiative by CETE-TISS, this resource helps you explore core chemical principles, address common student misconceptions, and integrate effective Pedagogical Content Knowledge (PCK). Through reflective practice and interactive Open Educational Resources (OERs), it empowers you to adapt contextually relevant teaching strategies and leverage digital tools to build engaging, learner-centered chemistry learning environments.

Available in: English and Hindi



Resource for Science Education

Designer: Shamin Padalkar and Rafikh Shaikh

Approx 20 hours/ 4 weeks

This Resources for Science Education resource will provide you with the understanding, skills, and strategies to teach science effectively across secondary classrooms. It will help you to think deeply about the nature of science and its implications for science education, the importance of experimentation and argumentation in scientific inquiry, findings from educational psychology relevant to science pedagogy, and issues around inclusivity, particularly gender bias in science contexts. We will also discuss the integration of ICT tools, the use of interactive digital simulations and modules (such as Ecosystems, Sound, and Health), and the overarching aims of science education to promote critical thinking and reflective teaching. This broad perspective on science education is designed to help you reflect on your teaching practices and adapt your classroom approaches to foster active, enquiry-based learning.

Available in: English and Hindi

“ I can now make my Science pedagogy more legitimate and interesting by including history of science and encourage children to do experiments and use variables to enhance their understanding of the concept. ”

- Neeta Johny Joseph, Shiv Nadar School

3.4. Social Science Education

26



Pedagogy of Social Science-Concepts, Skills and Resources

Designers: Simantini Dhuru, Richa Sharma and Shaily Bhadauria

Approx 30 hours/6 weeks; equivalent to 2 credits

This Pedagogy of Social Science - Concepts, Skills, and Resources (S04a) resource will provide you with the understanding, skills, and strategies to teach social sciences effectively. It will help you to refresh and revisit your pedagogical content knowledge, explore the emergence of social sciences, and delve into key social science concepts. We will also discuss essential educational practices such as scientific observation, data collection, classification, evidence-based analysis, reflection, critical thinking, and developing comparative and contextual understanding. Through hands-on components and prototype classroom resources, this course is designed to help you integrate ICT to make your teaching more impactful and dynamic, enabling you to act as a reflective practitioner and transformative educator.

Available in: English and Hindi

27



Pedagogy of Social Science-Teaching and Assessment

Designers: Simantini Dhuru and Shaily Bhadauria

Approx 30 hours/6 weeks; equivalent to 2 credits

This OER focuses on revisiting teaching-learning of social science keeping in mind the different ways in which learners learn. Further, it delves into the purpose and modes of assessing social science knowledge. The participants will be able to approach these models of pedagogy and assessment from the framework of technology. The resource provides opportunities for self-reflection and expression while engaging participants in practices central to Social Sciences, such as systematic observation, data collection, classification, evidence-based analysis, critical reflection, analytical thinking, prediction, and the development of comparative and contextual understanding. Aligned with the vision of NEP 2020 and NCFSE 2023, these experiences are intended to support teachers in translating disciplinary knowledge and skills into meaningful classroom practices that foster deeper engagement with Social Science concepts.

Available in: English



Gender, School and Society

Designers: Emaya Kannamma and Indumathi. S

Approx 20 hours/ 4 weeks

This Gender, School and Society resource will provide you with the understanding, skills, and strategies to examine how gendered roles are learned, reinforced, and challenged within educational and social contexts. It will help you to think deeply about core concepts such as patriarchy, intersectionality, sex, sexuality, and gender as a social construct and performance, while critically reflecting on your own beliefs and stereotypes. We will also discuss the influence of school spaces, hidden curricula, and textbook representations in constructing gender identities, alongside the importance of sexuality education, understanding safe and unsafe touch, and body positivity in schools. Mapped onto the NCTE B.Ed. Curriculum Framework, this resource is designed to help you integrate inclusive pedagogical approaches, connect theory to classroom practice, and foster equitable learning environments for all students.

Available in: English and Hindi



Childhood and Growing up

Designers: Gomathi Jatin, Arindam Bose and Alope Jain

Approx 20 hours/ 4 weeks

This resource will expand your understanding of child and adolescent development across the life span and strengthen your ability to foster supportive, inclusive classroom environments. Grounded in developmental psychology and perspectives in education, it helps you explore key cognitive, socio-emotional, and moral frameworks—including Piaget, Vygotsky, Erikson, and Bronfenbrenner—while questioning universal, normative assumptions of growth. Through critical reflection, you will examine how socio-cultural factors like family, poverty, caste, and gender shape identity, self-efficacy, and emotional development, empowering you to connect developmental theory directly to inclusive teaching practices for diverse learners.

