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About the Journal

The journal 'Voices of Teachers and Teacher Educators', an initiative of the Ministry of Human Resource Development (MHRD), is now being co-ordinated by the NCERT. The Journal highlights the vital role of teacher education in India, as the country is poised to provide quality education to all its children, irrespective of gender, caste, creed, religion and geography. The National Curriculum Framework (NCF)-2005, the National Curriculum Framework for Teacher Education (NCFTE)-2009 and the Right of Children to Free and Compulsory Education Act (RTE)-2009 all reflect this commitment and underline the principles that make such an effort necessary and also spell out the strategies for it. The challenge is to augment the role of teachers in shaping the social transformation that India is witnessing, have a long lasting impact on the quality of education, and making education equitable. Teachers and all those concerned with education need to recognize that their ownership and voices are important and that they can and do learn not only from their own experiences but also from each other through collective reflection and analysis. The Journal attempts to lend voice to teachers, teacher educators, researchers, administrators and policy makers in varied institutions such as schools, Cluster Resource Centres (CRCs), Block Resource Centres (BRCs), District Institutes of Education and Training (DIETs), Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), State Councils of Educational Research and Training (SCERTs), etc., and make their engagement visible in accomplishing extraordinarily complex and diverse tasks that they are expected to perform. Contributions to the Journal are welcome both in English and Hindi. Voices is an e-Journal and we hope to circulate it widely. We also look forward to suggestions and comments on the articles published. The views expressed and the information given are that of the authors and may not reflect the views of the NCERT.

Call for Contributions

This biannual publication is for all of us: teachers, teacher educators, administrators, researchers and policy makers. It seeks to provide a platform and build a network for our voices, ideas and reflections. To enable this journal to reflect all voices, we must contribute to it in as many ways as we can. We look forward to many contributing with different experiences, questions, suggestions, perspectives as well as critical comments on different aspects of teacher education and schooling. The contributions could be in the form of articles, reports, documents, pictures, cartoons or any other forms of presentation amenable for print. We also seek comments and reflections on the current issue to improve publication and make it a participative endeavour. We must together make this journal truly reflective of our voices. We look forward to receive your contributions for the next issue by 31st January 2020. We also look forward to your comments and suggestions. The contributions can be sent to the following:

E-mail: voicesofeducators2016@gmail.com

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Editorial

We bring to you the II issue of Volume VIII of the Voices of Teachers and Teacher Educators (VTTE). We have a mix of articles in this issue. We had planned to have this issue focus on the draft New Education Policy, 2019, but since we did not get many articles related to that and some articles are being completed, we have therefore decided to spread out the articles on the draft new education policy over the next few issues. As a result this issue carries articles focused on a variety of areas focussed on diverse issues of school education including on teacher education programs, using text books in classrooms, inclusion of children from diverse backgrounds in classrooms and schools as well as on methods and strategies for teaching children different subjects in and outside classrooms. There are a few articles that analyse the spirit of the National Education Policy and we hope that they would provoke a responses. We welcome such responses as we will continue the discussion with reference to the policy in the next Issues as well.

The process of review of submissions to the VTTE has been streamlined and while we are thankful to all the people who have been sending their contributions we also thank our reviewers. The reviewers made the efforts to give as supportive and constructive feedback as is possible and that too fairly quickly. They have responded to requests for multiple reviews patiently and sometimes urgently. For that they would have taken out time from their otherwise busy schedule and we are mindful of that. As we share that we must point out that in order to maintain the quality of the journal as well as have the people on the ground contribute with their lived experiences we all have to make an effort to extend the reach of the journal and also contribute our experiences and analysis of that for the journal. We would therefore request all the readers, authors and reviewers to extend the circle to which VTTE reaches. As would be obvious, but let us state it once again; for the article/paper to be interesting for the readers it has to be placed in the context of current relevant conversations around aspects of education that are of wider interest and concern.


We have also made one more change in the composition of this issue of VTTE. It had been suggested that we should not have too many paper/articles in an issue of Voices of Teachers and Teacher Educators as it becomes bulky. We have accepted that suggestion and therefore would bring out issues with lesser number of papers. This issue contains 11 articles and a report. As has been said, these cover a wide area. Two articles are around classroom processes directly even though addressing differing stages of education. Many others are related to classroom process in some way. They are attempts engage with the question of using the classroom process more effectively and suggest possibilities. One of the articles by **Kewlanand Kandpal** is on using textbooks in a classroom. It takes the specific examples of a social studies book in the upper primary class. The second classroom focussed contribution by **Alok Dubey** is on the idea of using peer learning as a classroom process. While, this is through an example of a university classroom, we think it has implications for other stages as well. The study on the effort to use peer learning processes shows improved learning and the author suggests exploring avenues for such learning across all stages of education.

On teacher preparation and development there are three papers. One of these by **Ganiger Bharti** is focused on the four-year integrated program and analyses the issues that make it a purposeful endeavour. It however, also brings out the challenges in making such an integrated teachers development program possible. We know there have been attempts, in this direction for decades and such four-year programs have been running in many institutions. Among these are the programs of the Regional Institutes of Educations of the NCERT. These programmes though affiliated to different universities have been running well,

even though not many other institutions offer an integrated program. The B.El.Ed. program of the Delhi University and some programs including by private universities still remain exceptions to the general practice. Referring to the long-standing policy recommendation for a four-year program now also recommended by the NCTE more strongly and endorsed in the draft new education policy 2019, it points out the need for a balance between theory and practice and hence the integration. It also refers to need to recognise the balance between the content knowledge and pedagogic knowledge and the importance of embedding them in each other. It therefore underscores the need for integration to a program that develops pedagogic content knowledge. In the immediate context due to the fact that there is a need for many new courses to start and the importance that draft National Education Policy, 2019 lays on teacher preparation, motivation and development. This view of the draft policy that all teacher education programs that prepare them for teaching should be four year programs, makes the issue is of topical concern. We would over the next issues hope that more people would write on this so that a more nuanced and deeper understanding based on the field reality emerges. In the present issue **Bharti's** article brings out the various requirements for such a program to be widely useable. It raises an important concern about the availability of suitable faculty and about the manner they should teach. This paper is interesting as it lays down the rationale, meaning, needs and the challenges of moving in this direction. The paper does not however, underscore the problem of the preparation of such a faculty and the need for their constant engagement with thinking and reflecting on the issue of education linked to preparing teachers with appropriate abilities and dispositions. That issue is of vital importance in moving towards such courses.

Sheetal's articles "Using rainbow of films to teach educational psychology" is about using specifically chosen enjoyable popular films in teacher preparation classrooms. In her effort the films were projected on a screen, seen by students and the faculty and then discussed with major inputs from students. The critical review of films done collectively made a lot of conversation possible and brought out many nuances and aspects of the film that would not be otherwise obvious. The idea of using films can be made more effective by choosing them carefully according to purposes. The author says that role of teacher educators in the classroom is that of being the critical element that facilitates learning by promoting discussion. This is because what actually also matters is the way content and pedagogy is integrated with values and wholesomeness of knowledge can be explored.

The last article on this area is by **Vikas Baniwal** and students working with him. It is based on the reflections of the students on what they have read. The articles by the students focus on different yet related issues. While it offers a window into the minds of the students, it also makes an interesting easily accessible summary of some of the classic readings. The contributions show how they have thought about the issue and what of it they have learnt to relate from their experience to what they have read in theory. So apart from enriching the understanding of those who have not read those texts before and making them interested in it, the presentations open many interesting possibilities for pedagogy of teacher preparation. The contributions from students based on their classroom experiences and perhaps a reflective reading of the texts show what may be possible in helping prepare more competent teachers and teacher educators. It appears as pointed out by the contributors, that quality and nature of contributions indicate that such tasks and opportunities would help develop a reflective and conscious teacher. This would happen if the interaction among them and with them gives them opportunities and scope for conversation and their teacher educator is able to add elements to the conversation that are conceptually rich and include rigorous educational ideas embedded through sharp questions and discussion points.



The next set of articles is on inclusion in various dimensions including in classrooms. The article by **Prashant Nahak** is based on a study done in Varanasi on the enrolment of migrant children to formal education. The article through the reflections based on the analysis of the interviews suggests that while the Right to education act 2009 has made many provisions, the schools are not yet welcoming enough and more specific programs are needed for parents to feel encouraged to send their children to the schools. The issue of inclusion of migrants as that of well as many children not coming to schools needs to be explored more. The attempts at all levels and by a variety of sources have not been enough and the question merits a multi-dimensional deeper reflection and analysis. We look forward to other papers on the theme of inclusion in schools and classrooms in all respects and all aspects. The article by **Gunjan Rajput** considers the outreach programs to include children outside classrooms in to the schools. Using experiences and analysis of the different kinds of programs it reflects on the underlying principles that dictate these and suggests some key elements that need to be included in such an effort. The paper by **Parimal Pandit** is on a different dimension of inclusion and addresses need of classroom processes and making it more relevant. The paper explores the challenges faced by the child who is not able to cope with the multi-tasking expected and the many reasons in the environment that she/he has grown up that make her/him feel restless. The challenge such children face is more acute than what is generally recognised. Given the fact that some children feel bewildered by some of the things and the focus in the school on homogeneity and the norm means that their ability to cope and their confidence gets more and more eroded. Based on her experience and some of the existing work, **Parimal Pandit** suggests ways in which the schools and classrooms can make it friendly for the child. The article by exploring the causes leading to the condition that is called ADHD (Attention Deficit Hyperactivity Disorder), suggests help in mitigating possibilities that lead to ADHD. It points out need for educating teachers and caregivers. The author gives a red signal to giving children too much choice too early in their life and also to the overuse of electronic media. She suggests that a life rhythm, pattern and regularity as well as the choice of what kind of diet you eat can also help in reducing the possibility of such a syndrome developing.

