RE-IMAGINING FUTURES

TISS

Post-Graduation Certificate Course in Contemporary Education Perspectives and Research

PGC-CEPR 2017-2018

REPORT

SEPTEMBER 2018

Tata Institute of Social Sciences,
Mumbai, India

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Executive Summary

The Post Graduate Certificate in Contemporary Education Perspectives and Research (PGC-CEPR) developed by the Centre for Education, Innovation and Action Research, Tata Institute of Social Sciences, is a unique research-focused professional learning approach for the professional development of faculties of teacher education. This is the first such programme in India. It aims to develop among teacher educators perspectives relevant to current education reform in India and to enhance their capabilities for research in teacher education, through an extended engagement in a blended mode. The programme was offered to faculties of DIETs in Karnataka and Swami Vivekananda Teacher Education Institute, a private college run by an NGO at HD Kote, in 2017-18. The programme carries 16 credits and includes three courses - Perspectives in Education, Teacher Education and Research Methodology. As part of the certification requirement, participants were required to complete a Research Project. The blended modality, spread over eight months includes four weeks of face-to-face contact classes and workshops, online learning, weekly classes through webex platform during the distance period, and research project programme which offered teacher educators in Karnataka a unique experience of professional development. The programme The results, feedback, observations and implications are summarised below.

Results

27 teacher educators participated in the 2017-18 PGC-CEPR programme. 96% of the participants completed the programme successfully and over 50% of the participants' level of performance was *Good*. 20 participants successfully completed the research project. The results are shown in the table below.

Letter Grade	Level of Performance/ Competence	Number of Participants					% (Overall)
		PE	TE	RM	RP	Overall	
O	Outstanding	8	0	0	0	0	
A+	Excellent	14	0	4	1	1	3.7%
A-	Very Good	2	1	6	10	4	14.8%
B+	Good	1	3	3	7	14	51.8%
B-	Moderate	1	8	3	1	7	25.9%
C+	Average	0	9	8	1	0	
C-	Below Average Competence	0	1	0	0	0	
D	Unsatisfactory Competence	1	0	1	1	0	
E	Highly Unsatisfactory Competence	0	1	0	3	0	
F *	Unacceptable	0	4	2	3	1	3.7%
Total		27	27	27	27	27	

PE – Perspectives in Education | **TE** – Teacher Education | **RM** – Research Methodology | **RP**-Research Project

* These participants were either absent for the contact classes or did not submit their assignments during the distance period.

Participants' feedback

A summary of the feedback for each course along with selected testimonials is provided in the table below.

Course	Feedback	Testimonials
Perspectives in Education	30 % participants found course sessions expanded their view to think in different dimension about issues they face in practice. Over 90% of participants enjoyed the Perspective Course sessions on NCF 2005, Right to Education-Policy and the group task related to NCF 2005 position papers.	"I was unaware of position papers… it was very useful as we were asked to read and present it." "In Kamala Mukund Book--- Constructivism is approached scientifically, its more psychology based than philosophy. The compendium is useful for reference too." "The most interesting which I learnt was Education perspective all over the world wrt our country- was interesting." "Quality in education - India and international context. That discussion was helpful in thinking about our school is at what level and what we can do reach at that level." "Work And Education- never thought of doing puppets s easily. Needed more extended period to get more ideas."
Teacher Education	74% of the participants found that the tasks establish a connection between theoretical perspectives and the field.	"Hemaraj bhat - School dairy was very useful interms how to become resource person, parameters to conduct good training, how trainings were useful? What are the success and failures of training; - All these were very interesting" "Nali –Kali approach, and different pedagogies for TE. But it's not used in D.El.Ed college as they give more importance for one method." "Many topics helped in classroom context. We've student teachers and teacher educators - we keep using it...Through course we got more clarity"
Research Methodology	74% found the lab analysis sessions useful, resource persons enthusiastic and available for any communication & clarification. They gained confidence handling DISE data. Majority reported that the RM course was a new learning for them and they needed more time in their work schedule to enhance their research skills.	"Learnt analysis for Research orientation. Citation - was interesting. Comparative analysis was excellent, pivot table" "Data analysis is very useful as - we should give study report- excel work. useful in year planning"
Research Project	20 participants completed the research project All participants expressed more time in their work schedule to engage more deeply in research.	"In PGCEPR I exposed to new learning. You made me think differently. I wish to write an article on findings done in TISS to Shikshana varthe"

Observations and Implications

The blended mode of learning and longer duration of engagement with professional development that was not limited to a single workshop was very new for most participants. Towards the end of the programme, many of the participants learned to manage time and were motivated to engage in online learning on their own. They learned how to submit assignments in a timely manner. They

enjoyed the WebEx sessions on Saturdays. Although the course faculty and team had assumed that the participants will have prior experience with research, we realised that the teacher educators had not engaged with research in a rigourous manner. Therefore, the research methodology course topics were a new learning for majority of the participants. This required an adjustment in the approach, the and more lab work and hands-on sessions were introduced. This triangulates with the mentors' feedback as well, where they felt that the engagement in the research project could have been deeper.

The concerned section officer at DSERT took considerable interest in co-ordinating among the participating DIET faculties, their principals, and along with TISS programme staff, ensured timely issue of notifications and letters to meet the requirements of the programme.

The programme was successful overall. It has filled a significant gap in the system, the professional development of teacher educators, currently almost non-existent. Teacher educators were exposed to new forms and modes of learning using technology. This is in line with the national aims of online professional development for teachers and educators. While participants made personal shifts in their learning habits to complete this programme, we also realised that support needs to be provided through leadership, adaptive work environment to enable participants to engage more intensely with such programmes.

With TISS Director Prof. Shalini Bharat at TISS Mumbai

1.0 Contemporary Education Perspectives and Research (PGC-CEPR)

1.1 Introduction

The Post Graduate Certificate in Contemporary Education Perspectives and Research (PGC-CEPR) has been designed to address a felt need expressed by several DIETs, SCERTs and State Departments of Education, to provide opportunities for continued professional development. The programme aims to enable the professional development of Teacher-Educators by bringing them abreast of new ideas in contemporary Indian education and upgrading their skills. Also, the teachers-educators are equipped with the relevant research skills and methodologies. The need for this course emerged from the learnings of various field-level research studies that were conducted by the faculties of CEIAR and through interactions with various government officials. The PGC-CEPR programme has been designed by the faculty of Centre for Education, Innovation and Action Research[1] (CEIAR), Tata Institute of Social Sciences[2], TISS, Mumbai, with inputs from the faculty of the School of Education, TISS, Mumbai and Hyderabad. The PGC-CEPR provides faculties of teacher education institutions, and professionals working in various Government Departments of Education (DOE) an opportunity to develop perspectives relevant to current education reforms in India as envisioned in the 12th plan, and to develop specific capabilities for conducting research, monitoring policies and doing evidence-based practice. The programme structure facilitates easy access by working professionals. It is pitched at an advanced level of understanding and practical skills and encourages practitioners to build on their existing positional knowledge. Towards this end, the programme employs blended learning methodologies, which involves the use of technology-enabled learning management systems and platforms and multimedia resources.

