

# Education: concepts, pedagogy and innovative practices.

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## Overview

Education is a discipline which in a way is the backbone of every other subject of learning. The philosophies and practices which define education have a history of learning and unlearning. There arises a need to develop interest of students and professionals to explore how educational practices developed in different periods as well as in different social and cultural backgrounds. Finding parallels, commonalities and differences will give a dynamic character to the learners. The pedagogical theories have evolved through the scholarly contributions made by prominent educational philosophers like Piaget, Vygotsky and Tagore. These theories provide insight from the standpoint of aims of education, curriculum, pedagogy and freedom versus authority in education.

The need to understand the psychology engaged in education from the receivers `perspective is equally important. Knowing and critically analyzing student centered pedagogy create an acceptance to varied instruction designs, learning responses and differently paced development in the receivers.

This course covers four different modules giving an opportunity to develop a conceptual understanding of education, development of educational scenario in early period in India and USA and identification of those practices which can be attempted to be applied in the contemporary scenario; its theoretical background and finally the exploration of innovative trends which can be applied beyond boundaries. Certain sections of modules would open discussion opportunities on inclusive practices.

Course participants will learn these topics through lectures and hands-on experiments. Also case studies and assignments will be shared to stimulate research motivation of participants.

## OBJECTIVES:

The primary objectives of the course are as follows:

- i) Introducing participants to the conceptual understanding of education as a discipline and a practice under varied environments.
- ii) Exploring briefly the history of education systems and the salience in contemporary context.
- iii) Encouraging the participants to develop a critique while understanding prominent educational philosophies.
- iv) Enabling the participants to Identify differential pedagogical needs/ expectations of the receivers.
- v) Exposing participants to practices of `learning by doing`.

<b>Schedule &amp; Venue</b>	<b>Dates: 14<sup>th</sup> to 18<sup>th</sup> April 2025.</b> <b>Venue: Interdisciplinary School of Science, Savitribai Phule Pune University.</b> <b>Number of participants for the course will be limited to fifty.</b>
<b>Attendees who are...</b>	<ul style="list-style-type: none"> <li>▪ Social science professionals, researchers, educational practitioners, educational psychologists, executives engaged in social responsibility programs, non-profit organization personnel and government organizations.</li> <li>▪ Social science professionals, researchers, educational practitioners, educational psychologists, executives engaged in social responsibility programs, non-profit organization personnel and government organizations.</li> </ul>
<b>Fees</b>	<p>The participation fees for taking the course is as follows:</p> <p><b>Participants from abroad: US \$100</b></p> <p><b>Industry/ Research Organizations: INR 5000</b></p> <p><b>Academic Institutions: INR 1000</b></p> <p><b>Students: INR 500</b></p> <p>The above fee includes all instructional materials, computer use for tutorials and assignments, 24 hrs. free internet facility. The participants will be provided with accommodation on payment basis.</p> <p><b>Note:</b> There is no central registration on the GIAN portal (<a href="http://gian.iith.ac.in">gian.iith.ac.in</a>); registration will be managed directly by the hosting institute.</p>

Day-wise schedule of the course: 14<sup>th</sup> to 18<sup>th</sup> April, 2025

14. 04.25- Inauguration and commencement at 9:30 am followed by high tea			
Date\ Time	10.30- 11.30 am	12.00- 1.00 pm	2.15- 3.15 pm
14.04.25	L1- Education: Meaning, need, scope, functions and aims. Types of education. Role of agencies of education. (SS)	L2- Role of education in socialization, social change, social mobility and social stratification. (SS)	L3- Discussion on <b>case studies</b> with reference to the social role of education. (SS)
15.04.25	L4- Indian education practices from a historical viewpoint. Ancient and medieval Indian practices and a critical assessment of the application and relevance in the present context. (SS)	L5- Comparative educational practices in USA: brief history of US education, key historical events, and contemporary issues. (AC)	L6- Discussion and deliberation on developing a comparison between the two educational practices: finding parallels. (SS)
16.04.25	L7- Education and theories of learning: behaviorism, cognitivism (Piaget), social constructivism (Vygotsky), and critical socio-cultural theory. (AC)	L8- Interactive discussion on the education philosophy of Tagore and its relevance in present context. (SS)	L9- Inclusive practices centered around disability, gender, caste/ race/ ethnicity, language differences, LGBTQ + sensitivity. (AC)

17.04.25	L10- Student centered pedagogy-I- differentiated instructions, universal design for learning. (AC)	L11- Student centered pedagogy-II- culturally responsive learning, and social emotional development. (AC)	T1- Practical session: interactive activities to explore and apply strategies and theories of inclusion, including developing units, lesson plans, or other format useful to participants. (AC)
18.04.25	L12- Innovations and new trends in education: literacy and language learning, critical race & disability studies, technology trends, standards-based education. (AC)	L13- Assessment theory and practice. Standard grading systems, rubrics, summative and formative assessment. (AC)	T2- Practical application of assessment concepts. Building rubrics and other forms of evaluation. Examination review for participants. (AC)

## The Faculty



**Anita S. Charles, Ph.D. Fulbright Scholar, Mains, USA.**

Anita is a senior Lecturer and Director of Secondary Education at Bates College, Mains, USA. Her research interests/ expertise are in adolescent literacy, comparative education, public education reform, special education, and teacher education. More on <https://www.bates.edu/education/faculty/charles-anita/>



**Shivani Singh, Ph.D., Pune, India.** Shivani is an assistant professor in the Interdisciplinary School of Science, at Savitribai Phule Pune University. She is also a Indian Council for Historical Research post-doctoral fellow at TISS, Mumbai. Her research interest is in history of education, Indian educational practices, women's education, education as social reform, and history of science and technology.