The last section that deals with policy issues has three contributions. One of them by **Poonam Chauhan** and **Vandana Talegaonker** is focussed on the Right to Education Act. Through a study of students admitted to schools in Vadodara the researchers explore the engagement of the beneficiaries in the class-room processes. Based on some clear parameters the extent and nature of participation was studied. They found that the participation engagement was very low. They argue that while the RTE 2009, in its effort to include 25% children in good private schools has provided entry into classrooms the process after admissions is difficult. There is a need to put in greater effort to make the atmosphere for poorer children feel welcome in the school and classrooms of private schools after admissions and later in their years in the schools.

The second one by **Vipin Chauhan** is a summarisation of a section of the draft new education policy and the idea of setting up of a National Research Foundation included in that section. The article underscores the importance of research and talks about the earlier policy conversations that have lead up to the present formulation. It points out the key arguments and the architect of the proposed research Foundation and the expectations from it. Within that he also adds his own reflections that would make the work of the proposed foundation more focussed and effective. He points out the need for greater exploration and exposition of some basic questions about innovation and research.

The last paper in this section is by **Nimrat Kaur**. This paper is directed towards the need for thinking about school leadership in view of the changing context of school education. Nimrat points out that the importance of school leadership in quality of education is second

only to the task of teaching. She then goes on to argue that leadership that internally drives the quest for quality, can provide meaningful framework for educating children. An external accountability mechanism is bound to lead to a narrow articulation of education and its processes. She argues for efforts to build capacity of the leadership in schools and also then provides a broad framework for such a capacity building. She argues that more than anything else onsite support to the teacher and encouragement to share and learn from others would help improve quality. She suggests a fundamental rethinking about the idea of the nature and assessment of leadership and its implication for learning. The implications are that it is encouragement, motivation and appreciation that helps propel effort rather than 'measuring performance'. It also implies that assessment of school performance while becoming broader must also consider the focus of change to be the leadership and the goals they set and the external system to provide guidance and a supportive environment.

The last contribution in this issue is a report on the seminar series in Indian languages being organised by the Azim Premji University in collaboration with other institutions of higher learning. **Rajesh Utsahi** in this report describes the effort and the reason why it is an important effort. He points out the need for developing materials for higher education in Indian languages and also how such processes would help develop quality in higher education. The three seminars that have been held so far have seen extensive participation and the number of contributions coming from school teachers justify the holding of these and other such seminars. **Utsahi** also informs that the next seminar is planned in October of this year in Delhi.

The articles for the next issue of Voices have started coming in, we look forward to more contributions focussed on the recent policy discourse in the context of the draft policy of 2019 besides other contributions as well. We also hope that some more contributions focused on the holding of seminars would come in as also reviews of books on education.

कक्षा में किस प्रकार व्यवहार में लाई जाए पाठ्यपुस्तक (सामाजिक एवं राजनीतिक जीवन-1 कक्षा 6 के लिए सामाजिक विज्ञान की पाठ्यपुस्तक के विशेष सन्दर्भ में)

सार

भारत में स्कूली व्यवस्था के विवेचनात्मक अध्ययन से यह स्पष्ट होता है की यह एक प्रकार की कठोर व्यवस्था के अंतर्गत संचालित हो रही है। यह इस प्रकार की शिक्षा उपलब्ध करा रही है जिसमें पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तकों को विकसित करने की पद्धतियाँ परीक्षा प्रणाली के पैटर्न और जरूरतों पर आधारित हैं न कि शिक्षा के लक्ष्य, अधिगम की जरूरतों एवं बच्चे के सामाजिक, आर्थिक तथा सांस्कृतिक परिवेश जैसी मिली-जुली कसौटियों पर। पाठ्यचर्या को अति सरल शब्दों में अभिव्यक्त किया जाए तो कहा जा सकता है कि 'पाठ्यचर्या शिक्षा के उद्देश्यों को प्राप्त करने की योजना है, जिसमें शैक्षिक उद्देश्यों के मद्देनजर अधिगमकर्ता की दृष्टि से प्राप्य ज्ञान, कौशल एवं अभिवृत्ति संबंधी मूल्यों का विवरण दिया गया होता है। इसके साथ-साथ इसमें पाठ्यक्रम, पाठ्य सामग्री, शिक्षण विधियों एवं मूल्यांकन के तौर-तरीकों के बारे में स्पष्ट निर्देश समाहित होते हैं।' पाठ्यक्रम यह बताता है कि विषयवस्तु के हिसाब से क्या पढ़ाया जाए और किस विशिष्ट उद्देश्यों के मद्देनजर किस तरह के ज्ञान, कौशल और अभिवृत्तियों को खास बढ़ावा मिले। पाठ्यपुस्तक बच्चे के अनुभवों को व्यवस्थित ज्ञान में बदलने का एक साधन है, इसमें बच्चे की कक्षा के स्तर के अनुरूप विषय सामग्री एवं गतिविधियों को बच्चों के मनोवैज्ञानिक स्तर एवं शिक्षणशास्त्रीय सिद्धांतों के आधार पर व्यवस्थित किया जाता है। वर्तमान परिदृश्य में न चाहते हुए भी पाठ्यपुस्तकों ने हमारी शिक्षा प्रणाली में केन्द्रीय स्थान प्राप्त कर लिया है। अतः अध्यापक के लिए पाठ्यपुस्तक को इस तरह से उपयोग में लाना जरूरी है की विषय की पाठ्यचर्या के अधिकतम संभव उद्देश्यों की प्राप्ति हो सके, इसके दृष्टिगत इस आलेख में यह जानने-समझने का प्रयास किया गया है कि कक्षा 6 में सामाजिक विज्ञान विषय की एक पाठ्यपुस्तक 'सामाजिक एवं राजनीतिक जीवन-1' को कक्षा में कैसे व्यवहार में लाया जाए।

प्रस्तावना

वस्तुतः "पाठ्यचर्या शैक्षिक उद्देश्यों को क्रियान्वित करने की योजना है।"^[1] पाठ्यचर्या बच्चे के सीखने को सुगम बनाने की एक योजना है। यह योजना शुरू होती है वहां से जहाँ पर बच्चा होता है। इसलिए पाठ्यपुस्तक को बच्चों के अनुभवों को समाहित करके ज्ञान को व्यवस्थित करने का एक मददगार साधन होना चाहिए। पाठ्यचर्या के द्वारा निर्धारित उद्देश्यों को प्राप्त करने के लिए जरूरी है कि प्रत्येक विषय के सन्दर्भ में बच्चे के ज्ञान, कौशल एवं मूल्यों/ अभिवृत्ति के दृष्टिगत निम्न बदलाव हों-

- (अ) विषय की विषयसामग्री का उपयोग करते हुए बच्चे की अवधारणात्मक एवं प्रक्रियात्मक समझ पुख्ता हो अर्थात् अधिगमकर्ता अपने अनुभवों का उपयोग करते हुए अपनी समझ विकसित करें और अपने लिए अर्थ निर्मित करें, ज्ञान का निर्माण करें।
- (ब) बच्चे में विषय से सम्बंधित कौशलों का विकास हो तथा इन कौशलों का उपयोग बच्चा अपने दैनिक जीवन में उपयोग कर सके।
- (स) विषय से सम्बंधित मूल्यों एवं अभिवृत्तियों का बच्चे में बीजारोपण हो तथा ये उसके व्यवहार में परिलक्षित हों।

यदि किसी विषय की पाठ्यचर्या बच्चे में उपरोक्त बदलाव की अपेक्षा करती है तो इसके लिए पाठ्यपुस्तक के शिक्षण के अलावा भी बहुत कुछ किये जाने की आवश्यकता होगी, मसलन बच्चों के अनुभवों को ज्ञान में व्यवस्थित करना होगा, कुछ प्रयोग, अवलोकन, सर्वेक्षण, निरीक्षण करने होंगे, चर्चा, बातचीत, विचारों का आदान-प्रदान करना होगा आदि-आदि। इसका मतलब यह है कि पाठ्यपुस्तक एक सीमा तक ही इसमें मददगार हो सकेगी। पाठ्यपुस्तक से बाहर निकलकर भी बहुत कुछ करने की जरूरत रहेगी। संभव है कि ऐसी कुछ गतिविधियां पाठ्यपुस्तक में दी भी गयी हों, यदि नहीं भी दी गयी हैं तो विषय अध्यापक को इसका नियोजन करने की जरूरत हमेशा बनी रहेगी। वस्तुतः विषय शिक्षण के क्रम में बच्चे के व्यवहार में अपेक्षित बदलाव लाने की दृष्टि से बच्चे के ज्ञान, कौशल एवं मूल्यों/ अभिवृत्तियों में बदलाव लाना है। निश्चित रूप से इसके लिए मूल्यांकन की प्रक्रियाओं में बदलाव करने की जरूरत होगी। वर्तमान मूल्यांकन प्रणाली की विसंगति पर प्रोफेसर कृष्ण कुमार ने बहुत ही अर्थपूर्ण बात कही है “परीक्षा की पूंछ पाठ्यक्रम का शरीर हिला रही है।”^[2] इस कथन के गंभीर निहितार्थ हैं और यह इस बात का संकेत देती है कि विद्यालयों में पाठ्यक्रम इस तरह से पढ़ाया जाता है कि बच्चे परीक्षा में पास हो सकें, अच्छे अंक ला सकें। इसके लिए पाठ्यपुस्तक की विषय सामग्री को इस तरह से बार-बार रटाया जाता है कि बच्चे परीक्षा में बिल्कुल वैसा ही लिख दें, जैसा कि पाठ्यपुस्तक में दिया गया है। इस प्रकार से पाठ्यचर्या, पाठ्यक्रम से महत्वपूर्ण परीक्षा हो जाती है और इस परीक्षा के चक्रव्यूह से निकालने में पाठ्यपुस्तक रक्षा कवच बन जाती है। ‘पाठ्यपुस्तकों की समस्यात्मक भूमिका औपनिवेशिक शिक्षा व्यवस्था से अद्भुत होकर आज तक जारी है। वर्तमान में पाठ्यपुस्तकों ने विद्यालय एवं कक्षाओं में एक अति पवित्र एवं सम्मानजनक स्थान बना लिया है और पाठ्यचर्या एवं पाठ्यक्रम की भूमिका को दरकिनार कर दिया है।’^[3]

