



Apply for

Foundations of Education Programme.

If you are looking for avenues to understand key concepts and ideas in education and their implications for practice, [Register](#) here. The programme provides an opportunity for in-depth dialogical explorations into fundamentals of education.

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FOUNDATIONS OF EDUCATION

Teaching is not a random activity in the classroom, nor is it making children mug up a textbook, neither is it entertaining children's whims or stultifying their minds and habits into fixed dogmas. *Teaching is awakening young minds to moral principles, ways of knowing and modes of action so that they can find their own path and pursue it with confidence.*

Curriculum is not random collection of content straight jacketed into grade wise organisation and guided only by fashion, custom or political winds. *Curriculum is a well-considered route map from where the child is to a rationally autonomous person.*

Teaching learning material is not a collection of colourful tit-bits to attract children and teachers. *It is thoughtfully organised collection of things and actions that provided most meaningful experiences to children so that they can arrive at epistemically sound concepts and principles.*

Teacher Education is grinding young graduates into half understood theories of learning and Herbertian classroom practices. *It is expanding the horizons of would be teachers to entire field of educational thought and practice; and teaching them the art of understanding children's minds so they they can create a unique path for each one of their students to achieve educational aims.*

Therefore, be it teaching, curriculum development, material creation or teacher education; educational practice to be educational at all has to be guided by framework of principles. No principles, no educational practice; it is only habitual routine.

Foundations of Education Programme explores dialogically these fundamental principles and practices; their appropriate relationships and their moral and epistemic foundations. The dialogues are based on participants own

understanding and thoughtfully selected reading material that presents most fundamental concepts and ways of thinking.

It is rigorous and demands hard work. Medium of instruction shall be English and Hindi.

During 2019 there shall be two batches (12th and 13th respectively) of Foundations of Education Programme.

WORKSHOPS CALENDAR AND FEES

Foundations of Education programme is organised in 5 workshops of varying duration. Each workshop generally has 3 modules, except the third workshop, which has only two modules. Workshops 1, 2 and 3 are comprised what are considered as Core Modules; and workshops 4 and 5 comprise Pedagogy Modules. Duration, calendar and fees for workshops and modules are given in the table below. Fee for the complete programme (14 Modules) is Rs.85,000. (Academic: Rs.42,000. Boarding & Lodging: Rs.43,000.)

Calendar for Batch 12 and Batch 13			
Workshops & Module	Batch 12	Batch 13	Fee in Rs.
Workshop 1: Core	17 to 26 Jan 2019	22 Apr to 01 May 2019	18,000
M01: Introduction to Education	17 to 19 Jan	22 to 24 Apr	6,000
M02: Philosophical Perspective on Education	20 to 22 Jan	25 to 27 Apr	6,000
M03: Sociological Perspective on Education	24 to 26 Jan	29 Apr to 01 May	6,000
Workshop 2: Core	04 to 14 Mar 2019	17 to 27 Jun 2019	20,000
M04: Learning and Development in Education	04 to 06 Mar	17 to 19 Jun	6,000
M05: Human Understanding and Curriculum	07 to 10 Mar	20 to 23 Jun	8,000
M06: Assessment in Schools	12 to 14 Mar	25 to 27 Jun	6,000
Workshop 3: Core	13 to 18 May 2019	05 to 10 Aug 2019	12,000
M07: Examining oft Referred to Ideas in Education	13 to 15 May	05 to 07 Aug	6,000
M08: Teacher Education	16 to 18 May	08 to 10 Aug	6,000
Workshop 4: Pedagogy	08 to 17 Jul 2019	14 to 23 Oct 2019	18,000
M09: Nature and Pedagogy of Language	08 to 10 Jul	14 to 16 Oct	6,000
M10: Nature and Pedagogy of Mathematics	11 to 13 Jul	17 to 19 Oct	6,000
M11: Nature and Pedagogy of Sciences	15 to 10 Jul	21 to 23 Oct	6,000
Workshop 5: Pedagogy	16 to 24 Sept 2019	09 to 17 Dec 2019	16,000
M12: Nature and Pedagogy of Social Studies	16 to 18 Sept	09 to 11 Dec	6,000
M13: Action Research and Reflective Practice in Teacher Collective	19 to 21 Sept	12 to 14 Dec	6,000
M14: Digantar Vidyalaya: Theory and Practice	23 to 24 Sept	16 to 17 Dec	4,000

REGISTRATION

In our view the entire programme is interlinked, and therefore, one must register for the whole programme. But many people in last 11 years have participated in selected workshops and found them useful. Therefore, in Batches 12 and 13 participants can come for particular workshops or even particular modules.

- For the First Workshops of Batch 12, the desirous participants must register minimum 10 days before the workshop or a particular module, as the case may be.
- For all other workshops and modules registration must be done minimum 21 days before the workshop or module.