1.2 Rationale for the Programme

There is broad recognition that teaching is an involved process where teacher and school play a central role in providing quality education, especially to underserved communities and groups. The benefit of using research-based knowledge to improve practitioners' work is widely acknowledged. However, there are limited options in certified programs with sound research grounding that are available for practitioners and professionals in education for their continuing education and professional development. Thus, a research-oriented professional development programme has the potential to enhance practical, technical and theoretical knowledge of practitioners and officials. It can enable them to critically evaluate existing research and adopt methodologies and innovations in the context of their practice which is mostly missing in the present situation. It would increase the capacities of teacher-educators to base their work on evidence and incorporate various research methodologies. The program would also help build the research capabilities of practitioners and equip teacher educators to research their practice and reflect upon it and in turn, can enrich academic research by incorporating the complexities of field realities and allow it to inform the discourse in education.

1.3 Programme Objectives

The programme aims at providing an opportunity to faculty and officials working in various Government Departments of Education and Civil Society Organisations for developing

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1   The Centre for Education Innovation and Action Research (CEI&AR) is an independent research centre at TISS Mumbai. The Centre provides incubation of innovations and promotes their application to address the needs of Indian education. It is also constantly striving to develop innovative uses of new technologies and media to increase the relevance, quality, and standards of education. (https://www.tiss.edu/academics/schools-centres/)

2   The Tata Institute of Social Sciences (TISS), which was established in 1936, is a deemed University, and is fully funded by the University Grants Commission (UGC), Government of India. TISS offers a range of professional and research degree programmes at its Mumbai, Tuljapur, Guwahati and Hyderabad campuses. Over the years, TISS has made important contributions to civil society and the development sector through a wide range of education, research, field action and extension activities.

perspectives relevant to current education reforms in India, and to expand their research capabilities which are pertinent to their professional work.

Programme curriculum includes:

- A course on perspectives on relevant themes in education through special lectures by faculty of national reputation. Case studies will help course participants to study recent developments in India and the developing world.

- Courses in Teacher Education that will promote rigorous engagement with the current perspectives and practices from across the world with a focus on Indian contexts.

- Research methods and relevant research skills to enable practitioners to engage with research and help forge connections between research findings and practical knowledge.

- Access to a computer lab shall is provided during the contact-period for hands-on training of various research tools.

1.4 Programme Structure

A blended approach has been adopted to address the needs of working professionals. The course duration is 8 months, consisting of four modules of 8 weeks each translating into total hours of 120 of contact classes or 240 hours of distance teaching. Each module will involve 1 week of face-to-face interaction and 3-4 weeks in the distance mode. All the participants are provided with study materials and E-resources.

As part of the certificate programme, participants need to submit one assignment during contact class and another during distance mode. Contact Class assignments are task based or written and distance mode assignments are written submissions.

At the end of course program, submission of research report is mandatory to be eligible for the programme certificate. Participants are always given a chance to write supplementary assignments if they don't complete the requirements in the first attempt. (Refer Annexure 1 for details)

2.0 PGC-CEPR 2017-2018

The programme emerged from CEIAR faculties experience of working with DIETs, including extensive engagement at Karnataka. The need for a robust professional development programme was expressed both by faculties and concerned officials.

The first such programme was launched in Karnataka, at the behest of Department of State Educational Research and Training (DSERT). Once the programme curriculum was developed, consultations were held with Department officials to fine-tune the programme to the faculties needs. DSERT Director suggested four-cycle model will best suit DIETs calendar of activities and arranged for TISS to briefly present the programme outline to DIET Principals through a teleconference.

2.1 Student Profile

Government of Karnataka sponsored 22 faculties of teacher education, of which one was an officer from DSERT and the remaining were from DIETs from 20 districts in Karnataka. Five were from Vivekananda Teacher Training and Research Centre (VTTRC), Hosahalli- Mysore (Refer Annexure 2 for Student Profile)

2.2 Program Details 2017-2018

Contact Class	From	To	Duration
First Cycle	20th November 2017	24th November'2017	5 days
Second Cycle	29th January 2018	2nd February 2018	5 days
Third Cycle	5th March 2018	March 2018	5 days
Fourth Cycle	11th March 2018	15th June 2018	5 days
Research Work	2nd February 2018	30th July' 2018	6 months

The list of courses offered is given below:

Category	Course Title	Credits
	MODULE 1 (Cycle1: 1+7 weeks + Cycle 2: 1+7 weeks)	
1	Perspectives in Education- Emerging Context of Education	1
2	Introduction to Research Methods	4
3	Teacher Education: Emerging Perspective in Teacher Education	2
4	Project formulation and data collection • Formulation/identification of the research problem • Writing a draft of the research proposal • Finalising the research proposal • Literature review • Data collection	1
	MODULE 2 (Cycle3: 1+7 weeks + Cycle 4: 1+7 weeks)	
Foundation Course	**Compulsory**	
5	Perspectives in Education- Curriculum, Pedagogy and Quality	1
6	Research Analysis, Writing and Presentation	2

Thematic Course	Teacher Education	
7TE	Developing Practice in Teacher Education	2
Research Project	**Compulsory**	
8	Analysis and Reporting • Preliminary Data Analysis • Draft outline of report • Detailed Data Analysis • Writing of report and presentation • Presentation of the research study online	3
TOTAL		**16**

2.2.1 First Cycle – (20th November to 24th November'2017)

During the First Cycle, the Perspective Course topics included, NCF 2005 and Constructivism; Right to Education; Knowledge, Curriculum and School subjects; Curricular Areas - Art in Education, Education for Peace, Work and Education, facilitated by expert faculty. The Teacher Education (TE) course sessions included, Role of Teachers; Models of TE; Contexts of TE and Pedagogies of TE facilitated by TISS faculty. Participants were also trained on how to access MOODLE, (learning platform to upload assignment and access course materials) TISS E-mail and use of WebEx Sessions[3].