अधिकांशतः शिक्षिका/शिक्षक के पास कक्षा-कक्ष में किसी विषय को पढ़ाने के लिए केवल एक चीज होती है और वह है पाठ्यपुस्तक। ऐसे में पाठ्यपुस्तक पाठ्यचर्या एवं पाठ्यक्रम का एक मूर्त रूप बन जाती है। अब जितना भी हो सके इस पाठ्यपुस्तक को ही पढ़ाया जाना है, इससे इतर जो भी है वह अपाठ्य है, अनुपयोगी है। पाठ्यपुस्तक को प्रयोग करने का यह तरीका एक ऐसी कक्षा प्रणाली स्थापित करती है, जिसमें पाठ्यपुस्तक को पूरा करना होता है, पाठ्यपुस्तक के कुछ खास हिस्सों को बार-बार बच्चों को पढ़ाकर याद कराया जाता है और पाठ के अंत में दिए गए प्रश्नों के उत्तरों को पाठ में दी गयी सामग्री में से हूबहू लिखने का अभ्यास कराया जाता है, मूल्यांकन की एक विशेष व्यवस्था के कारण यह तरीका परीक्षा

प्रणाली की संगति में फिट बैठता है। इस प्रकार से पाठ्यपुस्तकें कक्षा में पाठ्यक्रम एवं पाठ्यचर्या को दरकिनार करके प्रतिष्ठित दर्जा प्राप्त कर लेती हैं। पाठ्यपुस्तक को इस नजरिये से देखने की प्रवृत्ति चिंताजनक है। ‘एकमात्र पाठ्यपुस्तक को ही पाठ्यचर्या से जुड़ी सभी जरूरतों का प्रतीक मान लिया जाता है। विषय की पाठ्यचर्या के उद्देश्यों को प्राप्त करने के लिए एकमात्र पाठ्यपुस्तक ही प्रयोग में लायी जाती है। बच्चे की सामाजिक, राजनीतिक, भौगोलिक एवं सांस्कृतिक विभिन्नताओं और विविधताओं पर ध्यान नहीं दिया जाता है।’^[4] वर्तमान में देश के लगभग सभी स्कूलों में कक्षाओं की कार्य शैली एवं प्रक्रियाएं पूरी तरह से पाठ्यपुस्तकों पर निर्भर करती हैं, इसके परिणाम में विद्यालय की पाठ्यचर्या में पाठ्यपुस्तकों के महत्व का दायरा बढ़ना लाजमी है।

वर्तमान परिदृश्य में पाठ्यपुस्तक की केन्द्रीयता का विश्लेषण आलेख के इस शुरूआती हिस्से में प्रासंगिक है। हमारे न चाहते हुए भी यह स्थिति तब तक बनी रहेगी, जब तक की परीक्षा प्रणाली में जरूरी बदलाव नहीं होते। अब हम शिक्षकों पर निर्भर है कि ‘पाठ्यपुस्तक की केन्द्रीयता’ की अनैच्छिक स्थिति में कम से कम पाठ्यपुस्तकों को कक्षा-कक्ष में इस प्रकार से, उपयोग में लाएं, जिससे बच्चे के ज्ञान, कौशल एवं मूल्यों/ अभिवृत्ति में अधिकतम संभव बदलाव लाया जा सके।

अब हम अपने मूल विषय पर आ सकते हैं। सामाजिक विज्ञान विषय के अंतर्गत समाज के विविध सरोकार शामिल होते हैं। इस विषय की अंतर्वस्तु में इतिहास, भूगोल, राजनीति विज्ञान, अर्थशास्त्र, समाजशास्त्र और मानवशास्त्र जैसे विषय वस्तु शामिल किए जाते हैं। सामाजिक विज्ञान की पाठ्यचर्या का लक्ष्य सामाजिक सच्चाई की समीक्षात्मक जांच-पड़ताल और उस पर प्रश्न करते हुए विद्यार्थियों में विवेचनात्मक जागरूकता का संवर्धन करना है। राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 इस बात पर जोर देती है कि सामाजिक विज्ञान की अनुभूतियां एवं ज्ञान, एक समता मूलक और शांतिमूलक समाज का ज्ञान आधार बनने की दिशा में अपरिहार्य है।^[4] उच्च प्राथमिक स्तर पर सामाजिक विज्ञान विषय से अपेक्षा की जाती है कि स्वतंत्रता, विश्वास, परस्पर सम्मान और विविधता के प्रति आदर जैसे मानवीय मूल्यों का सुदृढ़ आधार तैयार करने का दायित्व निर्वहन करे। इस स्तर पर सामाजिक विज्ञान के शिक्षण का लक्ष्य विद्यार्थियों में मानसिक, तार्किक और नैतिक क्षमता का विकास होना चाहिए, जिससे वे अपने कार्यशील जीवन में उन सामाजिक शक्तियों से सावधान रह सकें जो इन मूल्यों के लिए खतरा साबित हो सकते हैं।

उत्तराखण्ड के विद्यालयों में वर्ष 2018 से राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् द्वारा विकसित पाठ्यपुस्तकों को

लागू करने का निर्णय लिया गया। राज्य के विद्यालयों में कक्षा 6 में, राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् द्वारा विकसित निम्न तीन पाठ्यपुस्तकें लागू की गयी हैं-

1. हमारा अतीत (इतिहास की पाठ्य पुस्तक)
2. पृथ्वी हमारा आवास (भूगोल की पाठ्य पुस्तक)
3. सामाजिक एवं राजनीतिक जीवन (राजनीति विज्ञान की पाठ्य पुस्तक)

उत्तराखंड के हमारे विद्यालयों में कक्षा 6 में पहली बार सामाजिक विज्ञान विषय को अलग से एक विषय के रूप में पढ़ाने की शुरुआत होती है। इससे पहले कक्षा 3 से कक्षा 5 तक हमारे आस-पास के रूप में विषय पढ़ाया जाता है, जिसमें हमारे आस-पास के विज्ञान, भूगोल एवं समाजिक-राजनीतिक जीवन को जानने-समझने पर जोर दिया जाता है। अतः सभी विषयों को ध्यान में रखते हुए शिक्षण की विधियाँ भी इस तरह से मिलीजुली होती हैं कि विज्ञान, भूगोल, इतिहास, राजनीति विज्ञान एवं समाजशास्त्र जैसे विषयों के अनुकूल हों। कक्षा 6 में विज्ञान विषय अलग से पढ़ाया जाता है। सामाजिक विज्ञान विषय की प्रकृति विज्ञान विषय की तरह विशुद्ध रूप से प्रायोगिक नहीं होती तथापि सामाजिक विज्ञान विषय की प्रयोगशाला बच्चे के आस-पास का समाज होती है। इस प्रयोगशाला में सामाजिक विज्ञान विषय की विभिन्न अवधारणाओं, सिद्धान्तों, अभिलक्षणों की जांच-पड़ताल करते हुए विद्यार्थी अपनी समझ विकसित करते हैं, अर्थ निर्मित करते हैं, ज्ञान का निर्माण करते हैं और इसको वृहत्तर परिप्रेक्ष्य में लागू करने का हुनर प्राप्त करते हैं।

उच्च प्राथमिक स्तर पर सामाजिक विज्ञान की विषय वस्तु क्या होनी चाहिए? इस बारे में भी राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 स्पष्टता से संकेत करती है कि 'उच्च प्राथमिक स्तर पर, सामाजिक विज्ञान की विषयवस्तु इतिहास, भूगोल, राजनीति विज्ञान और अर्थशास्त्र से मिलती है। इतिहास में भारत के अलग-अलग हिस्सों में होने वाले विकास पर ध्यान दिया जाए, जिसमें विश्व के अन्य भागों में हो रहे विकास के खंड भी हों। भूगोल में पर्यावरण, संसाधन तथा स्थानीय से वैश्विक स्तर पर विभिन्न स्तरों के विकास के बीच संतुलन बिटाने का प्रयास किया जा सकता है।

राजनीति विज्ञान में विद्यार्थियों का परिचय स्थानीय, राज्य और केन्द्रीय स्तर पर सरकार के गठन और उनके कार्यों और सहभागिता की प्रजातान्त्रिक प्रक्रियाओं से कराया जाए। अर्थशास्त्र विद्यार्थियों को आर्थिक संस्थानों; जैसे-परिवार, बाजार, और राज्य की समझ देने पर केन्द्रित हो।'^[4]

इस आलेख में विवेचित कक्षा 6 में सामाजिक विज्ञान विषय की एक पाठ्यपुस्तक 'सामाजिक एवं राजनीतिक जीवन-1' के सन्दर्भ में यह जानने-समझने की कोशिश की गयी है कि इस पुस्तक को कक्षा में प्रयोग करने के लिए क्या विशेष नज़रिया अपनाया जाए। उत्तराखंड में शिक्षा सत्र 2018-19 से राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद् द्वारा विकसित पाठ्यपुस्तकों को लागू करने का शासकीय निर्णय लिया गया। इसके प्रभावों का अध्ययन करने के लिए जरूरी समय अभी बहुत कम व्यतीत हुआ है और यह इस आलेख का मंतव्य भी नहीं है परन्तु इस शुरुआती दौर में भी इस विषय में काम कर रहे शिक्षकों की चिंताएं एवं सरोकार सामने आने लगे हैं, अतः यह जरूरी हो जाता है कि इसी आलोक में यह जांच-पड़ताल की जाए कि इस पुस्तक को कक्षा-कक्ष में बरतने का नज़रिया क्या हो? मेरे विद्यालय के सामाजिक विज्ञान विषय के अध्यापक की चिंता है कि 'इस पुस्तक में तो प्रश्न बहुत कम हैं, गतिविधियां ही गतिविधियां हैं, आखिर विद्यार्थी परीक्षाओं में क्या लिखेंगे?' (इस विषय में काम कर रहे अध्यापकों से, जिनसे मेरी इस विषय में बातचीत होती रहती है, के सरोकार भी कुछ इसी तरह के या मिलते-जुलते थे)। अतः यह उचित जान पड़ता है कि शिक्षणशास्त्रीय नज़रिए से इस पर विमर्श किया जाए।

