

INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION
Regional Institute of Education
(National Council of Educational Research & Training),
Manasagangotri, Mysore - 570006.

**Report of One Day Brainstorming
Workshop on
“Introduction of ‘Education’ as an
optional Paper In the Curriculum of
UG and PG Degrees”
From 10th - 12th July 2019**



Programme Coordinator
Dr. M. S. Talawar,
Centre Director
IUCTE, RIE, Mysuru.

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Report on - Introduction of 'Education' as an optional Paper In the Curriculum of UG and PG Degrees

PREFACE

Inter University Centre for Teacher Education, RIE (NCERT) Mysuru has initiated several meaningful programmes for exploring feasibility for the introduction of 'Education' as an optional paper at UG and PG Degrees is one of such type. This has been a well designed programme for laying a foundation to establish a novel curriculum for Education Subject

Experts have been trying to evolve a rationale for this subject. The confusion exists that whether 'Education' has to be treated as Professional subject or theoretical discipline. One more ideology is also coming in the way that Education is to be treated as an independent 'Discipline' or a part of Social Sciences. The panic differences arise in justifying both the theories. The reason behind these differences are due to lack of committed experts in either of the braches of Education subject. Keeping this complexity in mind this three days workshop was held during 10-12 July, 2019. Faculty working in First-Grade colleges handling Education paper as well as Teaching in B.Ed/M.Ed Colleges/Department were invited for this workshop.

These programmes were very useful in evolving a curriculum pattern for both UG/Pg courses. Hope, this effort will create a sensation to work further for its improvisation: I profusely thank Dr. Y. Sreekanth, Principal RIE Mysuru for his every support. I also thank all my faculty colleagues in IUCTE

Dr. M.S. Talawar

Introduction:

This 3-day workshop which was developed as a new programme : The programme scheduled from 10.07.2019 to 12.07.2019 was attended by several teacher-educators from southern universities and colleges. Eminent Educationist in the field of teacher Education have served as Resource persons for these three days.

The word education has dictionary meaning to "bringing up" the art of teaching or training etc. all these meaning indicate that, education seeks to "nourish" the innate good qualities in man. By educating individual we attempt to give desirable knowledge, understanding, skills, interests, attitudes and critical thinking.

Need and Importance:

Introduction of "Education" as an optional paper in the curriculum of UG and PG Degree is a developmental kind of activity proposed by IUCTE

Many higher education institutions have implemented "Education" as an optional paper in their curriculum. There were, good number of students have opted this subject for their career. These practices have later raised certain questions:

How do professional and academic components of B.Ed and B.A. Education provide justice to the students from their positions ?

Whether recruitment policies do support the equalance to these courses ?

Whether syllabus of B.A. Education, and B.Ed have almost similar or different? If different, in what respect? How to balance the theory and practicum components in both the practices?

There came an issue that, students who have opted 'Education' subject at their PU level with six months of internship were issued certification that declares them qualified to become the primary school teachers. This practice clashed with TCH and D.Ed students who were traditionally eligible to compete for primary school teacher post.

Consequently, the study of 'Education' subject at PUC, B.A and M.A was to face the problem of recognition. In some states students who have studied education subject as one of the subject of study were deprived from enrollment to B.Ed course. Because it was not included in the list of school subject.

Under these circumstances, this would be very appropriate to rethink rework and redesign the curriculum of Education subject so as to suit the administrative and professional needs

The courses like

D.Ed, B.Ed, M.Ed -----> Professional needs

PU, B.A, M.A,

(Education) Courses -----> Administrative needs

Thus, students with PTTC, D.Ed, B.Ed and M.Ed can choose their teaching profession to work in pre-primary, primary, secondary, higher secondary and collegiate and Post Graduate Courses. In these courses more emphasis shall be on promoting teaching & research competences.

Students with 'Education' as an optional subject after their certification and work as school Head masters, Principals subject inspectors, block Education officer's curriculum planners, school complex designers career counsellors etc

The proposed 3-day workshop could suggest changes in curriculum of Education subject, and a strong basement for Education paper in the system.

Keeping the above description in view the programme was designed with a view to realise the following objectives

- To explore the feasibility of this exercise
- To identify professional and academic components
- To analyse the employability of this subject

Day 1:

Dr. Sajida Sultana, Hyderabad while emphasising on curriculum needed for education subject pointed that

Curriculum is a set of planned activities which are designed to implement a particular aim of education. She has also focussed on philosophical, sociological, psychological etc basis for curriculum. This was followed by very interesting interaction from the participants. Dr. Ramanathan, Alagappa University Karaikudi has highlighted the recommendations of education commissions since Indian independent time. On the introduction of education subject at professional and academic courses. Sr. Lydia Fernandes, St. Ann's college of Education, Mangalore has stressed on need and importance of introducing 'Education' as an optional paper for UG & PG degrees. Dr. Jahita Begum of Gandhigram Rural University, Gandhigram has opined that Basics in Education have to be identified while structuring curriculum of 'Education' both for UG and PG Degrees.