During this period, participants actively engaged and presented their understanding of the various NCF 2005 position papers. They completed task-based assignments during contact period and were guided to complete written assignment during their distance period.

2.2.2 Second Cycle (29th January to 2nd February 2018)

The Perspectives Course topics included Assessment of Non-cognitive aspects; Assessment in Education (International, National and Local); Quality in Education and Issues and Possibilities of Educational Leadership.

Participants were very enthusiastic during this period as they were introduced to Research Methodology (RM) Lab sessions. The RM Lab sessions also covered the following themes writing citations from books, magazines, newspapers and accessing E-resources through Google scholar. Detail sessions were conducted on Research Methodology, including locating research, developing a research problem and research questions and review of the related literature. Group work on research set, research design, working with a data set, research on classrooms and

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3   A WebEx meeting is an online meeting that allows you to virtually meet with other people, without leaving your home or office. WebEx meetings require a computer with Internet access and a separate phone line. By logging into the meeting via the Internet, you will be able to see the presenter's computer screen.

learning were also conducted. Through this process, participants had an opportunity to choose or decide on a research topic of their interest, decide mutually on a partner they would work with and assigned a mentor towards fulfilling the research project requirement of the programme. In the distance mode participants used the DISE datasets of their own districts to develop skills of data analysis.

2.2.3 Third Cycle (5th March - 9th March 2018.)

During this contact period, the Perspectives course topics included Children & Adolescents: constructs; cognitive, social, emotional and moral aspects of development; Needs and perceptions of beginning teachers; Status and role of the teacher, teacher profile, salary, service conditions - recent debates; What do we know about children's learning and its implications for teaching? facilitated by various experts on the subject.

The Teacher Education course sessions included: a) How do children learn across different domains? – Part 1 and Part 2; b) What do teachers need to know to teach students? C) How do we assess students?

Participants showed great enthusiasm to work with data sets when compared to theoretical aspects in the Research Methodology (RM) Lab sessions.

In distance mode, participants had been assigned with few chapters from a book - *What Did You Ask at School Today: A Handbook of Child Learning, Author Kamala V Mukunda* and were asked to present a review each week through WebEx mode. More than 60% teachers took part in the discussion and covering important chapters from the book, that are regularly applied in teaching profession.

2.2.4 Fourth Cycle (11th March – 15th June 2018)
Fourth Cycle had elaborative sessions on Research Methodology such as Qualitative research design – process and analysis, exercise using classroom observation data, descriptive / survey research design.

The Perspectives Course topics included Models of regulation; Regulation in Indian Education System; Assessment and Evaluation; Public Private Partnership and Private Provisioning; Historical Survey of Educational Reform in India and Text book analysis.

Participants didn't have distance mode assignments unlike previous cycles as they were gearing up to finish their research projects. At the end of fourth cycle, participants were effective in time management and also showed efficiency in RM lab sessions.

2.2.5 Research work
Participants were asked to select a research problem to work on in pairs. We felt team work will help strengthen research and provide an opportunity to learn from one another contexts. There were 13 pairs in all. Each pair was assigned to a mentor. The mentors were all experienced

researchers and had a good understanding of Karnataka context. After an initial face to face introduction with mentors (two mentors could not come in person for the introduction), participants had to follow up with their respective mentors at each stage of research. TISS team also followed up with the participants on their progress at regular intervals.

Participants had to work on the research proposal during the contact period with their partner. Mentors provided one round of feedback during the contact classes. The rest of the mentoring was planned with agreement between the mentor and the participants. Participants were given a list of suggested topics to select from based on their interest. The research work was designed as a research project and not a full-fledged research. Participants were encouraged to prepare their research questions around data already available with them.

The research project has two parts for grading.

1. Process (30%) - Graded by Mentors
2. Presentation of draft report (30%) – Graded by a panel of experts
3. Final Report (40%) - Graded by TISS.

The rubric used for assessing research project is given below:

Components	Marks
Formulation of question(s) from the given problem	2
Design of study	3
Use of existing data/Data Collection	5
Analysis	10
Key findings/Conclusion	10
Total	**30**

After completion of their research, participants presented their draft report at TISS Mumbai to a panel of experts from Tata Institute of Social Sciences, Homi Bhabha Centre for Science Education and Mumbai University.

Owing to health issues and departmental transfer, three participants could not travel to Mumbai. However, every group had at least one member who presented their draft.

2.3 Course Material and Learning Platform

2.3.1 Course Material
A compendia was provided for both teacher education and research methods courses. The conpendia consisted of relevant book chapters, journal papers, Indian education policy documents and reports, videos and handouts. In addition, a compilation of research reports were provided as exemplars for different research methodologies that participants were exposed to, during the Research Methods course. Where possible, an attempt was made to provide Kannada translations. For the Perspectives session, most guest faculties provided handouts for their talks.

2.3.2 Moodle Platform

Moodle is a free and open-source software learning management system developed on pedagogical principles. Moodle is used for blended learning, distance education, flipped classroom and other e-learning projects in educational sector. TISS uses Moodle extensively for teaching - learning process. All the course material was available on Moodle for the programme and participants were provided login IDs for access.

3.0 Participation and Results

3.1 Attendance and Participation

Cycle	% of Attendance
Cycle 1	100%
Cycle 2	85%
Cycle 3	81%
Cycle 4	88%

The overall attendance was good, and majority of the students participated enthusiastically. Only one participant did not attend after cycle 1 and two participants were not able to attend 1 contact period cycle of the programme. Attendance and participation was also marked for grading. The participants grades and percentage based on the attendance and participation and submission of group assignments during the contact period are appended.

3.2 Results

The cycle-wise grading and overall performance summary are shown in the table below.

Letter Grade	Level of Performance/Competence	Number of Participants					% (Overall)
		PE	TE	RM	RP	Overall	
O	Outstanding	8	0	0	0	0	
A+	Excellent	14	0	4	1	1	3.7%
A-	Very Good	2	1	6	10	4	14.8%
B+	Good	1	3	3	7	14	51.8%
B-	Moderate	1	8	3	1	7	25.9%
C+	Average	0	9	8	1	0	
C-	Below Average Competence	0	1	0	0	0	
D	Unsatisfactory Competence	1	0	1	1	0	
E	Highly Unsatisfactory Competence	0	1	0	3	0	
F *	Unacceptable	0	4	2	3	1	3.7%
Total		27	27	27	27	27	

PE – Perspectives in Education | **TE** – Teacher Education | **RM** – Research Methodology | **RP**-Research Project

* Participants were absent for the contact classes & did not submit their assignments.