सामाजिक एवं राजनीतिक जीवन-1 पाठ्यपुस्तक मुख्यतः चार थीमों पर विकसित की गयी है, जिनको पुस्तक में इकाई कहा गया है, ये थीम निम्नवत हैं-

1. विविधता
2. सरकार
3. स्थानीय सरकार एवं प्रशासन
4. आजीविकाएं

चारों थीम (इकाईयों) में समिलित 9 अध्याय एवं पाठ्य वस्तु का निरूपण तालिका-01 में किया गया है-

तालिका-01

| इकाई/थीम | अध्याय | अध्याय का शीर्षक | विषय-वस्तु |
|------------------------------|----------|---------------------------------|---|
| 1. विविधता | अध्याय-1 | विविधता की समझ | <ul style="list-style-type: none"> अवधारणा विविधता हमारे जीवन को कैसे समृद्ध करती है? भारत में विविधता हम विविधता को कैसे समझें? विविधता में एकता |
| | अध्याय-2 | विविधता एवं भेद-भाव | <ul style="list-style-type: none"> पूर्वाग्रह लड़के एवं लड़की में भेद-भाव रूढ़िबद्ध धारणाएं बनाना असमानता एवं भेदभाव भेदभाव का सामना समानता के लिए संघर्ष |
| 2. सरकार | अध्याय-3 | सरकार क्या है | <ul style="list-style-type: none"> सरकार के स्तर सरकार एवं कानून सरकार के प्रकार लोकतान्त्रिक सरकार |
| | अध्याय-4 | लोकतांत्रिक सरकार के मुख्य तत्व | <ul style="list-style-type: none"> भागीधारी की अवधारणा भागीदारी के अन्य तरीके समानता एवं न्याय |
| 3. स्थानीय सरकार एवं प्रशासन | अध्याय-5 | पंचायती राज | <ul style="list-style-type: none"> ग्राम सभा ग्राम पंचायत पंचायत के तीन स्तर |
| | अध्याय-6 | गाँव का प्रशासन | <ul style="list-style-type: none"> गाँव में झगड़ा पुलिस थाने का क्षेत्र पुलिस थाने में होने वाला काम राजस्व विभाग का काम एक नया कानून (हिन्दू अधिनियम धारा, 2005) अन्य सार्वजनिक सेवाएँ-राशन की दूकान, स्वास्थ्य केंद्र, दुग्ध उत्पादक समितियाँ |
| | अध्याय-7 | नगर प्रशासन | <ul style="list-style-type: none"> निगम पार्षद एवं प्रशासनिक कर्मचारी |
| 4. आजीविकाएं | अध्याय-8 | ग्रामीण क्षेत्र में आजीविका | <ul style="list-style-type: none"> तमिलनाडु का एक गाँव-कल्लापट्टूर भारत के खेतिहर मजदूर एवं किसान नागालैंड की सीढ़ीनुमा खेती ग्रामीण क्षेत्र में आजीविका के साधन |
| | अध्याय-9 | शहरी क्षेत्र में आजीविका | <ul style="list-style-type: none"> सड़को पर काम करना (सड़क किनारे दुकाने, रेहड़ी आदि)-बाजार में, बड़ी दुकानों में, फैक्ट्री में, दफ्तर में काम करना बुढ़ापे के लिए बचत छुट्टियाँ (दफ्तरों की छुट्टियाँ, राष्ट्रीय त्यौहार, इतवार) परिवार के लिए विभिन्न सुविधाएं |

पाठ्यपुस्तक को कक्षा-कक्ष में किस तरह उपयोग करें:

मूलभूत प्रश्न यह है कि पाठ्यपुस्तक एक साधन है, जिसके माध्यम से विषय की पाठ्यचर्या के उद्देश्यों को प्राप्त करने की कोशिश की जाती है (पाठ्यपुस्तक से बाहर भी अनेक साधनों के उपयोग की ज़रूरत हमेशा बनी रहेगी, इसमें कोई संदेह नहीं है)। पाठ्यपुस्तक के आमुख में इस पुस्तक को किस प्रकार से उपयोग में लाया जाए, इसका संकेत दिया गया है “इस प्रयत्न की सफलता इस बात पर निर्भर है कि स्कूलों के प्राचार्य और अध्यापक बच्चों को कल्पनाशील गतिविधियों और सवालों की मदद से सीखने और सीखने के दौरान अपने अनुभवों पर विचार करने का कितना अवसर देते हैं... शिक्षा के विविध साधनों एवं स्रोतों की अनदेखी किये जाने का प्रमुख कारण पाठ्यपुस्तक को परीक्षा का एकमात्र आधार बनाने की प्रवृत्ति है।” [5]

इसी पुस्तक में ‘किताब का इस्तेमाल कैसे करें’ के अंतर्गत इस पुस्तक को कक्षा-कक्ष में उपयोग में लाने के बारे में महत्वपूर्ण सूत्र दिए गए हैं-

- बच्चे, ठोस अनुभवों के माध्यमों से अच्छी तरह से सीखते हैं, अतः संस्थाओं और प्रक्रियाओं पर काल्पनिक वृत्तान्तों, केस स्टडी या बच्चों के अनुभवों से जुड़े अभ्यासों के आधार पर चर्चा की जाए।
 - अवधारणाओं का इस तरह से बच्चों से परिचय कराया जाए कि उनकी समझ बन सके, बच्चे तथ्यों एवं सूचनाओं तक सीमित न रहें। अतः पुस्तक में परिभाषाओं, सूचनाओं और तथ्यों को कम से कम परोसने का प्रयास है और विषय शिक्षक को कक्षा-कक्ष में इस बात का हमेशा ध्यान रखने की ज़रूरत है।
 - कक्षा-कक्ष में बच्चों के अनुभवों को शामिल करने, उनकी जांच-पड़ताल करने, चुनौती प्रस्तुत करने की ज़रूरत होगी, जिससे यथार्थ से उन आदर्शों की ओर बढ़ा जा सके जो संविधान में निहित मूल्यों की संगति में हैं।
1. **पाठ की शुरुआत:** प्रत्येक पाठ की शुरुआत दो तत्वों से होती है। पहला-परिचयात्मक भाग, जो पूरे पाठ की संक्षिप्त झलक प्रस्तुत करता है कि पाठ में किन-किन मुख्य बिन्दुओं पर चर्चा की जायेगी। इस भाग में बच्चों की जिज्ञासा को बढ़ाने के साथ-साथ उनके अनुभवों को कक्षा-कक्ष प्रक्रिया में जोड़ने की ज़रूरत होगी। यह उपक्रम ज्ञानसृजन के शिक्षणशास्त्र के लिए निहायत ज़रूरी भी है। प्रत्येक पाठ के शुरू में एक बड़ा चित्र दिया गया है और इसका एक खास मंतव्य है कि इससे बच्चों को इस बात का अनुमान लगाने के मौके दिए जाएँ

कि पाठ किस बारे में है? यहाँ यह भी कहना समीचीन है कि विषय शिक्षक को पाठ्यपुस्तक में दिए गए चित्रों एवं प्रश्नों के अलावा भी आवश्यकतानुसार अपने प्रश्न एवं चित्रों का इस्तेमाल करने की आवश्यकता होगी।

2. **पाठ के बीच में प्रश्न और अभ्यास:** पाठ के बीच में रंगीन खानों में चर्चा के लिए कुछ मुद्दे, कुछ प्रश्न और कुछ अभ्यास दिए गए हैं। इसका मंतव्य है कि शिक्षक यह अंदाज़ा लगा पाएँ कि विद्यार्थियों ने पाठ में चर्चित मुद्दों को कितना समझा? विद्यार्थियों ने अपने अनुभवों के आलोक में इन मुद्दों में निहित अवधारणाओं को कितना समझा? विद्यार्थी अभी तक पढ़े एवं समझे हुए पाठ का उपयोग अपनी चर्चा में किस तरह से करते हैं? ज्ञान सृजन के शिक्षणशास्त्र में यह भी ज़रूरी है कि सीखने-सिखाने के दौरान विद्यार्थी का सतत मूल्यांकन भी होता रहे। यह अभ्यास इस उद्देश्य की बहुत हद तक पूर्ति करते हैं। यहाँ यह भी उल्लेख करना ज़रूरी है कि चर्चा प्रश्न एवं मुद्दों को विद्यार्थी के सन्दर्भ में बदलने की ज़रूरत हमेशा रहेगी।
3. **अभ्यास:** परंपरागत शिक्षणशास्त्र में पाठ के अंत में प्रश्नों के माध्यम से बच्चे की समझ का आंकलन करने पर जोर दिया जाता रहा है परन्तु इस पाठ्यपुस्तक में पाठ के अंत में अभ्यास दिए गए हैं, जिसमें विद्यार्थी की समझ एवं इस समझ के अनुप्रयोग का आंकलन करना मुख्य उद्देश्य है। यदि विद्यार्थी पाठ में वर्णित एवं चर्चित मुद्दों एवं अवधारणाओं को ठीक से समझ पा रहा है तो निश्चित रूप से परीक्षा में दिए गए प्रश्नों के उत्तर अपने शब्दों में लिख पाने में समर्थ हो सकेगा और उसे किसी विशेष प्रश्न के उत्तर रटने की आवश्यकता भी नहीं रहेगी। इसके लिए ज़रूरी है कि परीक्षा में पूछे जाने वाले प्रश्नों की प्रकृति में भी आमूलचूल बदलाव लाये जाएँ।
4. **कथानकों का उपयोग:** इस पुस्तक में बहुत से काल्पनिक एवं यथार्थ कथानकों का उपयोग किया गया है। इनका उपयोग विद्यार्थियों में चर्चा को आगे बढ़ाना और अंतर्दृष्टि विकसित करने के लिए किए गए हैं। इससे विद्यार्थी स्वयं को कथानक से जोड़ सकेंगे। कुछ पाठों में विद्यार्थियों से अपने अनुभवों पर कथानक लिखने के लिए भी कहा गया है। ऐसा करने से विद्यार्थी की पाठ्य विषय की अवधारणात्मक समझ पुख्ता होगी। शिक्षकों को बच्चे के सन्दर्भ से जुड़े ऐसे काल्पनिक या यथार्थ कथानक तैयार करने की ज़रूरत भी होगी।
5. **छवियों का उपयोग:** पुस्तक में कई चित्र एवं तस्वीरें हैं। ये चित्र एवं छवियाँ पाठ्य विषयवस्तु का अभिन्न अंग हैं और विषय सामग्री को समझने के लिए इनका उपयोग करना होता है। इन पर चर्चा करने से बच्चों को ऐसी परिस्थितियों की