Day-2:

Dr. Y.N. Sreedhar, University of Mysuru has discussed at length, the perspectives of Indigenous Education. He has opined that, education is not an autonomous discipline but a field like politics, when the disciplines of history, Philosophy, Psychology and Sociology have their application. Dr. D. Rama Krishnaiah, S.V. University, Tirupati has pointed out that whether the introduction of Education as a subject at UG/PG levels could promote professional code of conduct among teachers. This issue was very much rationalized in the light of present education system.

Dr. Saminathan, Associate Professor, Bharathidasan University, Thiruchirappalli has also pointed out that Education subject shall be used as a vehicle to promote continuous professional growth among teachers and teacher-educators. Dr. Pushpa .M Chairperson, Dept of Education, University of Mysore has identified the sociological dimensions in the subject of Education.

Day-3

Dr. H.M. Kasinath, Former Professor, Dept of Education, Karnataka University, Dharwad has emphasised on the identification of professional dimensions of Education subject other than Teaching, learning and evaluation. The products of this Education Subject should be different personnel like school Inspectors, Planners, Administrators etc. Dr. G Sheela, Dept Of Education, University of Mysuru pointed out Psychological dimensions of Education when taken as career: Dr. K.B. Praveen, University of Mysuru has stressed on Philosophical dimensions of Education Subject. Dr. N.N. Pralhad RIE Former Faculty, Mysuru focussed on role of recruitment agency like UGC, NEUPA, NCERT, M.H.R.D that have to evolve recruitment guidelines to be followed throughout the country.

The overall outcome of all concepts discussed in various sessions of three days workshop clearly brought out that, there is an absolute need for providing place in the curriculum of UG/PG degrees for Education

The title of the Course B.A in Education:

1st semester

Part-I Languages: Any Regional Language with English Language for 100 marks each.

Part-II Core Curriculum

- Perspectives of Indigenes Education
- Basics in Education
- Specialization paper anyone of the following
 - a) Organisation of Knowledge in schools
 - b) Values: Concepts and Context
 - c) Indian Social Structure
 - d) Process of School Foundation

Part-III Practicum

- Types of school Records, Financial management, educational accountability
- Viva-voice

BA Second Semester

Part-I Spoken English Course

Part-II Core Curriculum

- Perspectives of Education and Administration
- Foundation of Education/ Supervision and Management

Part-III Specialisation Papers: (Any one of the following)

- Educational Leadership
- Digital Technology, Communication and Education

Part-IV- Apprenticeship with any one of the High School for 30 days

Semester IV Part-I

Paper-I Professional Development of National Administration

Part-II Specialization (any one of the following)

- Comparative social policies in the contemporary Asian Countries
- Inspection Technology
- Cultural Foundation to Education

Part-III Community Living Camp for 15 days

Semester V Part-I

Paper I code of conduct for Educational managers

Part-II Specialisation Area (any one of the following)

- Social Engineering in Education
- Education and Rural Industry
- Development of Agricultural crafts

Part-III Leadership Training for students in the context of school

Semester VI Western Educational Administration

Part II Specialization Area (Any one of the following)

- Religion and Education
- Western Educational Philosophy
- Education under contemporary thinkers

Part-III Dissertation

Two years (4 semesters) Post-Graduate Studies in Education

Semester-I

Part-I

Foundation of curriculum

Different types of Educational Institution

Part-II Areas of Specialization (Any two of the following)

- Education and Society
- Basics in Education
- Education as a Discipline
- Education and national value

Part-III Visit to a non-Formal Agency of Education and Preparation of a Report on its Functioning

Semester III

Paper-I Professional Development Among Educational Institution Builder

Part-II Area of Specialization (Any one of the following)

- Restructuring Higher Education in India
- Information Technology
- Interdisciplinary nature of Educational supervision
- Development of Human Resources

Part-III Practicum:

Networking of Educational
Institution- Prepare a plan of action

Semester-IV Core Paper

Foundation for recruitment policy

Part-II Area of Specialisation

Any two of the following

- Recruitment Agencies/ Service Commission
- Or
- Faculty Recruitment Commission
- Educational Services Training Institution
- Evolving Recruitment procedure
- Training Needs of Education Supervision

Part-III Leadership Tasks for Streamlining Educational Institution

The workshop also proposed at the end to form different committees at a later stage to workout detailed syllabus of all the subjects proposed for UG and PG syllabus

Glimpse of the Programme