Available in: English



Resources for Social Science Education

Designers: Simantini Dhuru and Shaily Bhadauria

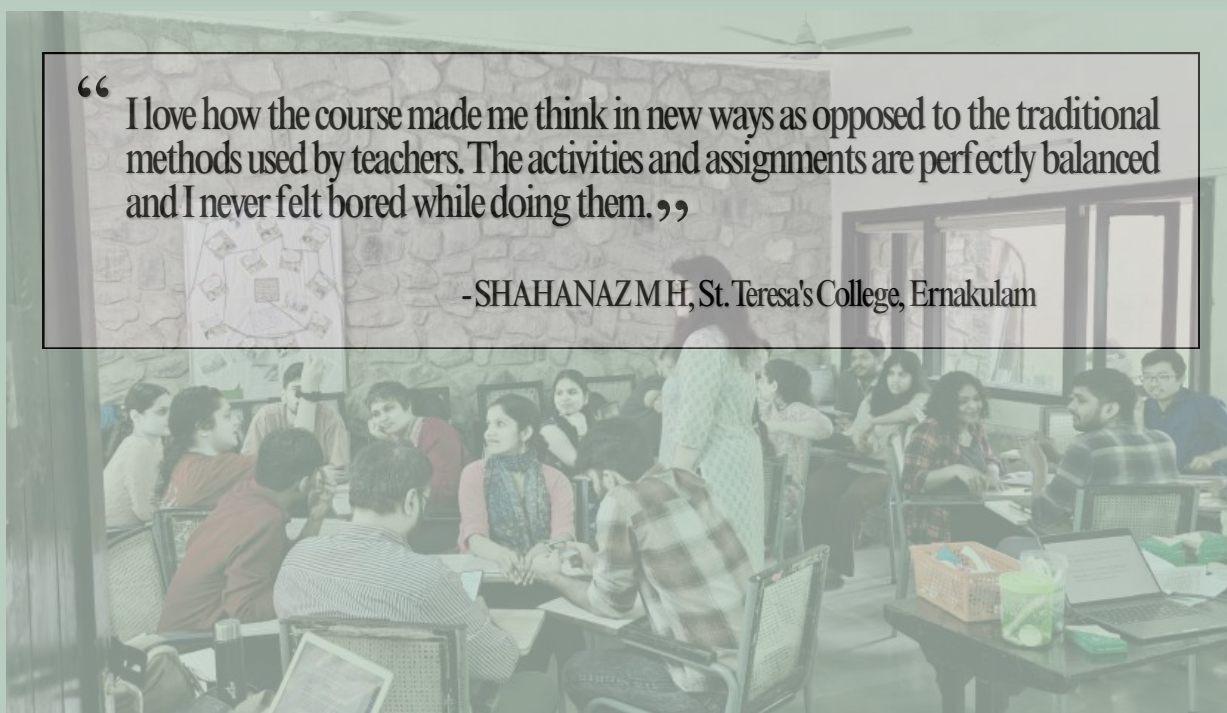
Approx 20 hours/ 4 weeks

This resource will expand your understanding of social science as a discipline and strengthen your ability to integrate pedagogical content knowledge (PCK) with ICT tools in the classroom. You will explore the evolution of history, geography, civics, and economics in school curricula, examine key disciplinary concepts, and evaluate approaches for selecting and designing context-appropriate learning resources. Through reflective inquiry and continuous assessment frameworks, this course empowers you to transform abstract social science concepts into dynamic, inquiry-based learning experiences that foster critical thinking and civic awareness among diverse students.

Available in: English

“ I love how the course made me think in new ways as opposed to the traditional methods used by teachers. The activities and assignments are perfectly balanced and I never felt bored while doing them. ”

- SHAHANAZ MH, St. Teresa's College, Ernakulam



3.5. Other Thematic Areas

31



Digital Competencies for School Education

Designers: Anusha Ramanathan and Bindu Thirumalai

Approx 30 hours/6 weeks; equivalent to 2 credits

This course empowers teachers to master essential digital tools for teaching, learning, and online professional development. Participants gain vital competencies in navigating Open Educational Resources (OERs), leveraging Massive Open Online Courses (MOOCs), and mentoring peers in digital literacy. It encourages deep reflection on local digital access challenges and the critical importance of internet safety in modern education. Ultimately, through exploring online development opportunities and practical tech tools, this resource directly supports classroom practice—equipping teachers with the skills to confidently facilitate digital literacy in their students and integrate safe, impactful technology into daily lessons.

Available in: English and Hindi

32



Constructive Teaching and Learning with Technology (CTLT)-Part-1

Designers: Amina Charania and Sohini Sen

Approx 30 hours/6 weeks; equivalent to 2 credits

This is a practice-based online course that helps teachers and teacher educators develop both critical awareness and a deeper understanding of the role of technology in teaching and learning, provide hands-on experience of designing lessons integrating technology in curriculum and pedagogy for students to improve understanding of subjects and develop higher order thinking skills. The course also explores distance technologies and various pedagogies for active and collaborative learning.

At the end of the course, learners will be able to design & implement curriculum-connected lesson plans integrating technology-enabled project-based learning for students and implement them in real time classroom. It will also enable them to explore and critically reflect on the use and integration of meaningful technology applications (including emerging technologies) in their teaching and learning process.

Available in: English and Hindi



Reflective Teaching for Inclusion

Designers:: Mythili Ramachand and Sonia Sawhney

Approx 30 hours/6 weeks; equivalent to 2 credits

This Reflective Teaching for Inclusion (E-14) resource will provide you with the understanding, skills, and strategies to build equitable, learner-centered classrooms. It will help you to critically examine your own beliefs and biases while exploring historical, philosophical, and legal underpinnings of inclusive education anchored in social justice. We will also discuss practical frameworks like Universal Design for Learning (UDL), differentiated instruction, assistive digital technologies, and methods for identifying and eliminating systemic barriers to participation for diverse learners. Designed to move beyond disability to celebrate all spectrums of student diversity, this will equip you to reflect on your teaching practices and adapt your classroom methods to foster access, participation, and socio-emotional well-being for every child.

Available in: English and Hindi



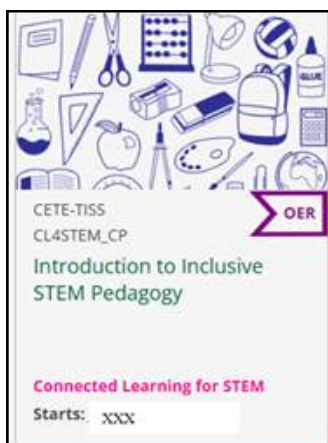
Inclusive Education - 2

Designers: Mythili Ramachand and Sonia Sawhney

Approx 30 hours/6 weeks; equivalent to 2 credits

This module empowers teachers to become collaborative leaders by developing essential competencies in peer mentoring, communication, and managing Communities of Practice (CoPs). Through reflections on teacher self-efficacy and diverse mentoring models, participants engage in practical experiences like facilitating workshops and implementing mentoring tools in their own schools. Ultimately, the program supports classroom practice by boosting professional confidence, refining pedagogy through peer feedback, and providing adaptable tools and collaborative networks to drive school-wide improvement.