कल्पना करने में मदद मिलेगी जिनसे वे परिचित नहीं हैं। इसके अलावा भी पुस्तकालय, अखबार, पत्रिकाओं और इन्टरनेट में सन्दर्भ के अनुकूल चित्रों एवं छवियों को इस्तेमाल करने के लिए विषय अध्यापक को अतिरिक्त प्रयास करने होंगे।

6. **भाषा में जेंडर संवेदनशीलता:** पुस्तक की सबसे सकारात्मक बात यह है कि पाठों में केवल स्त्रीलिंग रूपों एवं संबोधनों का इस्तेमाल किया गया है। यह भाषा के परम्परागत रूपों में बदलाव की दृष्टि से बहुत महत्वपूर्ण है। इसका मकसद लड़कों या पुरुषों को पाठ्यपुस्तक से दरकिनार करना नहीं है वरन लड़कियों को किताबों में जगह देना है जो हमारी भाषा एवं कार्यक्षेत्र से एक तरह से बाहर की जाती रहीं हैं। यह भी सच है कि महज इस उपक्रम से यह बराबरी नहीं आ सकेगी, इसके लिए अध्यापक को कक्षा-कक्ष में निरंतर सजग एवं संवेदनशील बने रहना होगा, अपनी भाषा में, व्यवहार में और अपनी अंतःक्रिया में।
7. **अन्य साधनों का उपयोग:** राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 इस बात को बहुत ही सशक्त तरीके से रेखांकित करती है कि पाठ्यपुस्तक महत्वपूर्ण है लेकिन कक्षा में उपयोग में लाये जाने वाले कई साधनों में से एक साधन है। विषय अध्यापक को अन्य साधनों की तलाश करनी होगी, जुटाना होगा तथा सन्दर्भ के अनुकूल उनको पुनर्व्यवस्थित करना होगा। पाठ्य पुस्तक से बाहर अखबार, कार्टून, पत्रिकाएं पढ़ने के लिए विद्यार्थियों को प्रेरित करना होगा। हमारे सरकारी स्कूलों के बच्चे इस मामले में बहुत ही अलाभकर स्थिति में हैं, उनकी पहुँच इन साधनों तक नहीं है और न ही उनकी सामर्थ्य है। अतः विषय अध्यापक को इस कमी को पूरा करने के लिए अतिरिक्त प्रयास करने होंगे। पाठ्यपुस्तक की केन्द्रीयता एवं अति पवित्रता की धारणा को तोड़ने के लिए यह बहुत उपयोगी उपक्रम होगा।

समेकन: इस प्रकार से यह पुस्तक चार थीमों एवं 9 अध्यायों में प्रस्तुत है। अध्याय एवं इनमें समाहित पाठ्यवस्तु चक्रीय (Spiralस्पाइरल) बुनी गयी हैं। प्रत्येक थीम में पहले अवधारणात्मक समझ को विकसित करने का मंतव्य है, इसके बाद थीम से सम्बंधित मुद्दों को लिया गया है और इस पर विचार-विमर्श, चर्चा एवं गतिविधियाँ सुझाई गयी हैं। गतिविधियों को बच्चे के स्थानीय सन्दर्भ में बदलने की आवश्यकता होगी और ऐसी स्वायत्तता शिक्षक को लेनी होगी। उदाहरण के लिए अध्याय 6 में पुलिस थाने का क्षेत्र एवं इनमें होने वाला काम। यदि बच्चा ग्रामीण क्षेत्र का निवासी है और वह क्षेत्र पुलिस थाना क्षेत्र में नहीं आता वरन पटवारी क्षेत्र में आता है तो पटवारी क्षेत्र एवं इनमें होने वाले काम को पाठ्यवस्तु बनाया जाना

चाहिए। इसी प्रकार से अध्याय 6 में विद्यार्थी के क्षेत्र में उपलब्ध सार्वजनिक सेवाओं में (यदि पुस्तक में वर्णित सेवाएं उस क्षेत्र विशेष में उपलब्ध न हों) आंगनवाड़ी केन्द्र, ए.एन.एम. सेंटर के सर्वेक्षण को शामिल किया जा सकता है।

पाठ्य पुस्तक में लगभग हर अध्याय में अभ्यास के अंतर्गत गतिविधियाँ दी गयी हैं। जिससे बच्चे को पाठ्य विषय में प्रस्तुत की गयी अवधारणाओं को समझने में मदद मिल सकती है।

उदाहरण के लिए

- अध्याय 2 - रूढ़ीबद्ध धारणाओं को चिह्नित करना और उनको चुनौती देना।
- अध्याय 3 - सरकार किस तरह से जीवन को प्रभावित करती है, इसकी सूची बनाना।
- अध्याय 4 - विभिन्न विवादों एवं मुद्दों को सुलझाने के लिए सरकार की जरूरत पर चर्चा।
- अध्याय 5 - अपने क्षेत्र या अपने पास के ग्रामीण क्षेत्र में पंचायत द्वारा किये गए किसी काम के बारे में यह पता लगाना कि यह काम क्यों किया गया? धनराशि कहाँ से आयी ? काम पूरा हुआ कि नहीं ?
- अध्याय 6- पुलिस थाने में जाकर उसके काम एवं भूमिका को समझना (विद्यार्थी के सन्दर्भ विशेष में यह पटवारी चौकी भी हो सकती है)।
- अध्याय 7- स्वच्छ भारत अभियान के तरीकों का अवलोकन, पोस्टर तैयार करना और विद्यालय में इसकी प्रदर्शनी लगाना।
- अध्याय 8- अध्याय में दी गयी केस स्टडी के अनुसार शेखर एवं रामलिंगम की स्थितियों की तुलना करना।(विद्यार्थी के सन्दर्भ से जुड़ी केस स्टडी भी उपयोग में लायी जा सकती हैं)।
- अध्याय 9- शहर के सन्दर्भ में विभिन्न काम एवं आमदनी वाले परिवारों की स्थितियों का तुलनात्मक अध्ययन (बच्चे के सन्दर्भ के अनुकूल ग्रामीण क्षेत्र के लिए इस प्रकार का अभ्यास कराया जा सकता है)।

उपरोक्त अभ्यासों के कुछ उदाहरण हैं। इनसे यह स्पष्ट हो जाता है कि ये अभ्यास विद्यार्थी को पाठ्य विषय की अवधारणात्मक समझ एवं उसके अपने जीवन में उपयोग के कौशल को विकसित करने की दृष्टि से बहुत ही ज़रूरी हैं। इसके साथ-साथ अध्यापक

को पाठ्यपुस्तक से भी बाहर निकलने की जरूरत को रेखांकित करते हैं। इस आलेख के शुरूआती हिस्से में उल्लेख किया गया है कि सामाजिक विज्ञान की प्रयोगशाला विद्यार्थी का तात्कालिक परिवेश/समाज है, जहाँ विद्यार्थी अवलोकन, चर्चा, बातचीत, साक्षात्कार, सर्वेक्षण आदि के माध्यम से पाठ्यपुस्तक में दिए गए तथ्यों, विचारों एवं सिद्धांतों का परीक्षण करके अपनी समझ को विकसित करता है।

अध्यापक पाठ्यपुस्तक से हटकर भी सोच सकें, इसके लिए दो बातें महत्वपूर्ण हैं। पहला-इस बात की स्पष्ट समझ कि पाठ्यपुस्तक केवल एक सुविधाजनक साधन है, जिसमें बच्चों से क्या-क्या सीखने की अपेक्षाएं हैं, उन बातों से सम्बंधित विषय सामग्री का व्यवस्थित तरीके से किया गया एकत्रीकरण है और यह अंतिम भी नहीं है। बहुत बार इससे बाहर जाकर भी अध्यापक को सामग्री एकत्रित करनी पड़ेगी, जुटानी पड़ेगी, विकसित करनी पड़ेगी। दूसरा-अध्यापक को इस बारे में निरंतर सचेत रहना होगा कि विषय की पाठ्यचर्या के लक्ष्य क्या हैं? पाठ्यक्रम एवं पाठ्यपुस्तक में क्या संकल्पनात्मक अंतर है? शिक्षक की इस बारे में समझ से बच्चों के अनुभवों को कक्षा-कक्ष प्रक्रिया में शामिल होने की संभावनायें बलवती होती हैं। इस प्रकार से पाठ्यपुस्तक विद्यार्थियों के अनुभवों को ज्ञान में व्यवस्थित करने का साधन बन जाती है और विद्यार्थियों की ज्ञान निर्माण प्रक्रिया में मदद कर सकती हैं। जरूरी नहीं कि पाठ्यपुस्तक सारे साल पढाई जाए और इसलिए भी जरूरी नहीं कि उसमें सारा पाठ्यक्रम हो। कोई भी अच्छी पाठ्यपुस्तक बच्चे के वातावरण की अन्य लोगों और सहपाठियों के साथ अंतःक्रिया करवाने वाली होनी चाहिए। वह एक मार्गदर्शिका के रूप में कार्य करे जिससे बच्चा सक्रिय रूप से पाठ, विचारों, वस्तुओं, वतावारण और लोगों से अपने को जोड़ते हुए अपनी समझ का निर्माण कर सके। यह ऐसी न हो जो ज्ञान को अंतिम उत्पाद के रूप में बच्चों के दिमाग में भरने का काम करे।

आज देश के अधिकतर विद्यालयों में पाठ्यपुस्तकें कक्षा में हावी हैं। शैक्षिक नियोजन के कक्षा में पहुँचते-पहुँचते पाठ्यचर्या एवं पाठ्यक्रम के लचीले होने की सारी संभावनाएं तथा शिक्षक की आजादी की संभावनाएं कहीं गुम हो जाती हैं। शिक्षक को या तो अयोग्य या निरुत्साहित समझा जाता है या फिर दोनों, विद्यालय को अधिगम सामग्री रहित समझा जाने लगता है और यह समझा जाने

