

Certificate Programme in FOUNDATIONS OF EDUCATION

This programme has been designed to provide inputs of an academic and professional development through a six-month intensive course in foundations of education. The aim is to strengthen the capabilities for independent decision-making and widening the scope for creative activities in education through systematic study and clarification of foundational areas of theory and linking them with practice. It would be relevant to organizations and people already involved with, or desirous of starting activities in elementary education in schools, encompassing the areas of teacher education, curriculum and material development, policy and planning, etc.

Participants

We welcome applications from people already working with organizations in the field of education. Candidates may be sponsored by both governmental and non-governmental institutions. Individuals may also apply for this programme. The programme is targeted at middle and senior level functionaries in education who feel the need for an extensive and in-depth exposure to educational thought and practice with the aim of enhancing their capabilities. Educational professionals like personnel involved in curriculum and textbook development, teacher training, project co-ordination and administration will be able to enhance their existing competencies significantly through this Certificate Programme.

The programme will help participants analyse issues and programmes, identify problems, and evolve creative solutions. Courses are designed to encourage utilising field experience to inform and contribute to decision making and policy formulation. These capabilities will contribute to an organisations overall effectiveness.

Institutions interested in strengthening their education programmes by developing the capability of their human resources are welcome to sponsor candidates of their choice for this programme. We welcome two or three candidates coming together so that after the programme they can form a self-sustaining seed group in the organisation.

Placement with non-governmental organizations in their educational programmes is also being explored and developed.

Participants can expect to interact with a heterogeneous group drawn from different organizations and with a range of work experience.

Eligibility

1. Proficiency in English for dialogue as well as for library-use.
2. Graduation from a recognised university.

Experience in educational activity or with children is desirable but not essential.

The programme will be in dual mode: four contact workshops and distance support through e-mail and online support system. Each workshop shall be of two weeks' duration (12 working days) and fully residential. Ninety percent attendance in the contact workshops will be essential.

Programme structure

Workshop I	Workshop II	Workshop III	Workshop IV
Philosophical perspective on Education	Human Understanding and Curriculum	Nature and Pedagogy of Mathematics	Research and Assessment
Sociological perspective on Education	Nature and Pedagogy of Language	Nature and Pedagogy of Social Sciences	Teacher Education
Perspective on Learning	Nature and Pedagogy of Sciences	Nature and Pedagogy of History	Issues in Education

Structure of a day

Time	Sessions
09:30 am -- 10:30 am	Feedback Session
10:30 am -- 10:50 am	Tea
10:50 am -- 01:00 pm	Session 1
01:00 pm -- 02:00 pm	Lunch
02:00 pm -- 03:30 pm	Session 2
03:30 pm -- 03:50 pm	Tea
03:50 pm -- 05:20 pm	Session 3
5.20pm- 5.50	Brain Teaser

Short descriptions of Courses

The entire programme consists of four workshops. Three courses are taken up in each workshop. The courses are introductory in nature and not necessarily comprehensive. Through them the participants are exposed to a range of ideas and issues considered most pertinent to elementary education. A total of 16 hours of contact time will be available for each course. The concerned faculty will be free to devise a mix of contact periods and self/group study during the contact workshop. The following course descriptions are more indicative than exhaustive.

Between any two workshops there shall be an interim period of five weeks on an average. Students will be expected to write one assignment of 2000-2500 words per course.

1. **Philosophical Perspective on Education:** This course will aim at enabling students to examine issues from a philosophical perspective and think philosophically perspective. Assumptions about aims of education, human nature and society are built into all activity in education. These assumptions will be problematized and made an object of enquiry, reflection and understanding. This will be done partly by articulating our own assumptions more clearly through exercises designed for this purpose. The works of some philosophers may also be studied. Issues such as what it means to be human, human nature, relationship of individuals to society, and democracy will be examined to arrive at a broad understanding in the context of their significance in the field of education. Terms that are used either to describe education or to talk about it will be examined: school, indoctrination, socialization, learning, teaching, knowledge, etc.

