

**JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY
PATIALA, PUNJAB**

(Established by the Act No.19 of 2019 of the Legislature of the State of Punjab)

SCHOOL OF EDUCATION AND VOCATION

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PROGRAMME PROJECT REPORT

***CERTIFICATE COURSE IN CREATIVITY AND INNOVATION IN
SCHOOL EDUCATION***

PROGRAMME PROJECT REPORT

Introduction

The National Education Policy, 2020 was released by the Union Government on July 29, 2020. The major emphasis of the National Education Policy, 2020 is to identify and nurture the unique capabilities of each and every learner by fostering creativity and critical thinking to encourage innovations. Teachers as well as other educational stakeholders play a significant role in promoting creativity among learners. Owing to the significant contribution of teachers in fostering creativity and innovation among school children, The School of Education and vocation of Jagat Guru Nanak Dev Punjab State Open University, Patiala is planning to commence a certificate course in Creativity and Innovation in School Education from the session 2021-22. This course will have 22 credits consisting of 3 theory papers and 1 project report.

A. Programme Mission and Objectives:

Mission:

The programme's mission is to broaden the horizon of stakeholders (teachers, educators, teacher trainees, parents, principals, community members, curriculum developers etc.) with a deeper understanding of the concept of creativity and innovation as well as to equip them with various innovative pedagogical strategies to foster creativity among school students.

Course/Programme Objectives:

The programme has been framed to achieve the following objectives:

- To provide an opportunity to get a credit-based Certificate course in Creativity and Innovation in School Education to those teachers and stakeholders who want to achieve success in their professional career.
- To equip the teachers and other stakeholders with the skills required to foster creativity and innovation among school students.
- To acquaint the teachers and stakeholders with the various innovative pedagogical strategies to foster creativity and innovation among school students.
- To enable the teachers and stakeholders to appreciate the role of functionaries in developing and fostering creativity among school students.

B. The relevance of the programme with HEI's mission and goals:

As NEP 2020 suggests a major reform in school education, the goal of the course is to empower teachers and stakeholders to develop the knowledge, skills and values required to foster creativity and innovations in school students. The course is economical and easily accessible which will help the large segment of the teachers and stakeholders to take advantage of it. The course will enable the teachers to become competent enough to develop creativity among school students.

C. Prospective Target Group of Learners:

Teacher Educators, Teacher Trainees, Research Scholars, Educators, Policy Planners, In-service School and College teachers who are willing to enhance their knowledge and skills in the area of inclusive education.

D. Appropriateness of programme to be conducted through Open and Distance Learning Mode to acquire specific skills and competence

The course will provide academic flexibility, continuity and facilitate continuous professional development for the teachers and teacher educators across the country and Punjab state, in particular. The teachers and other stakeholders will have the advantage to study at their own pace and convenience as the course can be completed in the time span ranging from six months to two years.

With the aim to reach the unreached, the courses' instructions and specially prepared study material in the form of printed/online notes and audio-video lessons to the learners will be delivered at their doorsteps through postal correspondence and digital media like e-mail, website etc. Communication with the university and interaction between the course instructors and teacher will be further facilitated using electronic media options like telephone, e-mails, chat sessions, videoconferencing and teleconferencing, if and when required. Popular social media will also be integrated for instructional purposes.

E. Instructional Design

Programme Structure

<i>Course No.</i>	<i>Course Title</i>	<i>Credits</i>
CISE 1	<i>Creativity and Innovation in Schools-Theoretical Framework</i>	4
CISE 4	<i>Innovative pedagogical strategies for fostering creativity among school students and its implementation</i>	6
CISE 3	<i>Building and Sustaining innovative organisation</i>	6
CISE 4	<i>Project Report/ Case Study/Pilot Study/Action Research</i>	6
	<i>Total Credits</i>	22

Syllabus:
Creativity and Innovation in School Education
(2021-22, 2022-23, 2023-24)

INSTRUCTIONS FOR THE PAPER SETTER/EXAMINER:

1. The syllabus prescribed should be strictly adhered to.
2. The question paper will consist of three sections: A, B, and C. Sections A and B will have four questions each from the respective sections of the syllabus and will carry 10 marks each. The candidates will attempt two questions from each section.
3. Section C will have fifteen short answer questions covering the entire syllabus. Each question will carry 3 marks. Candidates will attempt any 10 questions from this section.
4. The examiner shall give a clear instruction to the candidates to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.
5. The duration of each paper will be three hours.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

