

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 provide most meaningful experiences to children so that they can arrive at epistemically sound concepts and principles.*

Teacher Education is not 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 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.

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 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 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.