

**DEPARTMENT OF EDUCATION
UNIVERSITY OF DELHI**

Institute of Advanced Studies in Education (IASE) Activities

March 2016 – March 2018

**PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS &
RESOURCE MATERIAL DEVELOPMENT FOR TEACHERS, STUDENTS AND
TEACHER EDUCATORS**

Given the commitment to developing resource materials and capacity building for enhancing the professional acumen of faculty and teachers, the IASE organises every year, a number of workshops for material development and professional development of faculty as listed below:

A: RESOURCE MATERIAL DEVELOPMENT

1. Resource Book on Pedagogy of Mathematics for Student Teachers

Mr. Vinod Kumar Kanvaria

Though the new two year B.Ed. course has been started in the country, but resources are still not available as per the need. Student teachers are still struggling with the search for good resource material. With this need and aiming to fulfill this need of the student teachers, workshop was planned in order to develop a resource book for student teachers. The part of new B.Ed.course covered in this resource book content is Pedagogy of Mathematics i.e. the part specifically meant for Mathematics students of this course.

The resource book for the B.Ed. is for those who have opted Pedagogy of Mathematics in their course. The resource material is targeted towards Pedagogy of Mathematics-I course which is more focused towards social and sociological aspects of pedagogy of mathematics.

2. Inclusion of Children with Disability: Resource Material for Teachers

Dr. Sailaja Chennat & Dr. Alka Behari

Inclusion is a belief system, a philosophy, not just a set of strategies. An inclusive class is not just about accommodations and supports; it is about an attitude and a disposition that a school intentionally instills in students and other stakeholders, by example.

There is a dearth of reference books to cover the social and educational needs of children with disability and their implications in the Indian context. It is in this context that an attempt is being

made to develop need-based Resource Material for Teachers so that they get better equipped to deal with learners with different Disabilities. This book is expected to be a resource book for Teacher Educators, Pupil Teachers pursuing pre-service programmes and also for practicing teachers in inclusive settings.

Methodology adopted was a series of workshops with experts in the field of education of children with disability culminating in the development of a reference book for teachers, students and teacher educators. The areas of disability covered in the book are Visual Impairment, Hearing Impairment, Intellectual Impairment, Specific Learning Disability, Autism and Locomotor Impairment

3. Building Home- School Relationships: Development of Resource Material

Dr. Sandeep Kumar

The importance of what a child's home constitutes in the process of schooling holds an important place in Education. Studies over a period have tried to find the influence of home culture on educational experiences and vice-versa. Thus, Resource Material was planned to be developed for helping readers understand the facets of home- school relationships.

The series of discussions through which the resource material was developed attempted to understand, build and strengthen the home school relationships with the help of multidisciplinary theories from Sociology, Psychology, History and Philosophy.

4. Promoting Expression through Art Education: Development of Monograph

Dr. Susmita Lakhyani

Education in Arts is considered to be an important part of the curriculum. It is significant for its unique contributions to the education of an individual. It develops the attitude of exploration, experimentation and invention. It also develops self-realization, independent decision making, originality, judgment and so on. These unique contributions of 'art as a subject' can only manifest when the process of teaching focuses on bringing out originality and inner truth of the individual. Thus a monograph was planned for promoting expression through art adopting the methodology of a workshop.

The workshop highlighted on how to motivate and encourage students to bring out the real inner truth, their felt emotion thereby bringing '*rasa*' or aesthetic experience in his creation. This monograph, an outcome of the workshop, focuses on promoting the '*bhava*'- the 'expression'. It celebrates the bliss of freely and fearlessly expressing oneself; uniting oneself with the object in contemplation; and experiencing the otherworldliness- free from all negativities thereby fulfilling the highest purpose of life and education. This procedure can be used for different age groups.