लगता है कि वातावरण बच्चों के अधिगम में किसी काम का नहीं। पाठ्यपुस्तकें इन सारी कठिनाईयों का एकमात्र हल समझी जाती हैं। वह सारा ज्ञान जो कक्षा में बच्चे से ग्रहण करने की उम्मीद की जाती है इसमें एकत्र किया जाता है एवं इस ज्ञान को नियोजित किया जाता है, ताकि बच्चे को इस ज्ञान के अतिरिक्त कहीं और देखने की जरूरत न पड़े। इस कारण “पाठ्यपुस्तक को पढ़ाना, पर्याप्त शिक्षा माना जाता है। इस जरूरत से ज्यादा महत्व के कारण पाठ्यपुस्तक ने एक गौरवशाली और मानक रूपरेखा को अपना लिया है।.... पाठ्यपुस्तक प्रभुत्व का वह प्रतीक बन गयी है जिसे अवमानित करना कठिन है।”^[6]

निष्कर्ष: उक्त पाठ्यपुस्तक अपने उद्देश्य एवं भावना में बहुत स्पष्ट है परन्तु फिर वही यक्ष प्रश्न सामने खड़ा हो जाता है कि जब परीक्षा में अधिकांशतः प्रश्न इस तरह से पूछे जाते हैं जो बच्चे की याददाश्त का मूल्यांकन करते हैं, रटने की प्रवृत्ति को बढ़ावा देते हैं, विद्यार्थी को अपनी समझ को अभिव्यक्त करने के मौके नहीं देते है तो ऐसे में अध्यापक पुस्तक को एक विशेष तरह से उपयोग करने के लिए प्रेरित कैसे हो सकते हैं? अध्यापकों की यह चिंता कि ‘पुस्तक में प्रश्न तो दिए ही नहीं गए हैं’, वाजिब लगती है। इस वर्ष की परीक्षा के अनुभव भी इस मामले में बहुत सुखद नहीं रहे हैं। परीक्षा में पूछे गए प्रश्न पाठ्यपुस्तक की मंशा के एकदम विपरीत थे और विद्यार्थियों को इसके उत्तर लिखने में न्यूनाधिक कठिनाई का सामना करना पड़ा।

दरअसल परीक्षा प्रणाली में मूलभूत बदलाव करने की जरूरत है लेकिन जब तक यह नहीं होता हम अध्यापक इतना तो कर ही सकते हैं कि पाठ्यपुस्तक को इस तरह से उपयोग में लाएं, जिसमें विद्यार्थी को अपने अनुभवों को जांचने-परखने के अवसर मिल सकें, विद्यार्थियों को पाठ्यपुस्तक से बाहर निकलने के अवसर दें, विद्यार्थियों के लिए विषय की प्रयोगशाला (समाज) में अंतःक्रिया के अवसर निकालें और इस तरह से विभिन्न मुद्दों पर अवधारणात्मक समझ पुख्ता करने में मदद करें। यदि हम अध्यापक इतना करने में सफल हो जाते हैं तो विद्यार्थी परीक्षा में पूछे गए किसी भी प्रकार के प्रश्नों का जवाब लिखने में अवश्य सफल हो सकेंगे, एक विवेकशील एवं चिंतनशील नागरिक के लिए जरूरी कौशल भी प्राप्त कर सकेंगे और मुख्य रूप से यही इस विषय की पाठ्यचर्या का लक्ष्य है।

सन्दर्भ

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Learning with Peers: Exploring the Experiences of University Students

Abstract

This article documents the challenges experienced in exploring the perceptions of quality education held by parents from different backgrounds. My respondents were parents (mostly mothers) of children studying in very different kinds of schools, namely a state government school, a central government school, a low fee charging private school and a high fee charging private school. The process of conducting interviews made me aware of some important considerations that make the voices of the parents from different backgrounds more accessible. I also realised the importance of language, transcription and translation in research methodologies and how these decisions taken in context of this specific research helped in bringing out authentic voices.

Keywords: *Learning with Peers, Collaborative Learning, Academic, Social Environment*

Introduction

In our everyday life, formally or informally, we are used to learning from each other. Many great inventions and discoveries are the result of collective human consciousness, efforts and thought processes. It is a general acceptance that two minds are better than one for the proliferation of ideas. This is equally applicable for teaching-learning in classroom situations where students learn from each other by engaging themselves in varied academic and social activities. Colleges and universities offer students new opportunities to interact and learn from others with different backgrounds and life experiences.

Recognizing the significant role of such interactions in teaching-learning, Albert Bandura proposed his theory of social learning based on the idea that we learn effectively from our interactions with others in a social context. Even before that another noted psychologist Vygotsky examined how our social environments influence the learning

process and stated that we learn through our interactions and communications with others. Students as social beings learn better by explaining and sharing their ideas with fellow beings. Vygotsky's and Bandura's theories still hold their relevance since schools themselves are miniature society, where students formally or informally learn from their peers. Cooperation among different individuals/groups leads to greater learning gains than individual or competitive conditions.

Learning with peers encompasses a broad range of activities ranging from where students in the same class assist each other, to other models wherein senior students teach their junior counterparts. Collaborative classroom debates, and assignments help students to learn to locate information, think critically, formulate persuasive arguments and counter-arguments, and express themselves in oral and written forms. This not only promotes active learning, but also acts as a learning multiplier.

Benefits of peer learning

Peer support is considered to be a promising human resource to enhance the teaching-learning environment. Learning from peers stimulates a deeper understanding of the materials and a positive attitude towards the subject matter. Students, who are involved in group work during class, have been shown to develop a significant understanding of subject matter and increase problem-solving skills (Cooper, 1990 as cited in Davis, 2009). Contemporary researches show that it also provides a diversity of learning experiences. Students get more time for personalized learning and feel more comfortable while interacting with a peer.

One of the major advantages of peer learning is that it is effective in allowing minority groups to integrate better, and the shared experience increases the likelihood of continued positive interaction (Rohrbeck, et al. 2003). Hence, collaborating with peers in solving problems or mastering difficult materials deepens understanding. It also prepares students to deal with many problems which they encounter during and after formal college years. Broadly peer is someone of the same social standing with whom one interacts otherwise also. Here, we have used the word 'Peer learning' regarding such learning experiences, where students learn with and from each other, without any implied authority to any individual. The term Diverse Others used in the paper refers to socially differentiated individuals through class, religion, region, tribe, gender, and language.

Researchers are continuously working towards developing tools and techniques to assess the quality of academic as well as a social experience that students have gone through at their institutions. The present study examines the frequency and distribution of one such dimension of student engagement referred to 'learning with peers'. The paper focuses mainly on peer learning in higher education but many of the ideas are applicable more widely to other stages of education as well.

Objectives of the Study

This paper primarily attempts to analyse the frequency of learning with peers in higher education and the concept is measured by indicators such as collaborative learning and discussion with diverse others. The following objectives are designed to study the theme, "learning with peers".

To analyze the frequency of students' indulgence in collaborative learning during an academic session.

To analyze the frequency of students' discussions with diverse others during an academic session.

To test the significance of difference between the students' experience of learning with peers.

Research Settings

Data was collected from C.S.J.M. University, Kanpur. Established in 1966, this University is one of the largest institutions in India in terms of the number of students enrolled and affiliated institutions. Assessing the peer learning experiences will reflect upon the academic culture persisting in the institution and how students are rating their experience on various academic parameters.

Sample

The sample for the study was selected from the population of students enrolled in on-campus courses in various Departments of C.S.J.M. University, Kanpur, during the academic year 2014-15. From each department, classes were selected by simple random sampling while students were selected who were readily available. The final sample of the study consists of 250 students. Although data was not analyzed as per the gender variable, still due representation was given to male and female subjects.

Instrument

The NSSE survey was, developed by the Center for Evaluation and Education Policy, Indiana University was launched in 2000 by

Indiana University and updated thereafter in 2013. It assesses the extent to which students engage in educational practices associated with high levels of learning and development. Some items of tools are modified to make it suitable for Indian students. Learning with peers is one of the themes of student engagement and measured by indicators such as collaborative learning and discussion with diverse others. The that measure learning with peers used a rating scale which ranged from never to very often. The higher frequency in a given segment indicating the level of academic challenge experienced by majority of the students.

Validity & Reliability

In general, the psychometric properties of NSSE are quite impressive, and overall instrument along with items have been tweaked based on data collected over the years from focus groups, cognitive testing, and various psychometric analyses. Much of this information about the instrument is available on the link: http://nsse.iub.edu/pdf/conceptual_framework_2003.pdf.

The value of the reliability coefficient for the whole test is 0.85. This high-reliability coefficient of correlation shows that the present tool is a reliable device to assess Student Engagement and its theme "Learning with Peers".

Procedure

The investigator personally visited all the University Departments with prior permission from the Head of Department. Students in their respective departments may tend to get influenced by the presence of their faculty and hence possibilities of biased responses are natural. Such effects are neutralized by having personal interviews with respondents and cross-examining their expressed views with earlier responses. They were assured that their answers would be kept confidential and would be used for research purposes only. It was found that the rating scale was an instrument important to collect the

numerical facts about collaborative learning and the interview led to further exploration of the possible reasons for the underlying situation.

Once all data were collected they were tabulated for analysis and interpretation. Frequency distribution for each response category was calculated with the help of MS office software. The number of students was converted into percentages for easy comparisons. Further, chi-square test was being used to test the distribution of observed data against normal probability curve parameters. Analysis and interpretation of the data are presented here with.

Data Interpretation & Analysis

Objective 1: To analyze the frequency of students' indulgence in collaborative learning during an academic session.

Less than one-fifth of the population asked questions or contributed to course discussion very frequently. One-fourth of the population contributed to it often. More than two-fifth of them does it sometimes and one-tenth of them never asked any questions or contributed to course discussion. Overall only two-fifth of the population asked a question or contributed to course discussion often or very often.