96% of the participants completed the programme successfully and over 50% of the participants' level of performance was *Good*. While all participants submitted the research project, 74% met the passing grade. They will have an opportunity to resubmit during supplementary period.

4.0 Participants Feedback

4.1 Feedback collected during the contact period

4.1.1 Feedback during contact classes

Participants were given an opportunity to provide anonymous feedback at different levels including session-wise, contact-period wise and distance-period engagement during their contact classes. The feedback of all participants has been summarised below.

First Cycle	• Over 20 participants found it difficult to access Moodle and TISS emails • 7-8 participants did not have an idea of the nature and extent of engagement required for the programme, they assumed it would be a one-week training programme. • 90 % the participants enjoyed the Perspective Course sessions on NCF 2005, Right to Education-Policy and the group task related to NCF 2005 position papers.
Second Cycle	• 30 % of participants said that Perspective Course sessions expanded their view to think in different dimension about issues they face in practice. • 70% of the participants found the reading and resource materials of were relevant. • 74% of the participants found that the tasks establish a connection between theoretical perspectives and the field.
Third Cycle	• Policy issues were an eye opener for 90% of the participants including understanding teacher service conditions in Karnataka. • The book review *What Did You Ask At School Today: A Handbook Of Child Learning, Author Kamala V Mukunda* was liked by over 95% of the participants. • Sessions on Learning about Learning theories, Different Forms of Knowledge and discussion on Moral Development were liked by 60% of the participants
Fourth Cycle	• About 50% of the participants felt that they had gained confidence in handling DISE data using spreadsheet software. • 74% found the lab analysis sessions useful, resource persons enthusiastic and available for any communication & clarification. • 74% of the participants found that the tasks establish a connection between theoretical perspectives and the field.

4.1.2 Feedback during distance classes

During the distance mode, participants had online class with respective faculties through WebEx sessions. All the participants enjoyed WebEx session as it was easily accessed through smart phone. 5-10% participants reported poor audio due to network issues. However, a few of them had difficulty in getting their Principal to give them time to attend the two hour class on Saturday mornings. To circumvent this problem, many opted to forego their personal time and requested for sessions to be held on second Saturdays and holidays.

4.2 Participant Responses through telephonic interview/Personnel interview

Sample feedback from 10 participants was collected through telephonic & personal interviews. Participants were provided with a questionnaire (See Annexure 4) before the interview, so they could prepare ahead. The responses are summarised and presented below.

Perspective Courses – The participants particularly enjoyed the discussions on NCF 2005 and Constructivism, Children & Adolescents, RtE. - Right to Education and Status and role of the teacher, teacher profile, salary, service conditions - recent debates. They felt that these topics were very relevant to their work and practice. Art in Education, Knowledge, Curriculum and School subjects, Work and Education and Quality in Education were mentioned as topics that expanded their understanding of concepts. Some topics that they felt that could have been included were – Reflective Teaching, ICT Integration with subjects, and Continuous Comprehensive Evaluation.

Teacher Education Course - The role of a teacher, especially the discussion on the moral role of a teacher, pedagogies for teacher education, Nali-Kali approach, pedagogies for teacher education and a practical approach to TPD with indicators and tools was very interesting and refreshing. The concept of PCK was a new learning and a difficult theory to understand. Participants with teaching roles felt that the course was very relevant and helped in their classroom transactions.

Research Methodology – Most of this course was new to the participants and they felt that they had learnt new concepts and now had acquired the basic theoretical understanding of research in education. The lab work related to writing citations, spreadsheet skill development and data analysis was appreciated by the participants. All the participants felt that they needed more time in their work schedule to engage better with research, gain confidence and deepen their understanding of research in education.

Overall – Participants found it difficult to access the online learning platform Moodle. They found the contact classes and the online discussions via WebEx very useful and relevant. The participants provided positive feedback for the course material provided. Participants appreciated the follow-up and support of the course team.

4.3 Participants Suggestions for Improvement

The main suggestions from the participants for improvement of the programme included:

Research Project

1. Research proposal and questionnaire and methodology and tools should be developed during the contact class. Then participants will have clarity in what they are doing and there will be rigour of involvement. The concerned topic and research questions should be presented during contact class so that participants will get feedback from colleagues, mentors and course coordinators.

2. Research work should be done individually, and report must be in local language for better understanding

3. Owing to their routine activities, DIET faculties were keen for this program to be continuous so that they can cover all the contact classes at one stretch and focus only on research in distance period.

Contact Sessions

1. Research Methods Lab should have been more structured and coaching method should be adopted as some of us don't know research methods basics. Instruction sheets should be given before the session.

2. Course material is a ready reckoner and very useful, but page no should be provided.

3. TISS E library access should be provided for the interested candidates even after the completion of the course.

4.4 Role of DSERT

DSERT was pro-active in ensuring timely notifications and relieving orders to permit DIET participants to attend the contact classes, webex class during distance mode and to visit TISS, Mumbai to present the draft study report. Despite this some participants had difficulty in attending on-line webex classes which were held on Saturdays and especially in completing their research project which required considerable engagement.

5.0 Course Team Observations

The course teams' observations of the overall programme, assignment submission and research projects are summarised below.

5.1 Overall Programme

1. For a few participants participation and engagement in the course proved difficult as there was no corporation among the DIET principal and faculties. This was largely due to the lack of understanding of the programme aims and its role in faculty capacity building.

2. Most of the participants were engaged in administrative work, only 10 participants were in teaching posts. The participants who were in teaching roles found the courses to be more relevant to their practice, and the participants in the administrative roles felt that the connect would have been more meaningful had they been more involved in classroom teaching.

3. The participants engaged eagerly during the contact period and especially enjoyed the task-based activities, group reading and presentation of their work and thoughts.

4. The participants were appreciative of the course material provided during the contact period and the support and follow up by the course team in the distance period.

5.2 Assignment Submission

There were totally 7 assignments with two assignments each from Cycle 1 to Cycle 3 and Cycle 4 had only one assignment.

1. During the contact class, assignment submission was 100% and during distance mode 70% of the participants submitted within the time frame. Three participants did not submit any assignment during distance mode.