B: PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

Five day Workshop on Research Methods in Education for Faculty of SCERT and the Nine DIETs of Delhi

Programme Coordinator- Dr. Sailaja Chennat

Social research involves research that draws on the social sciences for conceptual and theoretical inspirations. Education research specifically is the scientific field of study that examines education and learning processes and the human attributes, interactions, organizations, and institutions that shape educational outcomes. There is a spectrum of methods and techniques used in the process of educational research. These have evolved over centuries through negotiations, explorations and collaboration between philosophers and social and physical scientists. The qualitative and quantitative research approaches have their roots in the different assumptions and beliefs about reality and knower with the research process logically flowing from these.

The five day workshop on research methods was envisioned to enable, the participants, the DIET/SCERT faculty, to explore the areas of paradigms of research, qualitative and quantitative approaches to research in Education and the tools and techniques of research. Planning an action research, developing a project proposal and writing research article were important tasks carried out in the workshop. With an objective of making concrete and deeper understanding of the aspects and processes discussed, each session was planned to have interspersing with hands on experience.

1. December 2017 – March 2018

Report of Seminars, Conferences, Symposia and Workshops

An Overview

S. No	Name/s of faculty	Theme	Type of activity	Date
1	Dr. Sandeep	Chapter 2: Exploring Psychosocial Perspectives in Education	Conference/ Workshop	30th Dec 2017
2	Mr. Samaresh and Ms. Kriti	Using Films as an Effective Pedagogy Tool in Social	Workshop	19 th January 2018

		Science teaching		
3	Dr. Vandana Saxena	Diversity, Democracy & School	Seminar	19 th & 20 th Jan 2018
4	Mr. Vinod Kumar Kanvaria	ICT for Education	International Conference	27 th Jan 2018 Sat
5	Ms. Nidhi	Pedagogy of English	Workshop	27 th Jan 2018 Sat
6	Prof. Anita Rampal	Science Education	Seminar	30 th Jan 2018 Tues
7	Dr. Neera Narang & Ms. Ritu Bala	Language, Literacy & Gender in the Contemporary Scenario	National Seminar	2 nd Feb 2018 Fri
8	Ms. Kavita & Ms. Garima	Panel Discussion on No-Detention Policy	Workshop	9 th Feb 2018 Friday
9	Dr. M.Rajendran	Films on Education	Workshop	9 th & 10 th Feb 2018 Tues & Wednes
10	Ms. Rajrani & Ms. Preeti	Developing Social Science resource Centre	Workshop	10 th February 2018
11	Ms. Kanchan	Indian Higher education	Symposium	15 th Feb 2018 Thurs
12	Dr. Pankaj Arora	Students Politics, Social Media & Political Education	Symposium	16 th Feb 2018

				Fri
13	Dr. Sailaja Chennat & Dr. Susmita Lakhyani	Redefining Disability through Art	International Symposium	16 th & 17 th Feb 2018 Fri & Sat
14	Dr. Alka Behari	Environment: Its Antecedents, Assessment & Possibilities	Seminar	17 th Feb 2018 Sat
15	Dr. Shobha Sinha	Writing: Process, Practices and the Writer	Conference	21 st & 22 nd Feb 2018 Wednes & Thurs
16	Dr. D. Parimala	Understanding on Diversity in Higher Educational Institutions with Special Focus on Teacher Training Programmes	Workshop	27 th & 28 th Feb 2018 Tues & Wednes
17	Dr. Haneet Gandhi & Dr. Yukti Sharma	Reflecting on Teacher Education Programmes	Seminar	8 th & 9 th March 2018 Thurs & Fri
18	Dr. Ashish Ranjan	History Education: Perspectives and Possibilities from the Field	Seminar	24 th March 2018 Saturday

**Symposium on Psychosocial Perspectives in Education: An Exploration through Action
Research - Dr. Sandeep Kumar**

3 Phases - 30th December, 2017, 6th January 2018 & 10th March, 2018

The proposed symposium is the continuation of conference titled 'Exploring Psychosocial Perspectives in Education' held in January 2017. Psychosocial Perspective is an emerging paradigm which has strength to explain the social, personal and global issues with relevant and required framework. It works on a holistic approach to elaborate and explore any phenomenon.

The objective of the conference would be to explore and understand the conceptual debates of psychosocial perspective and its framework to elaborate upon educational issues beyond the disciplinary boundaries. To strengthen the work action research and grounded research will be used, to explore the field of education from the lens of psychosocial Perspective.