Slightly more than one-tenth of the population very often prepared assignment before turning it in, a little more than one-fifth do it often, two-fifth of the population prepared sometimes, while little more than one-fourth of the population never prepared any draft or assignment before turning it in. Overall about two-thirds of students rarely prepared the draft of paper or assignment before turning them in.

One-tenth of the population never came to class without completing readings; more than one-fourth did it sometimes. Two-fifth the populations did it often while one-fifth of the population very often came to class without completing readings.

One-tenth of the population very often attended play or other arts performance while

more than one-tenth did it often. Less than one-fifth attended sometimes while three-fourth of the population never attended any arts performance. Only one-fourth of the population attended some art exhibit, play or other art performances.

More than one-tenth of the population very often asked other students to help while about one-third asked for it often. Less than two-fifth sometimes asked other students to help while less than one-fifth never asked for help from other students. Hence, more than half of the population asked other student's help in understanding course material sometimes or the other.

More than one-fourth of the population very often explained course material to other students while one-fifth did it often. About one-third do it sometimes and one-fifth never explained course material to others. Overall less than half of the population explained course material to other students.

More than one-fourth of the population very often prepared for the exam by discussing or working through course material with other students, while a little more than one-fourth often did it. A little less than one-third of the population did it sometimes and more than one-tenth of the population never prepared

for exams by discussing or working through course material with other students. Overall more than half of the population prepared for exams by working through course materials with others.

A little less than one-fifth of the students very often worked with other students on course projects while about one-third of them did it often. Little more than one-fourth sometimes worked with other students on course projects or assignments and slightly more than one-fifth never worked with other students on course projects or assignments. Overall little more than half of the population works with other students on course projects or assignments. Still, one-fifth of them had not done any project or assignment with other students.

More than one-tenth of students very often gave a course presentation while about one-fifth give presentations often, about two-fifth of them gave it sometimes while one-fourth of students never gave any course presentation. Overall only one-third of the population gave a course presentation frequently and the rest of them rarely presented themselves in front of the class. Item wise frequency distribution of the indicator for collaborative learning is given in table 1.

Table 1
Item Wise Frequency Distribution for Indicator Collaborative Learning

| In your experience at your institution during the current school year, about how often you have done each of the following | | | | | |
|--|--|---------------------|-------|-----------|-------|
| Sl.No | Item | Response Categories | | | |
| | | Very Often | Often | Sometimes | Never |
| 1.a | Asked questions or contributed to course discussion in other ways. | 43 | 62 | 110 | 35 |
| | | 17% | 25% | 44% | 14% |
| 1.b | Prepared two or more drafts of a paper or assignment before turning it in. | 30 | 55 | 100 | 65 |
| | | 12% | 22% | 40% | 26% |
| 1.c | Come to class without completing readings or assignments. (Reverse-coded) | 50 | 105 | 70 | 25 |
| | | 20% | 42% | 28% | 10% |

| | | | | | |
|-----|---|-----|-----|-----|-----|
| 1.d | Attended an art exhibit, play or other arts performance (dance, music, etc.) | 25 | 35 | 40 | 150 |
| | | 10% | 14% | 16% | 60% |
| 1.e | Asked another student to help you understand course materials | 35 | 80 | 95 | 40 |
| | | 14% | 32% | 38% | 16% |
| 1.f | Explained course material to one or more students | 70 | 53 | 77 | 50 |
| | | 28% | 21% | 31% | 20% |
| 1.g | Prepared for exams by discussing or working through course material with other students | 70 | 68 | 77 | 35 |
| | | 28% | 27% | 31% | 14% |
| 1.h | Worked with other students on course projects or assignments | 45 | 86 | 64 | 55 |
| | | 18% | 34% | 26% | 22% |
| 1.i | Gave a course presentation | 34 | 51 | 94 | 71 |
| | | 14% | 20% | 38% | 28% |

Objective 2: To analyze the frequency of students' discussion with diverse others during an academic session.

One-fourth of the population had reported that they very often discussions with people of a race or ethnicity other than their own. A little more than one-tenth often had such discussions. Little less than two-fifth had discussion sometimes while little more than one-fourth never discussed with people of a race or ethnicity other than their own. Overall, two-thirds of students had very little interaction with people from other races or ethnicity.

Little more than one-fourth of the population very often discussed things with people from an economic background other than their own, while less than one-tenth had such discussions often. Little less than two-fifth of them only had such discussion sometimes and a little more than one-fourth never had such discussion. Overall two-thirds of the population have very few discussions with people from an economic background other than their own.

One-fifth of the population very often discussed with people with religious beliefs other than their own, while little less than one-fifth did it often. Little less than one-third had it sometimes while less than one-third never discussed with people with religious beliefs other than their own.

Less than one-fifth of the population very often had discussions with people with political views other than their own and the same number of the population had it often. More than one-third of the population sometimes had discussion while less than one-third never had any such discussion. Overall two-thirds of the population had few discussion with people with political views other than their own. Item wise frequency distribution of collaborative learning is given in Table 2.

This section contains average frequency distribution of engagement indicator Collaborative Learning (Table 3) and discussions with diverse others (Table 4). The distribution is obtained by adding the frequencies of component items in each response category and dividing it by the number of items.

Table 2
Item Wise Frequency Distribution for Indicator Discussion with Diverse Others

| 2. During the current school year, about how often have you had discussions with people from the following groups? | | | | | |
|--|--|---------------------|-------|-----------|-------|
| Sl.No | Item | Response Categories | | | |
| | | Very Often | Often | Sometimes | Never |
| 2.a | People of a race or ethnicity other than your own | 63 | 27 | 95 | 65 |
| | | 25% | 11% | 38% | 26% |
| 2.b | People from an economic background other than your own | 65 | 20 | 93 | 72 |
| | | 26% | 8% | 38% | 28% |
| 2.c | People with religious beliefs other than your own | 52 | 45 | 80 | 73 |
| | | 21% | 18% | 32% | 29% |
| 2.d | People with political views other than your own | 45 | 40 | 90 | 75 |
| | | 18% | 16% | 36% | 30% |

Table 3
Average Frequency Distribution for Indicator Collaborative Learning

| Research Question : How do students engage in collaborative learning during the academic year? | Response Category | Fre- quency | Percent- age |
|---|-------------------|----------------|-----------------|
| | Very often | 45 | 18 |
| | Often | 66 | 26 |
| | Some- times | 80 | 32 |
| | Never | 59 | 24 |
| Total | | 250 | 100 |

Less than one-fifth of the population engages very often in collaborative learning, more than one-fourth do it often. While about one-third of them indulge in such collaborations sometimes and about one-fourth of them rarely indulge in collaborative learning during the academic year. Overall

less than half of the population learns collaboratively with peers. The overall distribution is almost equal in often and never categories.

Table 4
Average Frequency Distribution for Engagement Indicator Discussion with Diverse Others

| Research Question: How frequently do students have discussions with diverse others? | Response Category | Fre- quency | Percent- age |
|--|-------------------|----------------|-----------------|
| | Very often | 56 | 23 |
| | Often | 33 | 13 |
| | Sometimes | 90 | 36 |
| | Never | 71 | 28 |
| Total | | 250 | 100 |

Less than one-fourth of students very often had discussions with diverse others, while more than one-tenth of them often have such discussions. More than one-third of them sometimes interact with diverse others

and more than one-fourth of them rarely interact with diverse others. Overall more than one-third of the population discussed with diverse others often or very often while about two-thirds of them sometimes or never have such interactions.

Objective 3: To test the significance of the difference between the student's experience of learning with peers.

To test the distribution of obtained frequency against the normal distribution Chi-Square test is used. Null Hypothesis is framed to test the significant difference against expected frequency. Data can be assessed from table 5 Hypothesis O2: There is no significant difference between observed frequencies of learning with peers.

Table 5
Divergence of Learning with Peers

| | Very Often | Often | Sometimes | Never | |
|-----------------------------|-----------------|-------|-------------------|--------|-----|
| Observed (fo) | 51 | 50 | 85 | 64 | 250 |
| Expected (fe) | 17 | 108 | 108 | 17 | 250 |
| (fo-fe) | 34 | -58 | -23 | 47 | |
| (fo-fe) ² | 1156 | 3364 | 529 | 2209 | |
| (fo-fe) ² / (fe) | 68 | 31.14 | 4.89 | 129.94 | |
| | $\chi^2=233.97$ | df=3 | P is less than.01 | | |

From table 5, the value of χ^2 is 233.97 which is beyond the limit of Standard table. The discrepancy between the observed and expected value is so great that the hypothesis of normal distribution in this group must be rejected. Hence, the frequency of learning with peers is not distributed normally.

Discussion

More than half of the population has a lower contribution to course discussions. Students avoid asking questions to teachers because many times teachers responded to their questions by asking them a question. Therefore, they don't get into a situation that may want to embarrass them by asking questions in front of the whole class. A large number of students are not participating in classroom discussions as they find classroom teaching less interesting and monotonous.

Many students with lower grades do not have any motivation to work or prepare for class, all they want is to just complete their graduate degree. If their efforts are not being appreciated by teachers, they stop doing any extra efforts to prepare for classes or preparing any drafts or assignments.

Two-fifth of the students come to class without completing readings or assignments. They are not putting any effort in preparing for class. They have other priorities hence they have figured out that it is not necessary to read everything that is being assigned them, to do well in class.

Participation in performing art activities is low as students consider participating in these activities a wastage of time. Also because students do not receive credit in terms of extra marks/grades for performances or exhibitions in which they participate. Therefore such events are limited to the departments which have their specializations as arts and performance.

Working in groups is an important mode of learning, but there is a lack of activities in the curriculum that promote peer learning. About half of the population rarely or sometimes asks for help from other students, as most of them are more relying on teachers for learning. The responsibility lies with the teachers to promote collaborative learning among class through group activities.

For some students discussing or working through the course material at exam time is

a strategy for dealing with exam stress and anxiety. Collaborative learning provides a boost to their self-confidence at exam time. However, about two-fifths of the population consider discussing course material at exam time as a wastage of their important hours as they avoid discussing or working through course material with others.

