

## **TOWARDS SELF-UNDERSTANDING AND EVOLVING AN EDUCATIONAL VISION II**

Maximum Marks : 50

External : 30

Internal : 20

### **Design of the Course**

This is not intended as a standard 'course' with specific units of study. Instead it may be thought of as two strands that run parallel through the two year duration of the D Ed programme.

#### **Strand A**

An on-going strand during the two year course, to be coordinated and shared by the faculty, would include:

1. Journal writing by student-teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated faculty mentor
2. Carefully framed writing tasks towards the beginning and end of each year, which enable student-teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.

#### **Strand B**

The other strand of the 'course' would be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6 one-day or two-day** workshops in each academic year, and **2-4 half-day or one-day seminars**. Themes may be chosen from the suggested list. It is recommended that the workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course. In addition the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

### **Rationale and Aim**

"Teachers teach what they know, they educate what they are." This maxim suggests that more than any other profession, education and teaching require the whole being of the teacher to be engaged with the life and learning of their students.

This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for

their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and behavior, and openness to learn and renew oneself. This would then reflect in a capacity for social-relational sensitivity, a search for harmony within and without, and a deeper level of communication with students, colleagues and others.

This course also intends to initiate student-teachers into a process of original thinking about their wider educational concerns and the conscious development of an evolving perspective on education. In beginning to develop their own educational vision they would gain the impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools that are coherent with their evolving values. It is through such an agency of teachers that any kind transformation in themselves, their students and society at large, may begin.

## **Strand A**

### **3. Journal Writing**

#### **Objectives**

- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection
- To allow for an individual contact and interaction between faculty and student

#### **Mode of Transaction**

- Each student-teacher should be asked to maintain a regular Journal, in which he/she may write:
  - a) short reflective accounts of significant experiences
  - b) observations of life situations that evoke questions and responses
  - c) questions on education, learning or teaching that he/she is grappling with.
- The Journal should be periodically shared (once a fortnight is recommended) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

### **4. Writing Tasks**

#### **Objectives**

- To enable student-teachers to reflect on their aims of education
- To enable student-teachers to critically assess their own learning

#### **Suggested Tasks**

- Essay: Identify one social issue/problem of key significance, and reflect on:
  - a) ways in which current forms of 'schooling' may be contributing to sustaining this, and

- b) how 'school education' and 'classroom practice' may be realigned to ameliorate this. (first month)
- Taking into account one's 'Educational biography', 'statement of aspirations' and 'aims of education', critically evaluate oneself as a 'prospective teacher'. (final month)

## **Strand B**

### **Workshop 1: The Power of myth**

#### **Objectives**

- Re-appraisal of myths as representations of a culture's world-view and embedded values
- To appreciate the reach of the mythic imagination
- Develop critical awareness of 'modern myths' that implicitly shape our lives

#### **Suggested workshop themes**

- Reading and analysis of myths from different cultures
- Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking'
- Exposure to manifestations of mythical thinking in contemporary life
- The mythical basis and imagery of 'modern science' and 'modern economics'
- Becoming cognizant of the myths that shape one's worldview and values

### **Workshop 2: Gender and upbringing**

#### **Objectives**

- Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living
- Awareness of factors that shape gendered roles in Indian society
- Developing a critical perspective on gender-based discrimination and its effects

#### **Suggested workshop themes**

- Telling our own 'gendered' stories
- En-culturing 'gendered' roles in upbringing within different kinds of families - case studies
- Gender issues in school education - case studies
- Gender issues manifest in contemporary public spaces - case studies
- Responding to various forms of gender discrimination

### **Workshop 3: Deconstructing the messages of advertising (in the audio-visual media)**

#### **Objectives**

- To appreciate the impact of television advertising on children and adults

- To analyse the 'constructed' imagery and overt as well as subliminal messages communicated through advertisements
- To enable a critical distance from the power of advertising (especially of the audio-visual kind)

#### **Suggested workshop themes**

- The expanding role of advertising in contemporary life
- Sharing favourite advertisements and their impact on us
- Looking from the other side: how psychology, research, technology and imagination combine to create a 'targeted commercial'
- Viewing and analyzing a series of advertisements
- Constructing an effective advertisement (group task)
- How to be a critical and media-literate viewer of advertisements

#### **Workshop 4: Theatre for awareness of body, self and the other**

##### **Objectives**

- To explore body-awareness, movement, coordination and cooperation
- To develop awareness of non-verbal modes of communication with self and others
- Exposure to effective use of speech and communication through theatre exercises

##### **Suggested workshop themes**

- Sensitise students about their inherent potentialities. Components-activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.