Workshop on ‘Using Films as an Effective Pedagogic Tool in Social-Science Teaching’

Mr. Samaresh Bharaty & Ms. Kriti Srivastava- 19th January, 2018

Rationale: It is a well known fact that films can be a powerful educational tool especially in the country like ours, where classrooms have students from different socio-cultural-linguistic background. Films make an emotional connect. It can enrich both teacher and learner`s learning experience. Moreover, in diverse classrooms like ours, films can be a great leveler. But how to actually use films as an effective pedagogical tool and place it at the heart of student-teaches` learning experience, remains largely unexplained and unexplored. It is with this vision in mind that we propose to conduct a workshop for B.Ed students with social-science as their pedagogy subject. The workshop is divided into two phases.

Phase –I A daylong session interactive discussion between a Film Maker and students to conceptualize their theme.

Phase –II Interactive panel discussion and screening of the movie clips made by the participants, followed by feedback from the invited experts.

Symposium on Diversity, Democracy & School - Dr. Vandana Saxena

12th & 13th January, 2018

Democratic spaces have significant nuances when discussed in context of school. Schools demand complete conformity to schedules and activities, controlling everything from when and how long you get to think about what, to when you can eat and go to the bathroom. Students are also conditioned to believe that, absent this imposed control, they would destroy themselves. They`d be dumb, self-destructive, and socially disastrous if they weren`t controlled in every facet by whatever adult has appointed themselves an authority. Even the questions that the student could raise can be anticipated. When such systems claim to plan schooling processes to prepare adults for a democratic citizenship, it becomes essential to listen to the unheard voices. This seminar/symposium will be third in the series of recording the voices of those whom the system claims to have included. The focus will be on documenting the challenges within real spaces and drawing tangents for developing theoretical insights.

International Conference on ICT for Education- Mr. Vinod Kumar Kanvaria

27th January, 2018

With the recent changes that have occurred in the field of education with respect to ICT and its use in this field, it has become necessary to deliberate upon the issues related to applications and implications of ICT for education. ICT is playing and can further a role in the field of education through its various aspects like teaching, learning, evaluation, supervision and management.

Being one of the pioneer institutes in the field of education, it is our moral obligation to provide a platform to the educational fraternity for sharing and disseminating such recent developments pertaining to application and implication of ICT in the field. Hence, this national seminar on ICT for education is planned and proposed to be organized.

**Seminar on “Approaching English Language Teaching in Indian Schools”-
Ms. Nidhi Parihar - 1st January, 2018**

‘It is a window to the world’ ‘It is a connecting language’

When we talk about English Language these are the most common things we probably think about. In the last decade or so, Indian society has gone through tremendous changes owing to globalisation; one of the most visible changes being the insatiable desire of people to learn English not as a foreign language anymore rather as a second or first language. It is here, the role of a teacher becomes important. S/he is considered the supreme authority in the subject and it is expected of her to ‘produce’ good result; to strengthen the English skills of the learners but, amidst all this craze do we ponder over the struggles that the teacher might be facing while dealing with a non-native language? Therefore, it is keeping in mind the aforesaid, this workshop on the theme ‘Approaching English Language Teaching in Indian Schools’ focuses on the following objectives to provide an insight to our future teachers of English.

The objectives of the program were, understand the challenges with reference to English Language Teaching in Indian Schools, know about various ways and approaches to English Language Teaching with reference to first generation English Learners and enhance their understanding about teaching aids.

National Seminar on Language, Literature and Gender in the Contemporary Scenario

Neera Narang & Ms. Ritu Bala - 17th February, 2018

The seminar is conceptualized to address the endless varieties of aspects of Language, Literature, Culture and Gender Issues. This Seminar will serve an interdisciplinary platform for the academically intellectual discussions focusing on the issues of gender as constructed in and by language, the gendering of language, gender and the language classroom, theories and methodologies in Language, literature and gender research, social construction of male and female gender identities in literary texts and how writers tend to represent cultural notions of gender in their writings. This seminar will provide platform to language experts, practitioners,

researchers working in the field of language education, gender studies and literary criticism to share ideas and views on the interface between language, literature and gender.