Available in: English



Introduction to Inclusive STEM Pedagogy

Designers:: Mythili Ramchand, Bindu Thirumalai

Approx 20 hours/ 4 weeks

This Open Education Resource (OER) prepares educators to master inclusive STEM teaching by introducing foundational pedagogical principles and the Universal Design for Learning (UDL) framework. Participants gain vital competencies in planning lessons, designing targeted classroom questions, and integrating local resources into science and mathematics instruction. It encourages deep reflection on Pedagogical Content Knowledge (PCK) and the importance of collaborative growth within Communities of Practice (CoP). Ultimately, by providing both common principles and subject-specific math and science content, this resource directly supports classroom practice - equipping teachers with actionable strategies to create highly accessible, engaging, and well-structured STEM lessons for all learners.

Available in: English



Virtual Inclusive Education Resources

Designers:: Mythili Ramchand & Team

Approx 20 hours/ 4 weeks

This resource will expand your understanding of inclusive classroom frameworks and strengthen your ability to implement actionable strategies that support all learners. Designed for teachers, teacher educators, and B.Ed./M.Ed. students, this course helps you evaluate whole-group and small-group teaching techniques, implement targeted reading strategies for primary grades, and determine appropriate learning accommodations. Through practical scaffolding and reflective tasks, it empowers you to integrate assistive technology effectively, address diverse learning needs, and build collaborative professional networks to foster equitable, supportive educational environments.

Available in: English



Creating an Inclusive School

Designers: Sonia Sawhney

Approx 20 hours/ 4 weeks

This resource will deepen your understanding of the educational paradigms of inclusion and strengthen your ability to design equitable learning spaces for diverse classrooms. You will explore the historical, philosophical, and policy frameworks governing inclusive education, examine the social model of disability, and analyze strategies for overcoming physical, curricular, and socio-cultural barriers to learning. Through critical reflection and practical frameworks, this resource empowers you to implement differentiated instruction, adapt learning materials, and foster welcoming environments that respect neurodiversity and support the holistic development of all students.

Available in: English and Hindi



Mentoring for Teacher Professional Development

Designers: Bindu Thirumalai and Anusha Ramanathan

Approx 30 hours/6 weeks; equivalent to 2 credits

This resource will deepen your understanding of continuous professional development and strengthen your ability to engage in reflective teaching and collaborative practice. You will explore frameworks for teacher agency, examine methods for action research and classroom inquiry, and analyze strategies for leveraging peer networks and digital communities. Through critical reflection and self-directed learning, this course empowers you to evaluate your own teaching practices, adapt to evolving educational needs, and foster sustained professional growth that enhances learning outcomes for diverse students.

Available in: English and Hindi



Design Thinking in Education for Learning with EdTech

Bindu Thirumalai, Jennifer Thomas, Judith Perry, Nishevita Jayendran, Omkar Balli & Anusha Ramanathan

Approx 30 hours/6 weeks; equivalent to 2 credits

This OER equips teachers with design thinking skills to solve real-world pedagogical challenges through a user-centered, empathetic lens. Participants will reflect on balancing innovation with practical constraints, viewing technology as a tool for learning rather than an end in itself. Through hands-on activities, they will collaborate to investigate real classroom problems, conduct fieldwork, and prototype, test, and iterate educational resources. Ultimately, the program supports classroom practice by fostering a mindset of continuous experimentation, enabling teachers to design tailored, evidence-based solutions that directly improve student learning experiences.

Available in: English and Hindi



International and National Perspectives in Education

Designers: Anusha Ramanathan

Approx 30 hours/6 weeks; equivalent to 2 credits

This Open Education Resource (OER) module prepares teacher educators to master the complexities of contemporary education and development discourse by analyzing national and international policy frameworks. Participants gain vital skills in utilizing research reports, evaluating systemic impacts on student learning outcomes, and identifying how diverse socio-cultural characteristics shape the classroom. This OER encourages deep reflection on how socioeconomic status, gender, geography, and school types intersect to influence teacher preparation and classroom processes. Ultimately, by connecting expert-led research to field realities, this material directly benefits daily instruction—equipping educators with a nuanced, policy-informed perspective to refine teacher training and optimize institutional practices.

Available in: English



Contemporary Discourses in Education Policy and Practice-1

Designers:: Mythili Ramchand and Poonam Sharma

Approx 30 hours/6 weeks; equivalent to 2 credits

This OER prepares teachers and educators to master comparative education by analyzing teacher policies across various Indian states and international contexts. Participants gain vital competencies in comparative research methodologies, data analysis, and formulating comparative research questions. It encourages deep reflection on how socio-historical contexts and international development trends actively shape modern educational policies and practices. Ultimately, by exploring global trends, empirical data, and diverse conceptual frameworks, this resource directly supports classroom and institutional practice—equipping educators with a broader, globally informed perspective to evaluate and improve their own local teaching environments and policy implementations.