#### **Workshop 5: Art and education**

##### **Objectives**

- To understand children's (and older persons') need for visual expression and creative work and the developmental processes that are stimulated by these
- To explore the creative process in drawing, painting, and other forms of visual representation or construction
- To appreciate both 'the place of art in education' and 'art, as a basis for education'

##### **Suggested workshop themes**

- Organise art, craft and music exercises with small groups followed by discussion and presentation using local exhibition or art event as precursor for the session.
- Specific task could include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper.
- Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects.

- Identifying a specific age group of children and the relevant theme and design an art based project for them which should span over a period of time for example- a heritage walk to nearby monument and a public event about it.

### **Workshop 6: Visualizing a 'School from Scratch' - alternatives in education Objectives**

- To think through, in discussion with others, the conception of a 'school from scratch' - its intentions, essential ingredients and essential processes (ie. aims, curriculum, pedagogy)
- To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case

### **Suggested workshop themes**

- Visualizing individual conceptions of a 'school from scratch'
- Working in groups to develop a collective conception of a 'school from scratch'
- Presenting to the larger group each conception of 'school from scratch' along with the process of arriving at this and the justifications for its various elements: for each case documenting the discussion, questions raised, and issues arising
- Observing a few films of schools that represent alternatives in education

### **Seminar 1: What does it mean to be 'educated' in contemporary India?**

**Format:** Presenting multiple perspectives on the expectations from education in India: Discussion and debate

**Preparation:** Presentations to be based on interviews and some research, but reflecting the views of participating student-teachers. A few readings as resources could be collected and suggested.

### **Seminar 2: Alternative visions of Indian democracy... looking 25 years hence**

**Format:** Discussion and debate, presenting multiple perspectives on the expectations from democracy in India, and the institutions and attitudes of mind needed to give expression to these

**Preparation:** Student-teachers research, reflect and write short points of view; resources around socio-political themes to be gathered and made available

### **Seminar 3: Educational thinkers who have had the most impact on me**

**Format:** Presentations with 'first person' accounts by student-teachers, followed by questions

**Preparation:** A set of original writings of educational thinkers to be made available

### **Seminar 4: What ought to be the aims of education in India today?**

**Format:** Debate and discussion, to generate a range of orientations to education in India, representing different value-frameworks and emphases

**Preparation:** Formulation of topic that allows for multiple perspectives on educational aims; debate to be conducted among individuals, loosely grouped into teams.

### **Evaluation**

**Internal:** This should be based on

1. Qualitative grading for Journal writing - periodicity and quality of entries.
2. Qualitative grading for participation in seminars - quality of preparation and presentation/participation.
3. Marking of periodic writing tasks (four in number) - by faculty mentor.

**External:** This should be based on qualitative grading for quality of participation in a series of workshops - by resource persons for each workshop.

### **Suggested Resources**

1. Batra, Poonam (2005). Voice and Agency of Teachers: The missing link in the National Curriculum Framework 2005, *Economic and Political Weekly*, Vol. 11, 4347-4356.
2. *Danger school*, (1996). Mapusa, Goa, India: Other India Press.
3. Gupta, Latika (2008). Making of a Teacher. *Seminar*, No. 592, 22-27.
4. Friere, Paul (1992). *Pedagogy of Hope*. London, UK: Continuum pub. Co.
5. Krishnamurti, J. (2000). *Life Ahead. To parents, teachers and students*, Ojai, California, USA: Krishnamurti Foundation Trust.
6. Wood, David (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426-448.

### **Audio-visual Resources**

1. *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani  
<http://www.kabirproject.org/>
2. *Teacher's Journey: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India.* Director- Deepak Verma, Azim Premji Foundation. For copies contact - [madhumita@azimpremjifoundation.org](mailto:madhumita@azimpremjifoundation.org).
3. *Where Knowledge is Free: A documentary film about children branded by Caste and excluded from education.* Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981.  
<http://www.dalitstudies.org.in>.