Panel Discussion on Reconceptualising Assessment in the Present Scenario

Ms. Garima Agarwal & Ms. Kavita Ghosh - 9th February, 2018

While the focus of academic discourse many a times revolves around content and pedagogy, the significance of the aspects of ‘assessment’ remains on periphery and thus needs more deliberation. The perspective that assessment is part of teaching-learning process and is also formative in nature still needs to be understood in all its entirety, especially at the level of implementation. Year - end high stake exam still characterises major part of our school and tertiary education. The perspective around assessment can be captured and better understood if one is to look into and analyse some major developments in the field of assessment at the policy and implementation level. If looked at closely, past few years have witnessed a major overhaul of our perspective and practices on assessment at the school level with the latest being the talks for amending Section 16 of RTE (cited above).

This seminar is an attempt to understand assessment and its related issues, concerns, constructs and perspectives in a contextualized manner specifically focusing upon its development in Indian context.

Symposium on Indian Higher Education: “Recent Transitions in Public Policy and Future Prospects- Ms. Kanchan - 14.3.2018

Higher education systems, in India and across the globe, are experiencing a wave of transformation concerning their operations, governance, and mechanisms of funding. At the heart of contemporary global scenario of higher education is the shifting perspectives on the *raison d’être* of higher education in modern societies. Precisely, it seeks to discover and re-assign a new place and role to the university and higher education institutions. This role of the universities is argued to be changing from a mere promotion of social and moral well-being through education and learning and reasoned to be moving towards underpinning economic prosperities of the countries. The notion of the new paradigm highlights ‘utility’ as the most significant parameter for gauging the (re)inscribed role of higher education. This describes a vital shift in perspectives, values, and attitudes at the local as well as global levels concerning higher education systems. It has given rise to the renewed interests of policymakers, governments, international agencies, and transnational groups to rethink and reform higher educational territories across the countries.

This context is further accentuated by the contemporary dispersion of globalization (and internationalization) which underlines the process of increasing the national share in world-production. It is in this light that the present symposium has been planned to initiate a multi-

dimensional discussion on the observed patterns of transformations reflected in public policy on Indian higher education in the recent years. It will seek to uncover the intricacies and underlying concerns which remain embedded in the contemporary policy ensemble concerning Indian higher education. This symposium aims to raise and generate critical deliberations on the proliferation of a transformative paradigm which is ordained to re-produce, re-shape and re-design the forms, arrangements, and engagements of higher education in India based on the dominant formulations of subordination of education systems to economic utility in the present times.

**Symposium on Students Politics, Social Media and Political Education- Dr. Pankaj Arora
16th February, 2018**

Political education can be described as the process of imparting knowledge and understanding about how the power relations are formed and maintained in a society. It helps an individual in understanding how the system of governance operates in a society and what role the individual plays in it. In today's time, Political education is not only promoted in the four walls of a classroom but also through various informal means of education, political activism, socio-political movements and protests being some of them..

In current times Socio- political events, movements and protests have become rampant and with the advent of technology and mass communication these movements are becoming widespread and popular. Some see the movements by political leaders and student activism as mere hurdles of societal order, peace and harmony and some favour them on the ground that such activities keep the spirit of democracy alive by giving individuals the chance to question and to fight for justice and protection of rights.

With the growth of technology, leading to changes in the way people work, to the way in which they communicate and the ways in which education is being imparted are, also, changing.

In order to have a holistic understanding of the relationship between student politics, social media and political education we would like to invite Political Science Experts, Leaders of Student Political bodies and few undergraduate students. This symposium will be a platform where they can share with us their knowledge, experiences and insights on the growth and development of social media, role of social media in socio-political processes like elections and social protests and revolutions and how political education is imparted in the age of social media and student activism.