2. Many of the participants wanted to complete their assignments during the contact period as they felt that their work schedule would not permit time to engage with the assessments during the distance period.

3. The course team had to extend assignment submission dates frequently to accommodate participants work schedules such as examination duties and lection duties of DIET faculties.

5.3 Research Project

5.3.1 Overall Observations

Participants had to do the research project in pairs. They selected their partners during the contact period of cycle 1 based on mutual interest and agreement. A mentor was assigned to each pair of participants to support and guide their research project work.

1. The pair work did not work out as anticipated due to several reasons including differing levels of competence, engagement and work schedules between the pair of participants.

2. Many participants did not follow up with their mentors in the given timeframe. This led to mentors loosing connect with the mentees and inability to provide timely feedback to guide the participants.

3. Some participants had difficulty writing their reports in English instead of Kannada, which was a requirement of their mentors.

4. Research presentation at TISS Mumbai was a good exposure for all participants with 97% participation.

5.3.2 Mentors Experience and Feedback

Overall the mentoring experience was good. However, the participants were very new to research work and due to this a few mentors felt that the depth of engagement with the research question was not up to their satisfaction. The pairing did not work for many participants as well as mentors. The level of engagement varied a lot between the pair making it difficult to mentor. Mentors felt that more face-to-face mentoring would have been beneficial. Some participants did not follow-up with mentors after the contact period, making it very difficult for the mentors to give timely feedback. Participants should be encouraged to do action research or use data they already have related to their work. Focussing on making sense of existing data and analysing and engaging in depth would be an efficient way to scaffold the participants skills and understanding of research and research methodologies in education. The time and effort of data collection phase will also be greatly reduced.

6.0 Conclusion and Way Forward

The bold decision of DSERT, Karnataka to introduce a new and innovative blended certificate programme made it possible for TISS, Mumbai to launch this teacher educator certificate programme. The global as well as national trend is moving towards complete online professional development of teachers and educators to achieve scale. However, a complete online programme will not be effective till participants learn to manage time, are self-motivated and understand the online learning processes. Hence a blended mode of learning that combines face-to-face workshops and online learning was proposed. The first batch completed the PGC -CEPR programme successfully, with over 96 pass percentage.

The outcome was new learning for the TISS course team as well as the participants. The participants learned to manage time better and build online learning strategies. Participants were exposed to new and modern learning theories, policy and perspective discussions that were global, national as well as specific to the Karnataka context. Participants with teaching roles were able to connect the theoretical concepts to their daily classroom practice and reflect on how they could improve their classroom practices. The research methodology course and research project introduced many of the participants to the rigour of academic research. Overall teacher educators expanded their perspectives about current education policies and practices and understood the complexity of research work.

The TISS course team also learned enormously from this experience. We learned what it takes to run a blended programme within current systemic constraints. What we saw was many highly motivated participants eager to learn and engage in new and innovative ways. The research project work gave us ample things to think about. First, it would be good for future batches to work on small research project that uses secondary data that is related to their work and answer questions of issues related to their practice. Second, teacher educators need a lot more exposure to doing research that is academically rigorous. For this the system must create opportunities for participants to be mentored by university faculty and work on joint research work. Finally, participants must develop the habit of reading research-based articles. Group reading sessions may be organised in the local District Resource Centres (DRC) or online with experienced faculty moderating the discussions. The DIET principles and leadership should also be made to understand the time and support requirements from work for participants to engage actively in such programmes. Participants could be given dedicated time in their work-schedule to engage in learning. DRCs must organise more activities that enable participants to engage in academic and research activity, have internet-based access to research and journal publications and create a learning environment in the district institutions. It is also important for participants with administrative duties to engage in rigorous research work which will enable good policy and implementation connections.

Finally, The PGC-CEPR programme is expanding by offering pedagogy courses in language, science, mathematics and social sciences. We are also enabling teacher educators to take the course in a modular mode, that is one course at a time and accrue the credits for the programme certification based on their convenience.

Overall, we all must be proud of what has been achieved! 96% of participants successfully completed the programme with above average grades and all participants attempting to submit their research project work.

7.0 Annexures

Annexure 1: Programme Credits

Course	Credits	Assessment
PE1: Perspectives in Education	1	Passing Grade based on attendance and participation
RM1: Research Methodology	2	Task based assessment (during contact period)
TE1: Teacher Education	3	50% Written Test (during contact period) 50% Assignment (during distance period)
PE2: Perspectives in Education	1	Passing Grade based at attendance and participation
TE2: Teacher Education	3	60% Written Test (during contact period) 40% Task based assessment (during distance period)
RM2: Research Methodology	2	Task-based assessment (during contact period)
Research Project	4	30% Process 70% Project Report (during distance period)

Annexure 2: Student Profile

Serial Number	Name of the Institution	Serial Number	Name of the Institution
1	DIET, Bagalkot	14	DIET, Koppal
2	DIET, Bangalore Urban	15	DIET, Mangalore
3	DIET, Bangalore Rural	16	DIET, Mysore
4	DIET, Belagavi	17	DIET, Raichur
5	DIET, Bellary	18	DIET, Ramanagara
6	DIET, Chikkaballapur	19	DIET, Shimoga
7	DIET, Chikkamagalore	20	DIET, Tumkur
8	DIET, Chitradurga	21	DIET, Yadagiri
9	DIET, Davanagere	22	DSERT, Bangalore
10	DIET, Gulbarga	23	SVTTI Swami Vivekananda Teacher Training Institute
11	DIET, Haveri	24	
12	DIET, Kodagu	25	
13	DIET, Kolar	26	
		27	

Annexure 3: Programme/Course Topics

PERSPECTIVE TOPICS	
CYCLE 1	**Faculty /Invited Speaker**
1	NCF 2005 and constructivism	Prof. TKS Lakshmi
2	RtE - Right to Education	Prof. Archana Mehendale
3	Knowledge, Curriculum and School subjects	Prof. Padma Sarangapani
4	Art in Education; Education for Peace	Prof. Jane Sahi
5	Work and Education	Prof. Mythili Ramchand
6	ICT & Education	Meera Gopichand
CYCLE 2	
1	Equity, Social Justice and Inclusion	Prof. Amman Madan
2	Assessment of non-cognitive aspects	Jyotsna Tiwari
3	Assessment in Education	Vijayanthi Kashi
4	Quality in education, international and Indian context	Vikas Maniar
5	Issues and Possibilities of educational leadership	Prof. Govinda
CYCLE 3	
1	Status and role of the teacher, teacher profile, salary, service conditions - recent debates	Dr. Jyothsna Jha
2	Needs and perceptions of beginning teachers	R. K. Latha
3	Children and Adolescents	Kamala Mukunda
CYCLE 4	
1	Models of regulation; Regulation in Indian Education system	Prof. Padma Sarangapni, Professor, TISS Mumbai
2	Assessment and Evaluation	Ritesh, Associalte Professor TISS Hyderabad
3	Public Private Partnership and private provisioning	Gurumurthy Kasinathan
4	Historical survey of educational reform in India	Ajay Singh, Associalte Professor, TISS Mumbai
5	Textbook Analysis	Disha Nawani, Professor, TISS Mumbai