Available in: English



Practitioner Research - A Lab Course for Teacher Educators

Designers: Mythili Ramchand Anusha Ramanathan and Richa Sharma

Approx 30 hours/6 weeks; equivalent to 2 credits

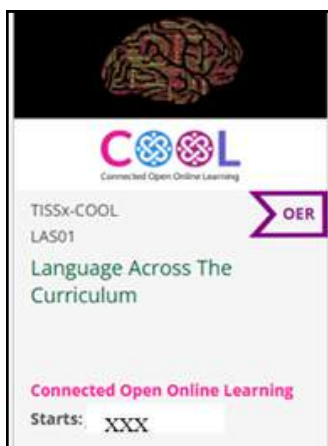
This OER module prepares teacher educators to master diverse research methodologies aligned with the multidisciplinary recommendations of NEP 2020. Participants gain vital skills in analyzing quantitative and qualitative datasets, working with major educational databases like NSSO and U-DISE, and drafting research-based policy briefs. This OER encourages deep reflection on the systemic validity of current research and its direct influence on national policy processes. Ultimately, by exploring participatory action and design-based research frameworks across practical areas like multilingual training and regional-language resource generation, this material directly benefits daily instruction—equipping educators to establish strong, data-driven synergies between teacher preparation institutions and local school complexes.

Available in: English

Language Across the Curriculum

Designers:: Jennifer Thomas, Lavanya Murali, Kuheli Sarkar

Approx 20 hours/ 4 weeks



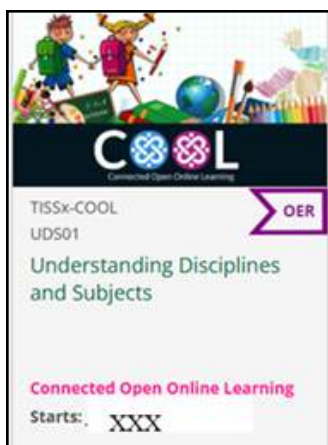
This resource will deepen your understanding of the central role language plays across all school subjects and strengthen your ability to foster literacy and communication in every classroom. You will explore key theories of language acquisition, examine multilingualism as a resource rather than a barrier, and analyze how oral, reading, and writing skills support conceptual learning across disciplines. Through critical reflection and practical strategies, It empowers you to design language-rich learning environments, address linguistic diversity, and support all learners in developing academic language proficiency and active expression.

Available in: English

Understanding Disciplines and Subjects

Designers: Shikha Takker, Mythili Ramachand, Arushi Bansal, Ekta Singla

Approx 20 hours/ 4 weeks



This resource will deepen your understanding of the complex relationship between education and society and strengthen your ability to foster equitable, democratic learning environments. You will explore critical sociological perspectives, examine how social structures such as caste, class, gender, and religion influence educational opportunities, and analyze the role of schooling in promoting social justice. Through reflection and critical inquiry, this course empowers you to question systemic inequalities, recognize community contexts, and build inclusive, transformative classrooms that support the diverse needs of all learners.

Available in: English



Introduction to Foundations of Education

Designers:: Jennifer Thomas, Lavanya Murali, Kuheli Sarkar

Approx 20 hours/ 4 weeks

This OER builds teacher educators' understanding of teacher preparation, learning, curriculum, inclusion, peace education, and collaborative leadership. It encourages reflection on the purpose of education, learner diversity, curriculum design, inclusion, and school improvement. Through readings, videos, quizzes, case studies, observation tasks, and reflective activities, participants connect theory with practice. It supports the design of inclusive, policy-informed, and reflective teacher education programmes while helping educators apply learning theories, foster critical dialogue, and strengthen teaching, leadership, and school improvement practices.

Available in: English



Assessment for Learning

Designers: Anusha Ramannathan, Ritesh Khunyakari, Manish Singh Niti Kalia, Arindam Bose

Approx 20 hours/ 4 weeks

Mapped onto the NCTE B.Ed Curriculum Framework, this Open Education Resource (OER) develops a critical understanding of assessment issues for prospective teachers. Rather than covering the entire curriculum exhaustively, this material scaffolds key readings and suggests practical tasks focused on using assessment to support the teaching and learning process.

At the end, learners build a foundation in comprehensive, dynamic assessment processes, learning how to interpret and communicate data while meaningfully situating their practice within the larger landscape of curricular and pedagogic reform.

Available in: English



Action Research

Designers:: Bindu Thrimalai

Approx 30 hours/6 weeks; equivalent to 2 credits

This OER empowers teachers to become classroom researchers by developing competencies in action research methodologies, systematic data collection, and critical reflection. Participants will reflect on the cyclical nature of inquiry—planning, acting, observing, and reflecting—while viewing themselves as active change agents who use technology intentionally. Through practical activities, they will identify a real classroom issue, design and execute an action research project, and evaluate the outcomes of their interventions. Ultimately, the program supports daily practice by fostering a culture of experimentation and data-driven decision-making, allowing teachers to systematically solve challenges and improve student outcomes.

Available in: English



Learning and Teaching

Designers:: Dr. Ruchi S. Kumar, Dr. Gomathi Jatin, Dr Anu Joy and Mr. Ujjawal Bannerjee

Approx 20 hours/ 4 weeks

This resource will deepen your understanding of the psychological, sociological, and philosophical foundations of learning and teaching and strengthen your ability to analyze complex classroom dynamics. You will explore key cognitive and socio-cultural processes, examine the role of self-efficacy in learner motivation, and critique traditional notions of instruction to move beyond personal assumptions. Through critical reflection and theoretical inquiry, this course empowers you to unpack the complexities of teaching in diverse classrooms, evaluate your professional identity, and design supportive environments that foster active knowledge construction for all learners.