CISE 1	<p><i>Creativity and Innovation in Schools-Theoretical Framework</i></p> <p style="text-align: center;">SECTION - A</p> <p>Creative, Creativity, Innovation and learning: Concept and Interrelationships, intercultural perspectives, Creative Process, Creative Skills, myths of creativity; source of creativity ; Barriers to Creativity, identifying ways of eliminating barriers to creativity; turning creativity into insights, ideas ,opportunities and action, recognizing the power of intuition, role of imagination; enhancing one's creativity; Creative Problem solving, World famous Creative Personalities like Do Vince etc.</p> <p style="text-align: center;">SECTION - B</p> <p>Understanding Creative Diversity, Creativity in Individuals and in groups, Emerging trends in Innovations, creating a culture of Innovation in schools, Managing Creativity and Innovation, Creative thinking skills as critical 21st century skill; Creativity Consciousness and Attitudes through 4Ps; using CPS Tools in the Classroom, Developing Tangible Materials/Resources to promote innovations.</p>	<p>M.M - 100 Ext. - 70 Int. - 30 Pass - 35%</p>
CISE 2	<p><i>Innovative pedagogical strategies for fostering creativity among school students and its implementation</i></p> <p style="text-align: center;">SECTION - A</p> <p>Innovative Pedagogical Strategies- Concept, Characteristics, Need and emergence, Unleash Creativity among school students, creating a culture of creativity in schools and classrooms, creative teachers: develop creative habits</p>	<p>M.M - 100 Ext. - 70 Int. - 30 Pass -35%</p>

	<p>and skill; Assessment Strategies for Creativity, Trends in India and Abroad to foster creativity among learners.</p> <p style="text-align: center;">SECTION - B</p> <p>General Strategies for promoting creativity and innovation: Idea-collection processes, Brainstorming/Brain-writing, The SCAMPER methods, Metaphoric thinking, Outrageous thinking Mapping thoughts, Other (new approaches); Eight-Dimensional (8D) Approach to Ideation, Systematic Inventive Thinking, Innovative Strategies (Online and Offline) for fostering creativity among school students, using questions to trigger creative thinking; making connections: mind mapping; pedagogic practices and assessing innovation and creativity; enhancing creativity in curriculum.</p>	
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CISE 3	<p><i>Building and Sustaining innovative Organisations</i></p> <p style="text-align: center;">SECTION - A</p> <p>Innovation and creativity in Organizations: integrating creativity into organization; creative swiping; thriving and killing creativity; taking strategic approach to creativity and innovation: radical vs evolutionary change, disruptive and open innovation; understanding way to bring creativity and innovation into an organization. Innovation leadership: Need, components and attributes of innovative leadership; innovative thinking skills; experimenting with innovation; requirements for organizational innovation; redefining the role of school leadership for promoting innovative environments at school; knowledge creation and wise leaders.</p> <p style="text-align: center;">SECTION - B</p> <p>Teachers Skill Development: New requirements for teaching in context to creativity and innovation; pre service, in service training techniques, promoting Meaningful Connections and Collaborations; Learning About Creative Education: how students learn in creative contexts; exploring inclusive and intercultural approaches to education. Analysing creative education: transcend personal and professional constraints with educational experiences, role of parents and teachers in facilitating these opportunities and in quality assurance, appropriate and creative use of a range of learning technologies, and the wider social and policy context of creative education.</p>	<p>M.M - 100 Ext. - 70 Int. - 30 Pass - 35%</p>
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CISE 4	Project Report/ Case Study/Pilot Study/Action Research	M.M.- 100
	In order to help the teacher to communicate in progressive and meaningful ways to the children and to foster creativity among them, the project plays a significant role. So, the project report will be based on the above papers. It will include project or action research or case study, as the case maybe.	