**International Symposium on Redefining Disability through Art - Dr. Sailaja Chennat &
Dr. Susmita Lakhyani - 16th & 17th February, 2018**

Art provides a great means of self-expression and creativity and allows people to escape from the routine of their daily lives in hopes of coping with life's challenges. Art brings colour and excitement into the lives of many children and adults with and without disability giving them a

creative arena without boundaries. In addition to the mental benefits, the physical benefits of art are undeniable. It is a general tendency to see art as therapy when it comes to people with disabilities and as talent, creativity and self-expression in relation to people without disabilities. In fact, we have witnessed diverse artistic abilities among people with disabilities across the globe right from decades before. It is these abilities that make the qualifying phrase 'differently abled' or more contemporary term, 'uniquely abled' meaningful for these persons with disabilities. In addition to using art as a means of therapy for people with disabilities, as for anyone, it is a medium to educate our community about disabling conditions and an inspirational medium in illustrating the miraculous stories of suffering, struggle and survival.

This symposium aims to examine the complex relationship between the arts and disability by bringing together educationists who work with persons with disability and artists from various genres to throw insights on the interface between the two fields. The symposium will cover the important art forms such as painting, dance, music and theatre. The deliberations and discussions are expected to highlight ways to shape a more inclusive society through opportunities for meaningful collaborations for artistic enrichment and development within the disability sector. This academic sharing aspires to inspire people to develop full and equal access to the arts via awareness and skills and to create an appreciation of inclusivity as central to the vitality and dynamism of the arts. It's about removing a homogenous image of the arts scene, cultivating more access and diversity and creating opportunity. Discussions following the presentations by invited speakers of the symposium are expected to encourage deeper appreciation and understanding of challenges faced by disabled people in the field of art, strengthening the notion that everyone has a part to play in fostering inclusiveness.

Seminar on Environment: Its Antecedents, Assessment and Possibilities - Dr. Alka Behari

17.2.2018

“Why should we tolerate a diet of weak poisons, a home in insipid surroundings, a circle of acquaintances who are not quite our enemies, the noise of motors with just enough relief to prevent insanity? Who would want to live in a world which is just not quite fatal?” —Rachel Carson (1907-1964), *Silent Spring, 1962.

Modernisation and industrial revolution has caused irreparable damage to the environment. There seems to be, among humans, an incipient urge to conquer and control nature and its ways. However, of late, as the repercussions of human interference have started showing their deleterious impact, it is now being realised that Nature and Environment are way beyond human control and prowess. Nurturing the environment and working towards its preservation is one of the millennium development goals (Sustainable Development Goals- Agenda 2030) too, but it still needs more attention on the part of local governance, NGOs, researchers, teachers, students and citizens. It has to be a united and concerted effort rather than remain as a fragmented work of Ministries at the State, National and World level confined to the formulation of certain laws,

policies for environment or holding of annual meets. An understanding in this regard is quintessential for teachers (both pre-service and in-service) that informs their teaching and pedagogy and contributes towards orienting young minds towards this higher goal of environment and its conservation.

The National Seminar on Environment- Its Antecedents, Assessment and Possibilities aims at deliberating upon the issues related to environment; its historical and conceptual antecedents; impact assessment of environmental policies and initiatives by the Govt., the State and Non-Governmental Organisations (NGOs); brainstorming on the possibilities for environmental management and remediation. The seminar offers a forum for researchers, practitioners, and professionals from the industry, academia, NGOs etc. working in the area of environment conservation to discourse on research and development, and professional practices in the area of environment and sustainable development.

**National Conference on ‘Writing in School: Processes, Practices, and the Writer’
Dr. Shobha Sinha - February 21st & 22nd, 2018**

Writing is a very important component of language, especially, if one has to survive in the context of school. Children spend a lot of time writing in schools (irrespective of the quality of writing) and assessment, in any subject, makes demands on student’s writing. In India, generally, there is a tendency to focus on the outcome of writing (product) rather than how one goes about the task of writing (process). Recent theory and research in many developed countries focus on the procedural aspect of writing. Researchers have described how real writers engage with writing for a wide range of authentic purposes, including writing as a means for learning, personal writing, imaginative writing, and writing in the content area. They have also emphasized on what writers do while writing, how they engage with the complex process of writing, and how they define the task both cognitively and socially.