Available in: English



Assessment Literacy

Designers: Anusha Ramanathan

Approx 30 hours/6 weeks; equivalent to 2 credits

Mapped onto contemporary educational reforms like PARAKH and the adoption of alternative board frameworks (such as the IB curriculum in Brihanmumbai Municipal Corporation schools), this Open Education Resource (OER) prepares educators and leaders to navigate the shift toward outcomes-based education (OBE). Instead of relying on traditional testing, this material structures learning across four focused units that integrate cognitive reflection with affective experiences to reshape daily classroom evaluation.



Available in: English and Hindi



For M.Ed. Students: Design Thinking OER

Designers:: Gomathi Jatin and Bindu Thrimalai

Approx 30 hours/6 weeks; equivalent to 2 credits

This resource will deepen your understanding of design thinking principles and strengthen your ability to curate and structure Open Educational Resources (OERs) for teacher education contexts. Designed for M.Ed. students and teacher educators, this course helps you navigate the iterative design thinking process, evaluate digital content using pedagogical criteria, and create scaffolded learning events for student teachers. Through hands-on exploration, digital portfolio creation, and peer review, it empowers you to leverage technology tools, foster instructional design skills, and develop high-quality, reusable learning materials tailored to advanced educational programs.



Available in: English

4. Understanding Open Educational Resources (OERs)

4.1 What are Open Educational Resources (OERs)?

Open Educational Resources (OER) are teaching, learning, and research materials that are either in the public domain or published under an open license (such as Creative Commons).

The "Open" in OER signifies that these materials are not just free to read, but free to use, adapt, and share without needing to ask for individual permission from the creator.

4.2 How are these resources useful for Teachers and Educators in their Professional Development?

These resources are more than just classroom materials; they are specialized tools for Teacher Professional Development (TPD). By engaging with this handbook, educators can strategically enhance their professional trajectory and achieve significant career milestones.

To access these resources through TISSx hosted by CETE where registration on TISSx are freely accessible to learners who can complete the modules at their own pace. They can use high-quality materials for free, which helps them upgrade their knowledge and pedagogy skills.

The screenshot displays the TISSx website. At the top, there is a navigation bar with the TISS logo, links for 'EXPLORE COURSES', 'ARCHIVED COURSES', 'ABOUT', 'REGISTER', and a 'Sign in' button. Below the navigation bar is a large banner image of a building with the text 'Welcome to TISSx' and 'Provided by the Tata Institute of Social Sciences.' Below the banner is a grid of four OER modules, each with a thumbnail image, a title, and a 'CETE-TISS' identifier. Each module also has a purple arrow icon with the text 'OER'.

Module Title	Identifier	OER Status
CEPR	CETE-TISS CEPROER-021	OER
CEPR	CETE-TISS CEPROER-C01	OER
RTICT	CETE-TISS RTICTOER-S02b	OER
RTICT	CETE-TISS RTICTOER-S04a_EnHi	OER

5. Accessing and using OERs for Professional Development?

TISSx – Learning Management System

The TISSx platform, developed and maintained by the Centre of Excellence in Teacher Education (CETE) at Tata Institute of Social Sciences (TISS), represents a sophisticated and scalable MOOC-like solution. It is leveraging the same robust engine that powers the globally acclaimed edX platform. TISSx offers a reliable infrastructure for delivering high-quality online education. Its current portfolio comprises diverse courses primarily focused on the continuous professional development of teachers and educators, aligning with the institution's strategic objectives.

5.1 Who will find these useful?

These resources are useful to:

- Teacher educators
- Curriculum designer
- Any graduate or postgraduate professional.
- Anyone currently working or interested in the education sector.