Teacher Education Topics Faculty Prof. Mythili Ramachand	
1	Roles of Teachers
2	Models of TE & Contexts of TE
3	Pedagogies of Teacher Education
4	Assessing Teacher Education
5	What do we know about children's learning and its implications for teaching?
6	How do children learn across different domains? Part 1 & Part 2
7	What does teachers need to know to teach students?
8	How do we assess Students?

	Research Methodology Topics **Faculty: Prof. Padma Sarangapani, Prof. Govinda, Meera Chandran, Sharad Sure, Azim Premji University**
1.	Introduction to doing Research and the design of the course.
2.	Locating research
3.	Research problem, research questions and review of related literature
4.	Group work with research set
5.	Research design-1 and 2
6.	Working with a data set
7.	Research on classrooms and learning
8.	Working with quality data
9.	Constructs ad tool
10.	DISE data Exercise
11.	Qualitative research Design – Process and Analysis
12.	Exercise using classroom observation data
13.	Descriptive / Survey research design – Process and Analysis
14.	Work with Datasets
15.	Experimental research design – Process and Analysis
16.	Data Analysis – Individual research.

	Suggested Research Project Topics
1	What happens in D.El.Ed classrooms? How are the classes transacted? What is the nature of interaction between teacher educators and student teachers? What are the measures taken to link theory & practice?
2	'Map in Geography' for in service government primary school teacher professional development training impact at Bagalkot and Dakshina Kannada district in Karnataka.
3	A Study on the Classroom Practices of teachers under TALP (Technology Assisted Learning Programme) in select Secondary schools of Mysore District
4	Diversity in Classrooms
5	How do teachers use questions in different subject classrooms?
6	Use of ICT by teachers? Level of preparedness? Types of use? Impact, challenges?
7	How has implementation of CCE impacted assessment methods?
8	What role do teachers play in SDMC? What is the frequency/nature of participation?
9	How has implementation of CCE impacted assessment methods?

Annexure 4: Focus Group Discussion and Personal/ telephonic Interview Tool

Objectives of programme	Questions for FGD
Understanding of	
Perspectives & practices across the world with focus on Indian context	Did the series of lectures make a difference to the way you viewed the Indian education system or educational reforms? Please elaborate.
Theoretical contexts of educational reform	Were you able to make connections between theoretical contexts of practice and your existing practice? If yes, in what way? If no, why not?
Recent developments in educational reforms in India & developing world	Were classroom discussions helpful in understanding contexts? If yes, in what way? If no, why not?
	Were you able to incorporate your learnings into your own classroom discussions? If yes, in what way? If no, why not?
	Did the learnings contribute to a greater understanding when you started your research project? In what way was it useful or not?
Skill development in the context of	
Critically evaluating existing research	Are you more confident now of your ability to critically evaluate research studies? If yes, what factors helped. If no, why not?
Ability to explore and choose areas of research in education	Are you more confident now in exploring research possibilities? If yes, in what way. If no, why not?
Ability to conduct field action research	Are you more confident now of your ability to conduct small action research studies? If yes, in what way. If no, why not?
Implementation of research skills in own classroom context	Have you been able to use skills related to research in your own classroom context? Please explain.
Reflective teaching	Has the programme helped in using reflective teaching skills? If yes, elaborate. If no, why not?
Use of Technology	How comfortable were you in using the phone / laptop for teaching / learning at the start of the programme? Please explain. Were you comfortable in using applications such as Moodle and WebEx? Please explain. What is your opinion of the technology used in this programme. Please explain. Did use of technology during classes have an effect on your learning? Please explain. Did it affect your ability to understand course material? If yes, in what way? Have your technology skills improved overall? Please explain.
General	Is there anything else you would like to tell us about the programme experience?

Annexure 5: Feedback forms

Contact Period

Feedback form for contact period. (For Cycle 2, Cycle 3 and Cycle 4)		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
STRUCTURE	The objectives of the course were clear.					
	Course for the 2nd cycle was built on the previous cycle of learning					
	Pace of the schedule for the course was manageable					
	Readings/Resources were available before the course started					
METHODOLOGY	Classroom communication /language were clear.					
	Resource persons were enthusiastic.					
	Readings / resource materials were relevant.					
	Classroom discussions were relevant and useful.					
	Group work was useful.					
	Resource persons were available for any communication / clarification.					
ASSIGNMENT	Expectations on assignments/tasks were clearly spelt out.					
	Assignment / tasks were meaningful.					
	Tasks establish a connection between theoretical perspectives and field.					
	Feedback was received, and it was useful?					
OTHER	Guest house was easily accessible and well maintained					
	Assignments were done with help of following	Internet	colleague	Books	Course material	Any other

Distance Period

	Feedback form for Distance Period. (For Cycle 1, Cycle 2 and Cycle3)	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
STRUCTURE	The objectives of the course were clear					
	The sessions established a good connect to the previous sessions.					
	I found that the pace of the sessions was fine.					
	I found that the pace of the entire course was fine.					
	The learning resources (course book, readings etc.) were easily accessible.					
	The instructor was available for communication when I needed him/her.					
	The magnitude of work (readings and assignments) was manageable					
METHODOLOGY	The communication of the instructors was good.					
	The readings and other resources provided were relevant to the topic being covered.					
	The discussions on Moodle were helpful for me					
	The assignments challenged me and helped me engage with the topic effectively.					
	I found that group work was an effective way of helping me understand the topic better.					
	The theoretical perspectives discussed were relevant and established a connect to the ground realities					
ASSIGNMENT	I found that the assignments were designed well					
	The assignment tasks were given on time					
	I received timely feedback on my assignments and it helped me reflect on my concepts around the topic					
OTHER	There is no difficulty in attending WebEx calls during distance classes					
	I find very difficult to upload assignments in the Moodle					
	Accessing TISS emails are easy					
	Any Other					