2. **Sociological Perspective on Education:** The Course in Sociological Perspective on Education attempts to interrogate and problematize the commonsensical notion of aims and objectives of education from the sociological standpoints. Sociology suspects any universalistic notion of childhood and wishes to *denaturalize* the attempts of considering childhood as *natural* stage of human life cycle. This course aims at understanding the non-universal nature of these conceptions.

Different theoretical approaches of Sociology will be discussed in brief. Issues of social inclusion/exclusion and identity formation on the basis of gender, caste, ethnicity etc. will be addressed in the course of discussions that also bring into their purview the notions of *school, teacher, pedagogy* and *curriculum*. The idea of *merit* as a natural biological disposition will be problematized from the sociological vantage point.

3. **Perspectives on Learning:** This course introduces the Psychological Approach to Learning with current constructivist theories of Piaget and Vygotsky as the focus. The first section of the course builds a background of approaches to learning, drawing upon metaphors and descriptions of children, such as *tabula-rasa, miniature adult, empty pot, plant, innately good*, and of learning as natural development, behaviour modification etc. These 'classical' approaches to learning are apparent even in everyday assumptions and folk-theories of learning and influence practice in education. Assumptions and everyday thinking about learning will be re-examined and related to philosophical enquiry on the nature of knowledge and human nature.

4. **Human Understanding and Curriculum:** This course on Human

Understanding will have four dimensions. One is to continuously enable participants to articulate their ideas more clearly, develop them, and relate them to ways philosophers have examined ideas relating to knowledge and then to take informed positions. Dialogue and the use of concepts in communication will be important areas of attention. Another dimension is to relate human understanding to human experience, action, knowledge, belief, interpretation etc. A third dimension will be to study ways of knowing: the epistemology of science, social science, narrative, aesthetic experience, practical and tacit knowledge etc.; these will also be related to curriculum-construction.

5. **Nature and Pedagogy of Language:** This course will deal with the role of language in the development of human mind and thought. Nature of language, meaning (what it consists of and how it functions), role of language in socio-political processes and formation of identity will be addressed. Then the course will move to pedagogy of language which deals with learning of literacy and language development in general. The various ways of introducing reading as well as the meaning of reading, and decoding etc. will be discussed. The role of grammar in development of language and ways of learning concepts in grammar will also be discussed. Development of writing abilities and organisation of thought in text--sentences, paragraphs and whole text--will be examined.
6. **Nature and Pedagogy courses in Mathematics, Sciences, Social Sciences and History:** Details of these courses will be worked out later after the experience of the first workshop. But in principle, these courses will deal with the following questions:
 - Domain and nature of knowledge in the respective disciplines; methods and validation criteria
 - Historical development and place in and contribution to human understanding
 - Pedagogy: best way to teach, psychological aspects, role of experience, activity, experiment, etc. Various movements in pedagogy. Children as active participants in construction of knowledge.
7. **Research and assessment:** The course will focus on research methods in education, both quantitative and interpretative.
 - Worth investigation research questions.
 - Sampling, tool development, data organisation, analysis and report writing.
 - Role of assessment in education. Ways of assessing children's learning.

8. **Teacher Education:** State of teacher education today.

- Expectations from a teacher
- Teacher education curriculum, teacher support systems
- Vision of a good teacher education institution.

9. **Issues in Education:** These shall get defined during the four workshops. It is a binding course together.

Methodology: All courses link theory and practice in a manner that engenders reflection. Teaching methodology for all courses will include project work, observation, reading original texts, lectures and written assignments.

Medium: Interactions and material will be in English.

Evaluation: Participants will be assessed in all courses of study and activity. Assessment will be on the basis of participation and quality of assignments submitted by participants. A certificate which includes information on the courses of study, other activities and grades obtained will be awarded at the end of the programme.

Teaching Faculty

The faculty of TARU and Digantar have experience in the field in the areas of teaching in elementary schools, teacher education and curriculum development. Some of these people will be involved in teaching courses. Visiting faculty will bring in expertise in learning, nature and pedagogy of various disciplines, research and teacher education.

The programme will be conducted under the supervision and direction of Mr. Rohit Dhankar.

DIGANTAR

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