For registration:

A. Fill the information indicated in the Registration form in the text-box below.

<p>Registration Form</p> <ol style="list-style-type: none">1. Name:2. Gender:3. Date of Birth:4. Educational Qualification:5. Working: Yes/No6. If working, Name of organisation7. One-line description of job:8. Earlier Experience of work:9. Fee is paid by: Self/Organisation/Other10. Address:11. Email:12. Phone Number: <p>Mention Batch, Workshop(s) and Module(s) for which you want to register:</p> <p>.....</p>

B. Calculate required fee as per your choices, and transfer the amount to the following bank account:

<p>Bank Details: Name : Digantar Shiksha Evam Khelkud Samiti Bank Name : ICICI Bank Ltd. Branch Address : Jaipur Branch, Shreeji Tower C-99, Subhash Marg, Near Ahinsa Circle, C-Scheme, Jaipur-302001 Account No. : 001201055443 RTGS/NEFT IFSC Code: ICIC0000012</p>

C. Email (1) The filled up Registration form, and (2) Copy of the funds transfer information received from your Bank to foe@digantar.org

BRIEF INTRODUCTION TO MODULES

M01: Introduction to Education: First glimpses of how the term education is used; as an endeavour to impart capability to educatees, as a system, as a field of academic study. How the need for education as an endeavour emerged in different societies? How then form of education differed according to socio-political and environmental conditions? What was common in all that so that these endeavours are classified under the single concept of education? Development of education in India. Structure of national education system in India. A glimpse of education policy and brief introduction to some reform programmes in India. *Why do we need to know all this?*

M02: Philosophical Perspective on Education: Why is it important to understand conceptual basis behind our practices? Is it important to understand concepts of *education, teaching, assessment, curriculum, learning*, and so on? Why do all societies now want universalization of education? Why humans are educable, while other animals can only be trained? Is education related with notions of human being and desirable society? What purposes education serves? What should be the aims of education? What is indoctrination? *How does educational practice gets influenced by having reasonably clear and justifiable answers to such questions?*

M03: Sociological Perspective on Education: How do socio-political and economic conditions influence education? How do they shape perceptions and influence concepts? How educational aims, processes and content reflect social status and power? How far can education challenge structural injustice and inequality? How society creates cooperation, structures, equalities and inequalities? How society perpetuates structures and norms? What is the difference between education and socialisation, is there any? Does ways of doing education communicates some messages which may not be intended by education? The module will explore such questions. *And, also, why do we need to understand all this?*

M04: Learning and development in Education: How concepts are formed? How humans, especially children learn? What is the role of experience, language, teaching, etc. in their learning? What theories of learning and development say? What factors impact learning? How socio-economic and cultural conditions impact learning? What is motivation? What factors influence motivation of a learner? What theories of learning and development can contribute to classroom practices? *Why do we need to understand all this?*

M05: Human Understanding and Curriculum: what is curriculum? How is it related to aims of education? How is it related to socio-economic and political conditions? What does it mean to achieve aims of education? What is the learning content for that? What is knowledge? What are values? Skills? How school curriculum areas are decided? What implication nature of knowledge, values and skills have on pedagogy? *Why these questions are important?*

M06: Assessment in schools: What is assessment? How assessment is related with aims of education, structure of curriculum, nature of knowledge and organisation of school? What is CCE? Under what conditions CCE can become possible? Is pass-fail necessary? What can be assessed and what cannot be? How should assessment be done? Who should do it? *can we be good teachers without knowing all this?*

M07: Examining oft referred to ideas in Education: In this module we will explore some of the following ideas: 21st century skills, Socio-emotional learning, Activity-based learning, Constructivism, life skills, Multiple intelligence, accountability and other issue introduced by the participants. *Why is it important to have clarity on these ideas?*

M08: Teacher Education: What is teaching? Is teaching a profession? How does it differ from other professions? What knowledge base is required to be an efficient teacher? How does our teacher education system function? What is teacher education curriculum? What is continuous professional development? What are the best ways of TPD? What does autonomy of teacher mean? What is the relationship between autonomy and accountability? *What does all this have to do with good teaching?*

M09-M12: Pedagogy Modules: Modules 9 to 12 will deal with pedagogy of specific school subjects. The common structure of all modules will be: nature of knowledge in concerned subject, implications of nature of knowledge for teaching that subject. Theories of concept development in that particular subject, implications of this on teaching. Examples of actual classroom teaching strategies or plans. *How would it help in good teaching?*

M13: Action Research and Reflective Practice in a Teacher Collective: Reflective practice is possible only when one is aware of one's practice at an articulate level, critically examines it and and follows the results of that examination. Action Research understood in its simpler form is defining an issue, formulating a hypothesis to resolve it, and keeping data in an organised form to see if the hypothesis works. Both reflective practice and action research can become much more effective if done in a collective of peers. This module is about how to do all this. *And how it can improve our pedagogical practices.*

M14: Digantar Vidyalaya Theory and Practice: This two-day module is to understand how Digantar Vidyalaya applies some of the pedagogy and assessment practices discussed during the FoE. One day is for school visit and another for discussion on observations and exploring connections with theoretical basis. *The module is to observe translation of ideas into action.*

Foundations of Education Programme is part funded by WIPRO Applying thought in schools.