Annexure 6: Research Report Abstracts

1. **Study on evidences of development of reflective practices in action research among D.El.Ed student teachers during internship**

   by Vanamala and Triveni

   Abstract

   'India needs humane and reflective teachers' says the NCFTE 2009. As per this recommendation the revised D.El.Ed, 2012 curriculum for Karnataka requires students to develop reflective practice through activities such as conducting action research, maintaining reflective journals etc. In this study researchers have attempted to identify the evidences of being reflective thinking among D.El.Ed students. The data sources for this qualitative study are action research reports, reflective journals of pre-internship as well as post internship, continuous and comprehensive assessment (CCA) records, interview reports of six pre-service teachers. Thick description notes of primary sources are converted in to thematic codes and code sheets were developed. This coded data was ranked using a five-point rating scale. The data was consolidated in five themes around reflective practices. The findings from this study showed that student-teachers are developing into reflective practitioners. Finally, implications for teacher educators, teacher education institutions, and teacher education curriculum are discussed.

2. **A study About The Awareness, impact and challenges of use of ICT by Teachers working in H.D Kote Taluk government high schools**

   By Raghavendra G. And Arona Sohel

   Research Abstract

   One of the most common problems faced by the high school in service teachers of using Information and Communication Technologies (ICTs) in school education is to base choices, Interest, and focusing only in particular concept, on technological possibilities rather than educational needs. In educational back word taluk like Hegada Devana Kote (H.D Kote) is facing technological problem lack of certain in service ICT based training. There is increasing pressure to ensure that technological possibilities are viewed in the context of educational needs. This paper overlooks the Awareness, impact and challenges of use of ICT by Teachers working in H.D Kote Taluk government high schools.

   The present study constitutes the teachers of government high school H D Kote. The total number of teachers in the H D Kote high school identified as the population of the present study.The sample of 23 teachers were selected using simple random sampling procedure. The number of 23 included 7 female teachers and 16 male teachers.This study uses a qualitative research methodology using semi-structured interview with open ended free text questions.

   Our studies have shown that all the 23 teachers in the Government high school of H.D. Kote Taluk are having knowledge about ICT basic awareness, through the personal interaction with the ICT because of the vast progress in the information and communication technologies. Our findings also note there is no difference in awareness and use of ICTs based on sex and academic qualifications of teachers.

   Our finds also say that they need ICT training in periodically to upgrade and use ICT in the personal and professional development.

   The consistence training will help to have a proper preparedness to use ICT in the classroom transaction.

3. Questions used by teachers in Classrooms: A study

By T. K . Raghavendra and C. N. Surya Prakash

ABSTRACT

The study is carried out to find out how teachers use different types of questions in teaching and their effect in learning. The focus was on the role of questions at different stages, their effectiveness on classroom transaction, response of teachers towards students' questions and the wait time given for answering. Rating scale of teachers on questioning and rating scale were used to observe the lessons of 40 different teachers teaching Kannada, Mathematics, Science and Social Science for classes 5 to 8. The quality and order (higher/lower) of questions used and their effectiveness was observed and recorded. The role of questions at different stages of teaching, wait time given for answering questions, response of teachers towards students questioning were recorded and analyzed using qualitative techniques. The study reflects effectiveness of classroom transaction with the use of different types of questions at different stages of content transaction. The findings through light on students grasping the contents and pupils learning.

4. Guruchethana module by Pitambar.K and Venkatesh R. Konkal

Abstract

Every year, the primary school teachers of the government school in the State of Karnataka are being trained by the DIETs to improve in their teaching competence and professional capacities. However with time it has been realized that the approach towads teacher training needs to reformulate by introducing more participatory practices. With this background in 2017, the DSERT Karnataka developed and introduced 'Guruchethana' (TPD) a special training package with 28 modules for training teachers on different subjects. The current experimental study is an attempt to assess the impact of a training package relating to the development of map reading skills among Geography teaching primary school teachers from Bagalkot and Dakshina Kannada District.

5. WHAT ROLES DO TEACHERS PLAY IN SCHOOLDEVELOPMENT AND MONITORING COMMITTEE?

By Anjanayalu and Krishna

ABSTRACT

Teachers, Parents, Community Members and Educationists play a vital role in providing quality education to the pupils. School Development and Monitoring Committee is a community ownership initiative of the Government of India visualized in the RTE Act, 2009. The RTE Act, 2009 has come into force with effect from 1st April, 2010 in our country which is a landmark in the history of education. This study is a small attempt to understand the role played by teachers, level of awareness and participation in the select SDMC's of Belgavi and Koppal talukas of Karnataka State.

The study is conducted in 40 Schools of Belgaum and Koppal talukas representing both rural and urban schools. It is observed from the study that in all the schools in the study area SDMC's have been constituted in the villages and brought under the control of the Civic Amenit**ie**s Committee (CAC) of the Panchayat.

This study is conducted keeping in mind three objectives namely to study the role teachers in SDMC, to analyze the contribution of teachers in SDMC and to suggest necessary steps for the effective participation of teachers in the overall development of the School through SDMC's.

6. Implementation of CCE impacted assessment methods?

by Manjula S and Siddesh

The Study attempts to identify the impact of CCE on teacher assessment and teaching practices.

This was done by studying a cohort of students' performance before and after implementation of CCE by records of classroom observations and interviewing teachers.

The sample of the study was conducted in two blocks of Ramanagara and Kodagu district. Purposive sampling was used to anlyse the classroom observation records of DIET faculties and questionnaire was used to interview the randomly selected teachers.

Performance records of Class 5 and Class 7 students in the year 2010-11 & 2014-15 of two schools in each block. The study indicates that CCE appears to have improved teachers' classroom practices by means of usage of resources and adoption of various approaches to assessing students. There was improvement in students' performance.

7. The study of questions used in Primary schools by teachers of Bellary and Chitradurga district Bellary East Block of Patel Nagar Cluster in Science subject.

By Thippeswamy.J.M and Rajanna . P

Abstract

The present study tries to understand the questions which are used in classrooms by teachers in Science subject. The objectives of this study are to understand: type of questions, the questioning techniques and use of the higher order thinking questioning in Science teaching. The nature of the research is descriptive. The sample of the study is selected on convenience. The data analysis is done on simple statistics.