See the video to know the process of registration

<https://www.youtube.com/watch?v=0AtO9bR4ohA>

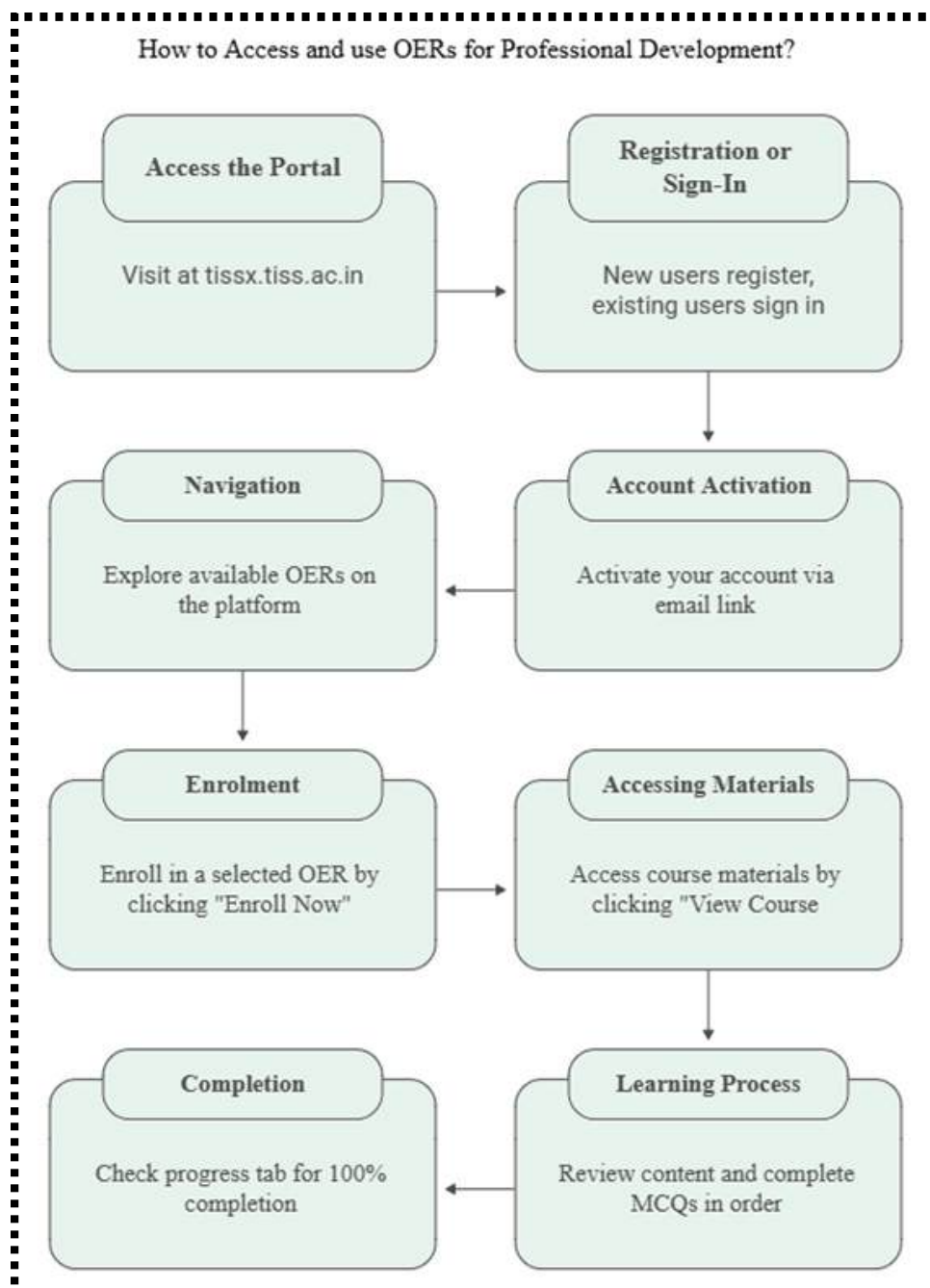


5.2. Digital Access Instructions

These resources are specifically curated by the Centre for Excellence in Teacher Education (CETE) to help educators bridge the gap between theory and classroom practice.

All resources are hosted on TISSx, an open-access platform designed for large-scale teacher education.

- Platform Link: <https://tissx.tiss.ac.in/>
- Available Subjects: English, Mathematics, Science, Social Science, and specialized thematic areas.
- Purpose: These materials are freely accessible and are designed to enhance both your classroom pedagogy and your long-term career growth.



6. Frequently Asked Questions (FAQ) on Using RTICT OERs

Q What are the OERs created?

A

These OERs (Open Educational Resources) are freely available teaching and learning resources developed by CETE, TISS that teacher educators and teachers can use, adapt, and share for professional development.

Q Who can use the CETE OERs?

A

Education is a lifelong journey, and these resources are open to

- Teacher Educators
- Curriculum Designer
- Anyone currently working in or interested in the education sector
- Teachers, trainers, and aspiring educators

The OERs can be used for:

- Professional development
- Training and workshops

Q Can these OERs be adapted and contextualised?

A

You must acknowledge CETE at TISS as the original creator by attributing in the following manner:

“Adapted from” <Title of OER>. Centre of Excellence in Teacher Education, TISS Mumbai. Retrieved from <https://tissx.tiss.ac.in/>

You are encouraged to:

- Adapt content to suit your students
- Add examples or activities
- Simplify or expand topics
- Translate to make the content more accessible to learners
- Remix or combine with your own teaching materials or other resources.
- You can conduct your own in-person or online training using these OERS and provide certificates from your institution

No prior permission is required, as long as you follow the usage guidelines, especially proper attribution.

Q Can modified versions be shared with others?

A

Yes. You can share adapted or translated versions with colleagues or online, provided CETE is acknowledged.

Q Can online certificate courses issue certificates to participants/teachers using the CETE OERs?

A Yes. Teacher educators or trainers can

- Conduct training on your institute platforms using RTICT OERs
- Issue certificates to participants

However, certificates should clearly mention:

- The training was conducted by you/your institution
- The content is based on RTICT OERs by CETE

Q Can these OERs be used for commercial purposes?

A This depends on the specific license of the OER. If unsure:

- Use them for non-commercial educational purposes
- Check the license details or contact CETE for clarification on cete.cep@tiss.ac.in

Q What should be avoided while using these OERs?

A You should not:

- Claim the content as entirely your own
- Remove attribution to CETE
- Misrepresent the original content

Q Can these OERs support professional development?

A They can help you:

- Learn new teaching strategies
- Improve digital and ICT skills
- Access ready-to-use teaching materials

Q Are the OERs self-paced?

A Yes, you can engage with the content whenever it fits into your schedule. In addition, The TISSx platform includes discussion forums where you can interact with peers, share your experiences using the OERs, and solve problems collectively.

Q Can these resources be used for online teaching?

A Yes. RTICT OERs can be used in:

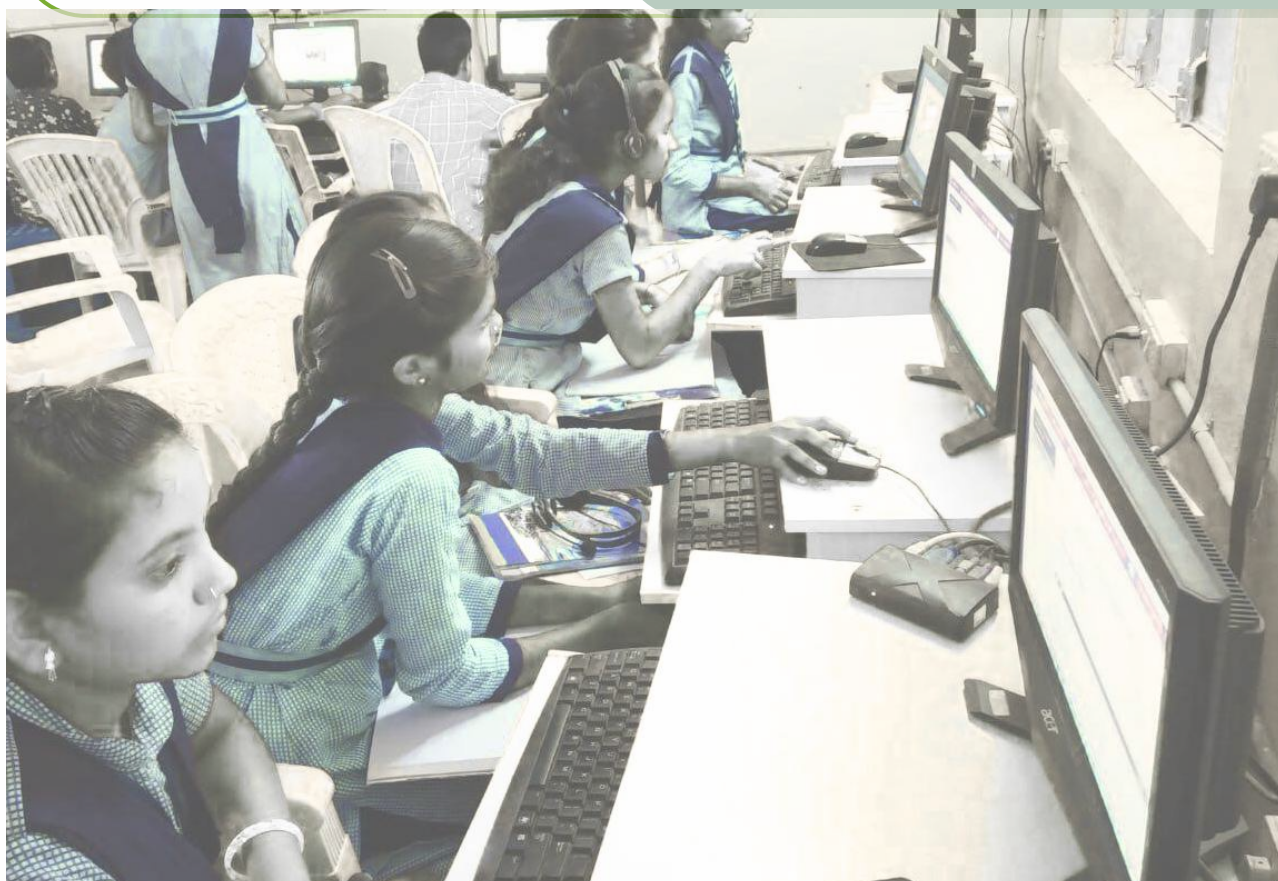
- Online classes
- Blended learning
- Digital platforms

Q Can a certificate be obtained from CETE, TISS after completion?

A The modules provided in this handbook are learning resources, not formal certificate courses. Teachers are intended for self-improvement, reference. While they do not provide a formal certificate upon completion, the knowledge gained is a significant asset to your professional portfolio.

Q Who do contact for more information?

A For further clarification or support,
Email: cete.cep@tiss.ac.in
Call at: 022 2552 5002



Annexure 1: Implementing TPD at Scale: Case Studies

A. Constructive Teaching and Learning with Technology (CTLT) - UNICEF

The Centre of Excellence in Teacher Education (CETE), TISS, designed and implemented a large-scale professional development programme on Leadership in Constructivist Teaching and Learning with Technology (CTLT) in multiple Indian languages across eight states, with support from UNICEF. The 14-month programme (November 2021–December 2022) reached 3,700 teachers in six languages across seven states and one Union Territory (Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Jharkhand, Karnataka, Uttar Pradesh, and West Bengal). It focused on practice-based professional development in CTLT and created a cadre of leaders in these regions.

The course on Constructive Teaching and Learning with Technology (CTLT), a foundational course under the RTICT programme, is a practice-based online course that helps teachers develop critical awareness and a deeper understanding of the role of technology in teaching and learning. It provides hands-on experience in designing lessons that integrate technology into curriculum and pedagogy, enabling students to improve subject understanding and develop higher-order thinking skills. The course was adapted in 2017 from a large-scale field action project, Integrated Approach to Technology in Education (ITE), implemented in eight Indian states (2012–2020). It was offered to government school teachers to scale the ITE programme and support professional development in CTLT.

The objectives of the program on ‘Leadership in CTLT’ were:

Create a robust cadre of Master Trainers as leaders who serve as confident role models in using distance and constructivist technology. They should be able to critically decide on meaningful uses of technology, design and adapt blended resources to meet student needs, and mentor teachers in their states.

Adapt strategies and resources for large-scale diffusion of continuous professional development of teachers.

The key phases of the program included:

CETE offered the online certificate course on CTLT to teacher participants across eight states.

Teachers who successfully completed the CTLT course were enrolled in the second course, Mentoring in CTLT, where they learned how to conduct professional development (PD) sessions on CTLT concepts with other teachers. CETE also developed digital resources in multiple languages for mentor teachers to use in training.

Master Trainer candidates conducted PD sessions with 10–15 teachers from neighbouring schools and districts, either online or face-to-face, in the presence of government officials and CETE team members. Those who successfully completed the sessions were awarded the Master Trainer digital badge by CETE and the respective state governments.

The CTLT curriculum was refined, translated, and supplemented with additional digital resources. Units relevant to teaching during the COVID period were added, and peer assessments were integrated to support scalability, reflection, and collaboration. A wide range of digital resources in regional languages were created to help teachers navigate the learning management system, TISSx. The six-week course (with a two-week extension for most participants) was offered in English, Hindi, Assamese, Bengali, Kannada, and Telugu.