F. Programme Duration: The minimum duration is six months and maximum is two years

G. The Medium of Examination: English and Punjabi

Suggested Readings

1. Mangal, S. K. (2004). *Advanced Educational Psychology* (2nd ed.). Prentice-Hall of India Pvt.Ltd.
2. Woolfolk, A. (1994). *Educational Psychology*. Prentice Hall.
3. Williams, W. M. & Sternberg, R. J. (1996). *How to Develop Student Creativity*. Ukraine: Association for Supervision and Curriculum Development.
https://www.google.co.in/books/edition/How_to_Develop_Student_Creativity/KkLREMn3alsC?hl=en&gbpv=0
4. Robert Kelly (2012). *Educating for Creativity: A Global Conversation*, Brush Publication.
https://www.google.co.in/books/edition/Educating_for_Creativity/0v8YdtKvY0AC?hl=en&gbpv=0
5. Piirto, J. (2004). *Understanding Creativity*. United States: Great Potential Press.
https://www.google.co.in/books/edition/Understanding_Creativity/vEbuAAAAMAAJ?hl=en&gbpv=0&bsq=creativity%20and%20innovation%20in%20schools%20india
6. Boss, S. (2012). *Bringing Innovation to School: Empowering Students to Thrive in a Changing World*. United States: Solution Tree Press.
https://www.google.co.in/books/edition/Bringing_Innovation_to_School/yXoXBwAAQBAJ?hl=en&gbpv=0
7. Maynhard, V. B., Larkley, J. E. (2008). *Innovation in Education*. United States: Nova Science Publishers.
https://www.google.co.in/books/edition/Innovation_in_Education/RtfgmsFEBXIC?hl=en&gbpv=0

H. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Notifications regarding admission will be published in leading National and regional newspapers. In addition to this, all the required information will be updated regularly on the university website.

Eligibility: (10+2) or its equivalent are eligible to apply.

Total Course Fee: Rs. 2300/-

Financial Assistance: At present, no financial assistance is provided for this course.

Instructional Delivery Mechanisms: With the aim to reach the unreached, the courses' instructions and specially prepared study material in the form of printed notes and audio-video

lessons to the learners will be delivered at their doorsteps through postal correspondence and digital media like e-mail, website etc. Limited face to face contact sessions will be held at the study centres set up by the university as close as possible to the learner's home. Communication with the university and interaction between the course instructor and teacher learners will be further facilitated using electronic media options like telephone, e-mails, chat sessions, videoconferencing and teleconferencing, if and when required. Besides this, Counselling Sessions will be held at all the study centres regularly during weekends. However, to ensure learner participation and interaction, online classes will be blended with face to face discussions and meetings with the learners.

Evaluation

The students' progress is measured through the means of continuous evaluation and semester-end-term examinations. This will include assignments, activities and other tasks.

Assignments help the learners to recapitulate the theory and go back to the text again in case they are unable to answer a particular question. Thus, assignments also help to reinforce learning in the distance learning system of education. The assignments will consist of a set of questions and activities that have to be answered by the programme participants by remaining at their own place. The assignments will cover all or any types of questions (long answer type, short answer type, objective type, multiple choice questions and case studies).

Students will be required to obtain thirty percent marks as pass percentage in each assignment separately. Each assignment (2 in every paper i.e. Paper 1 and three each in paper 2, and 3) will carry 100 marks. However, in the final result, assignments will carry thirty percent weightage.

Semester-end examination is the major component of the evaluation system and carries seventy percent weightage in the final result. The University conducts term-end examination twice a year i.e., in June and December. The learners can take the examination only after the completion of the course, failing which they can take the same in December or June of subsequent years but within the total span of the programme. In case any student fails to get a pass score in the semester-end Examination, they will be eligible to reappear in the next semester-end Examination for that course as and when it is held but within the total span of the Programme only. In order to claim Certificate in the Course, the candidate is required to score at least 30% marks in both continuous evaluation i.e. in assignments as well as in term-end examinations separately. Besides, at least 35% marks in each course is required in the overall computation.

Updated Notification for the Learners: The information regarding the university policies and procedures, academic activities like assignment submissions, question papers, results and other notices related to examination and evaluation will be uploaded on the official website of the university and registered mobile number of the learners.

I. Requirement If need be, on the library resources:

The students may avail the library facilities at their study centres.

J. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 2300/- (per student)

K. Quality assurance mechanism and expected programme outcomes: The University has constituted a Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high-quality programmes to its learners.

L. Programme Outcomes:

By the end of the course, the programme participants will have learnt:

1. Theoretical framework of Creativity and innovation in School Education
2. Innovative Pedagogical strategies for fostering creativity among learners.
3. Skills required to foster creativity
4. Role of functionaries involved in school education with respect to fostering creativity and innovation
5. Adopting appropriate assessment strategies for measuring creativity

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