Literacy in schools is finally gaining attention in India. Unfortunately, writing continues to be a neglected area. A large number of Indian children show poor writing skills in primary grades and are unable to write even after years of schooling. Kumar (2004) observes about Indian classrooms that teaching of writing not only “dissociates purpose and meaning from writing” but also makes them incapable of being an independent writer. Writing is narrowly conceptualized to include only mechanical aspects, such as, handwriting, spelling, and grammar. Other crucial aspects of writing such as concern about audience, purpose, voice, revision, and selection of content are not addressed in the classrooms. Thus, the composing process is compromised.

This conference aims at beginning a systematic discussion about writing in the Indian educational context. It is meant for teachers, curriculum planners, and researchers in the field of school literacy. It will attempt to contribute to understanding about writing processes and pedagogy in India. Additionally, it will feature both traditional and alternative writing

classrooms and pedagogy in India. The conference also attempts to consolidate some of the interesting work done here and connect it to existing theory and build theories relevant to India.

The focus of this conference will be on the following question/issues: What is involved in the writing process? How do “real” writers engage with it to accomplish various purposes? What is the nature of writing instruction in the Indian classrooms? What are the assumptions behind them? How do students respond to writing instruction? How do we classify an enabling and problematic context of writing? Teachers’ perceptions/reflections on writing, and analysis of children’s writing and their concepts about writing.

Symposium on ‘Reflecting on Teacher Education Programmes’ -Dr. Yukti Sharma & Dr. Haneet Gandhi - 8th & 9th March, 2018

The Recent revision in the secondary teacher education programme has initiated many opinions and debates. The views are diverse with respect to issues that range from vision and goals of preparing teachers to the duration considered optimum for the programmes. Amidst these polarised views, teacher preparation programmes across the country continue to strive and run their course successfully. All such institutes, though governed by a common regulatory body, organise their programmes in diverse ways suiting their contexts, somewhere also reflecting their ideologies vis-a-vis perspectives related to the preparation of teachers. We realise there is a need to share these diverse perspectives, and the proposed symposium will be a small step towards bringing these varied perspectives under one roof.

National Symposium on History Education: Perspectives and Possibilities from the Field

Dr. Ashish Ranjan - 24th March, 2018

History as a discipline demands engagements which are interactive so as to help discover processes of change and continuity, and to compare ways in which power and control are exercised. History is the memory of humanity, and all those who engage with history try to understand how this memory works. When a deliberate attempt is made in a society or community to preserve memories of the past, history takes the form of oral or written narratives. Historical narratives, oral or written, extend the limits of the memory of an individual or a generation. But when we are told of things that happened beyond those limits, we face certain inevitable questions. What is the method underlying the construction of a given version of history? How does one narrative of what happened compare with another? What are the sources of knowledge about the past and how does one arrive at what is true? Is it possible to arrive at a final truth? What are differences in the approach to history in different cultural formations?

Attempts to answer such questions constitute the core of the idea of history and mediations in school history curriculum. Equally, recent perspectives emerging out of the larger shifts from a welfare State to neoliberal capitalism have necessitated reconstruction of histories to reflect upon the changing discourses on inequality and disparity. The study of history as a search for identity

is increasingly important today. This symposium aspires to examine the growing disillusionment with the larger education system and the need for reclaiming knowledge and reconstructing pasts through alternative views on education as experienced and expressed in the writings of Jyotiba Phule, Gijubhai Badheka and other educationists, in order to build a more humane and egalitarian society.

This symposium hopes to make an effort to design history as an experiential method around walks engaging tangible and intangible heritage and shaping of identities in a varied and layered social context. This symposium aims to build up on the experiences of invited speakers, who have engaged with history and worked at the grass root levels to take history to the most marginalized and disadvantaged. The symposium is aimed at creating opportunities for meaningful collaborations amongst the community of history educators. Interactive sessions and discussions following the presentations at the symposium are expected to encourage deeper appreciation and understanding of challenges towards reconstruction of multiple pasts and open up new possibilities of critical pedagogy.