Various forms of learning supports were provided to the participants. This included creation of online community of practice groups using Instant Messaging Applications (IMA) for teachers, state officials, and early course teacher mentors for continuous handholding regarding course and LMS platform, issuing state issued letters for participation during the course, phone calls to teachers, constant reminders of all activities on CoP and e-mails, online course orientations, online classes, and online helpline sessions (5-days a week).

The average completion rate for Step-1 was 50% (1868 out of 3742 teacher participants), with the highest completion rate being 64%. And 58% of the teachers completed Step-2 where they conducted PD sessions with other teachers and were awarded the ‘Master Trainer’ digital badge.

Interviews and surveys conducted with the participating teachers indicated that they found the course relevant, and the practice assignments made them use concepts like 21st century, authentic learning and TPACK in their classrooms even after the course completion. Research also showed that the early mentors (early completers of the course who took the role of mentors for others) performed well in the course, and there was no significant difference in the performance of teacher educators (DIET and state resource persons) and the teachers.

Currently the course is being offered as a blended micro-credential course to more than 300 government school teachers under the field action CTLT program, TELTA-21 (Technology Enabled Learning for Teachers & Adolescents for 21st Century) which is being implemented in MCGM schools (Municipal Corporation of Greater Mumbai).

B. Samagra Shiksha Abhiyan - Chhattisgarh

The Reflective Teaching with ICT (RTICT) programme, implemented through a collaboration between TISS, Mumbai and Samagra Shiksha Chhattisgarh, has supported a large-scale shift towards reflective, technology-enabled teaching in government schools across the state. The programme reached 324 teachers in the first cohort and 327 teachers in the second cohort, with teachers from Science, Mathematics and English engaging in structured online courses, Saturday mentoring sessions, classroom implementation, and professional learning communities.

The programme in Chhattisgarh became especially significant because it was implemented during the COVID-19 period, when teachers were suddenly required to shift to online, blended and technology-supported modes of teaching. In this context, RTICT did not function merely as a digital-skills course; it became a professional support system that helped teachers continue teaching, connect with learners, and rethink classroom practice through ICT.

The programme reached 324 teachers in the first cohort and 327 teachers in the second cohort, covering teachers of Science, Mathematics and English across Chhattisgarh. During the pandemic, teachers engaged with TISSx courses, Saturday online mentoring sessions, assignments, classroom implementation tasks, and continuous support through helplines and Telegram-based Professional Learning Communities. The report notes that teachers used these spaces to share ideas, classroom artefacts, student engagement practices, and solutions to pedagogical and technical challenges.

The impact was visible in both reach and practice. In 2020–21, 4,500 teachers, including 450 from aspirational districts, were trained on CLIX resources, open educational software and technical training. Later, face-to-face and online trainings continued across 27 districts, with RTICT resource persons themselves beginning to facilitate sessions for other teachers.

Pedagogically, teachers began using tools such as PhET simulations, GeoGebra, Google Forms, mind maps, Inkscape, Canva, spreadsheets, Kahoot and Mentimeter for teaching, assessment and student engagement. Science teachers, in particular, integrated simulations and games into classroom practice, helping students visualise concepts, experiment, ask questions and participate more actively.

A lasting impact of RTICT has been the community it created. Even after the immediate COVID-19 emergency, the Telegram groups have continued to keep TISS connected with teachers. These groups are not dormant course spaces; they remain living professional networks where teachers, especially in the Science groups, continue to share classroom practices, digital resources, student work, experiments, reflections and examples of ICT integration. This continuity shows that RTICT's impact went beyond course completion: it helped build a sustained community of reflective practitioners who continue to learn with and from one another.

C. State Council of Educational Research & Training - Haryana 2024-2026

The Centre of Excellence in Teacher Education (CETE), Tata Institute of Social Sciences designed and implemented a series of short-term, blended and online courses in Mathematics, Science and English pedagogy for government school teachers in Haryana, in collaboration with SCERT Haryana. These courses, led by Ruchi Kumar, were structured as practice-based professional development programmes that combined online learning with face-to-face workshops.

The courses focused on strengthening subject-specific pedagogy through active, constructivist approaches, emphasising co-construction of knowledge, classroom-based tasks, and integration of digital resources.

They were designed to:

- build teachers' pedagogical content knowledge in mathematics, science and English
- support classroom implementation through activities, assignments and reflection
- develop a cadre of resource persons (RPs) and facilitators for sustained professional development

As part of the programme, face-to-face workshops in Haryana complemented the online courses, enabling teacher engagement, mentoring, and identification of teacher leaders who could support scaling and future training efforts.

The implementation followed a phased, mentoring-led scale-up model. In the first run, approximately 500 teachers were enrolled in both the mentoring course and subject pedagogy courses, preparing them to function as teacher-mentors. In the second run, these mentors supported a large-scale rollout with around 8,000 teachers enrolled in phases across Haryana. For coordination and on-ground support, teacher-mentors, DIET faculty, and district administrators formed structured support groups, enabling regular communication and follow-up with participating teachers. The CETE-TISS team complemented this with online facilitation, doubt-resolution sessions, and periodic academic support meetings. While initial challenges emerged around limited ICT access and digital literacy, teachers adapted by leveraging school infrastructure (e.g., Wi-Fi) and completing coursework during free periods and school hours, resulting in improved participation and course completion over time.

Overall, these short courses represent a blended, scalable model of teacher professional development, combining disciplinary pedagogy, technology integration, and system-level capacity building.

Open Educational Resources for Teacher Education and Professional Learning: A Guide

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