The study reveals that the Science facilitation classes need to be reorienting in these core components of questioning like 'arouse curiosity among students', 'develop the higher order thinking abilities', 'probe to students thinking' and 'questioning by the students'. In practice most of the teachers are need to incorporate and hone their skills in their enabling process on questioning in Science class rooms as emphasized by NCF-2005.

8. TALP-Technology Assisted Learning Programme

By Honnaraju.CM and Niroop Wesley

ABSTRACT

Throughout the world there is awareness of the fundamental role of new Information and Communication Technologies (ICTs) in the field of education. Theoretical and empirical studies have considered the importance of ICTs in the process of teaching and learning. This current paper investigates the classroom practices of teachers in selected government Secondary Schools in 3 Blocks of of Mysore District under TALP (Technology Assisted Learning Programme) . The main research questions were what are the changes seen in the classroom process of teachers as a result of TALP programme? Has the TALP programme helped in the Professional Development of High SchoolTeachers?

The data for the study were collected in June 2018, through a Survey of 23 teachers and 6 Head Teachers, who had implemented TALP in 3 Education blocks of Mysore District. The data was collected through questionnaires, interviews and observations. The researchers observed that different processes of classroom transaction, interviewed teachers to understand the professional development of teachers, analyzed data to understand the perspective and attitudes of HMs and Teachers towards integrating

technology in class rooms.

The findings of the study indicated that teachers hold positive attitudes towards the use of ICT. We found that science Subject teachers use ICT compared to other subjects such as Maths, Social Science and English teachers. All teachers opined that TALP programme has helped in their professional development as evident in usage of the programmes in all the schools. The researchers suggest a need to explore and understand the study across all the districts of Karnataka and work towards the effective and efficient implementation of TALP.

9. **A study of ICT use in schools, level of preparedness, its impact on teaching and learning and pedagogic challenges.**

By Mahesha I.S & Kumar

Abstract

The study focus on understanding the ICT use in schools and its impact on teaching and learning. A survey of ICT schools is done using primary data from a random sample of 16 schools selected from urban and rural regions of Tumkur dist .SSLC results of schools before and after ICT introduction is taken as proxy for student performance for assessing impact of ICT and teacher's view's are gathered through a structured questionnaire to capture the level of preparedness and pedagogical challenges. Analysis and interpretation of the data are done using simple percentages and graphs. The findings suggest that overall there is visible impact of ICT on student performance, better among rural schools. Although teachers preparedness for ICT use in schools are found to be satisfactory, they do face challenges when schools have poor ICT facilities , more strength and monitoring support

10. **"Attempts to improve Writing Competence among Children in Tribal School-**

By Venkatalakshmamma and Lokesh

The topic was chosen to understand Language Barrier, Tribal Culture and tradition. It is generally considered difficult productive competence.

The study was conducted by choosing 4 students of Class four and observing their progress in Kannada and EVS for the year 2015-16 and 2016-17.

Focus on writing activities in school has helped the children to improve their writing competence. Teacher's feel that CCE has helped them to design varied sets of activities to engage children in writing. Karnataka government education department exam that focuses on competences has helped our teachers to improve their question paper setting and focus on competences in classroom activities as well. Parent's expectation are high from the school .They feel that they have not studied, at least their children should not be deprived of the study. Two parents have advised us to give more homework.

Annexure 7: Photographs

Contact Classes: Cycle 1, RVEC, Bangalore

Contact Classes: Cycle 1, RVEC, Bangalore
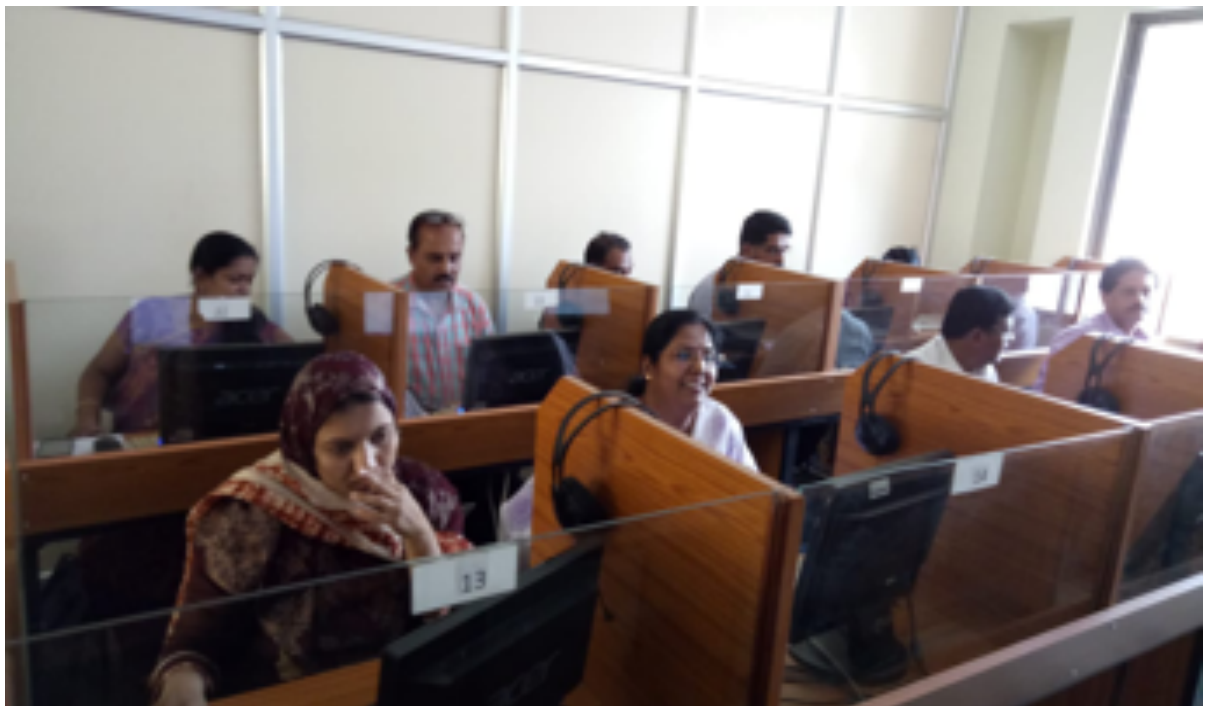
Contact Classes: Cycle 2, RVEC, Bangalore

Contact Classes: Cycle3, RVEC, Bangalore

Contact Classes: Cycle 4, DSERT, Bangalore.