Teamwork is important for students to successfully integrate into professional life. About half of the population rarely worked with other students on course projects or assignments. This clearly shows that there are very few activities to promote teamwork in students.

About two-thirds of the population rarely gave a course presentation as their course work does not include it as a compulsory activity. It is also due to low self-confidence that students tend to keep themselves away from presentations. Some people have an innate ability to speak in front of others while some are introvert. Many times faculty members themselves don't possess these skills and are thus unable to develop these skills in their students.

There is a communication gap between students of various races and ethnicity. Many students rarely discussed with people of different races or ethnicity other than their own. Results indicate that students prefer friendship from students of similar race and ethnicity.

Student groups tend to be more homogeneous in terms of economic diversity. Three fourth of the population rarely discussed with people from diverse economic backgrounds. Though bullying and harassment based on financial status are not prevalent, students need to be more empathetic towards accommodating diversity in their own lives.

Two-thirds of the population rarely interact with students with religious beliefs other than their own. Again the reason is the presence of a lower number of religious minorities in the population and existence of homogeneous student groups. In such a scenario religious minorities tend to isolate

themselves from mainstream academic and social experiences. Given the diversity of our country, some students may become a target of hostility and blame because they may be viewed as the enemy of the student's particular group.

Too much political interference in academic institutions has led to creating enmity between student groups in case of a clash of interests. About three fourth of the population rarely interact with students who have political views other than their own. Often student groups who got backed by political parties tend to enforce their propaganda on others and this leads to conflict between them.

About three-fifths of the students record lower interaction with diverse others. More than one-fourth of the students had very low interaction with people of different races or ethnicity, economic backgrounds, religion or political group. It is found that trait "learning with peers" is not distributed normally and there is a significant difference between student's experiences of learning with the peer. About one-fourth of the population never had any peer learning experience during the academic year.

Conclusion

- The present study has attempted to systematically and analytically investigate peer learning in higher education. Major findings from the study can be summarized as follows:
- There is a significant difference between the student's experiences of learning with peers. Most of the student groups are more homogeneous and they lack diversity in peer social relations.
- One-fourth of the population has never engaged in learning with peers, this population is disengaged. Sense of alienation is visible among many students and they tend to lower their participation in academic and social activities.
- About one-third of the population has experience of learning with peers only

sometimes, these students are on the verge of disengagement. Half of the population is neither participating in classroom discussions nor putting an effort in preparing for class.

- Many students come to class without completing readings or assignments and their participation in performing art activities is minimal. Many of them ask for help from other students only when they prepare for examinations by discussing or working through course material with other students.
- Students are less sensitized towards acceptance of diverse religious, political perspectives and accommodating diversity.

Educational Implications and Suggestions

- The findings of the current study are significant as acting on them they may lead to positive changes in educational institutions. Universities need to cultivate supportive environments to promote better collaboration among students. These strategies are most effective when they are applied in environments where there is recognition, nurturing, and development of the emotional, social, and physical needs of students. Some useful suggestions for teachers, students, and administrators are as follows:

- Teachers need to effectively allocate time for students to engage in hands-on experiences, discuss and process content and make meaningful connections.
- Most importantly teachers must model tolerance and compassion in their words and behavior. Teachers may give historical or social examples where people working together were able to reach and construct to complex solutions.
- Classroom instructions must allow students to participate and understand that learning is a process and mistakes are a natural part of learning.
- Teachers should help students develop skills they need to succeed in doing group activities. These can be though using team-building exercises or introducing self-reflection techniques.
- Students need to develop a tolerance for diverse political views. They must be aware of factual information about other cultures and groups with different backgrounds.
- Administrators/teachers must motivate physically challenged students, sports personnel, rural students, and students from weaker sections of society.
- Students need to recognize differences as diversity rather than abnormal behaviour or inappropriate response to the situation.

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Four Years Integrated Teacher Education Programme (ITEP): Issues & Concerns

Abstract

The globe is in quest of Quality Education. Quality education is expected to come from quality teachers; Quality Teacher is the expected outcome of the Teacher Education Program. There is a dire need of quality teacher education programmes in India. Accordingly the National Council for Teacher Education has kept on striving to bring reforms in Teacher Education. The content and structure of teacher education is continuously undergoing changes. It has been trying reform practices, such as, Personalized Teacher Education”, “Wholistic Teacher Education”, “Integrated Teacher Education”, “Dedicated Teacher Education”. Presently there is buzz on four years integrated teacher education programmes, that has evolved with the attempt to bring quality teacher education in India. The present article tries to focus on the modalities, issues and concerns regarding ITEP.

Introduction

Teacher Education is a programme of education, that encompasses training of persons to teach from pre-primary to higher education. It is related to the development of proficiency and competence that enables and empowers the teacher to meet the needs of their profession and face the upcoming challenges. Its aim is to develop competent, humane & professional teachers. Teacher Education needs to be continuous, evolving & comprehensive process for developing such, teachers. According to NCTE (1998) to address quality concerns in Secondary classes, the teacher is the most important component in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at all stages. This shows that the investment in the preparation of teachers is a serious and important enterprise.

‘Quality teacher’ include several aspects like status, remuneration, conditions of work and academic and professional education. Both the initial teacher training and continuing professional courses have a major part to play in the making of a teacher.

Accordingly NCF (2005) expressed various expectations from a teacher emphasizing the length and depth of teacher education courses. These include the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills needed to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems, knowledge of and ability to use compatible modes of curriculum transaction & learner transformation.

Quality Crisis

NCFTE (2009), highlighted that the present teacher education scenario has seen on extraordinary expansion of teacher education institutions and programmes, (such as, the SSA (2002) to achieve UEE, the Operation Blackboard (OB) 1986, and the District Primary Education Programme (DPEP) 1995) to meet the increasing demand for teachers. Along with this the earlier backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher

mounted pressure on existing institutional capacity. The larger demand of teachers the market forces has made a record rise in the number of teacher education institutions in the entire country and made teacher education a money-making business. Having a B.Ed. degree with post graduation was made mandatory for teaching pre-university courses. All this resulted in a large increase in the number of B.Ed. colleges a virtual mushrooming of teacher education institutions.

There have been many reform perspectives that have come to teacher education. For example the Education Commission (1964-66) recommended professionalisation of teacher education, development of integrated programmes, comprehensive colleges of education and internship. The National Commission on Teachers (1983-85) recommended five-year integrated courses with internship. The National Advisory Committee on Learning without Burden (1993) has also drawn attention to the need for qualitative reform of teacher education and suggested various measures. The Varma Review Committee also recommended adoption of the internship model for teacher education involving a brief theoretical orientation followed by a 3 to 5 year period of supervised teaching in a school under mentor teachers. Existing B.Ed. programmes should be reviewed to facilitate the choice between a 4-year integrated model after +2 or a 2-year model after graduation, based on State requirements and available institutional capacity. It suggested that a four-year integrated programme of elementary teacher education in selected state universities and all Central Universities, in particular, via IASEs and selected DIETs could be undertaken in the initial phase. In our view therefore, teacher education programmes should ideally be of four-five years' duration after the completion of 10+2 level of school education. To begin with, four-year integrated programmes could be instituted. Along with a four-year model, other models should be encouraged, for instance, the after graduation. These can have a 6 months to

a year of school internship. Based on such strong recommendations and considering that ITEP includes some of the best practices of teacher education in the world it needs to be used more, to bring a qualitative change in preparation of teachers.

The ITEP course content is expected to maintain a balance between theory and practice and coherently integrate components of the programme that, represent a wide knowledge base that is required for a future school teacher. Such a program that demands an integrated framework and hence is a four-year programme has earlier been limited to the four Regional Institutes of Education of NCERT in India. However, the present course which is modelled on similar guidelines, gives various institutions an opportunity to initiate the course. The aim is to groom professionals early and impart the required teaching skills.

NCTE had given a public notice on 19th November 2018, of its intentions that it proposes a 4 years Integrated Teacher Education Programme (ITEP), with the entry qualification of 12th standard with 50% marks. This is view of the long standing analysis and recommendations dating as far back as 1948. For example the university education commission in 1948 said that "People in this country have been slow to recognize that education is a profession for which intensive preparation is as necessary as it is in any other profession". (University Education Commission, 1948). As Siddiqui said in 2009, this report is as alive in its relevance now as it was at that time. (Siddiqui, 2009). Any change in educational system demands a corresponding adjustment in the curriculum; therefore curriculum renewal needs to be planned as a continuous process (NCTE, 1998). Intensive preparation is needed for the pre-service teachers along with the university prescribed syllabus, some professional development programmes and orientations are required. Hence the main intent of ITEP is to improve the quality of teacher education by professionalizing it like preparation for Engineering, Medicine & other professional courses.

Generally only some of the candidates who come to teacher education programme choose it because of a wish to become teachers, most of them pursue the course as just one more course or as something that will provide some minimal job security as teachers in schools. Teacher Education is seen as the last option for higher education and it is mostly such ideas that prevail in the mind-set of candidates. So the quality of teacher education cannot be enhanced because of the non-professional mindset of the candidates, the seriousness with which they join the teacher education course affects the seriousness and quality of the course they undergo, joining the teacher education programme at the movement is more by the chance factor or the absence of choice rather than an preference by the students. All above mentioned views act as added reasons for the decline in the quality of the courses. These views also became important points for the introduction of ITEP. ITEP expects that the candidates who want to become teachers, must take this course as other students do for courses in Medical field and other professions. They should undergo the integrated course to become teaching professionals.

Issues & Concerns

The Introduction of ITEP, bring up several issues

- The candidate has to select the course immediately after class 12 to take the integrated Teacher Education Programme. The concern is at this stage is that by +2 the candidate may not be mature enough to select a dedicated course to become a teacher. It is only after graduation in particular subjects that they are in better position to decide the future course of action.
- It is also not clear that in the present situation, whether the faculty will be teaching content and pedagogy in ITOP as separate or together components? In an Integrated Teacher Education programme, the integration is not merely combining of two or more courses. It is the complete interweaving of courses with respect to their content, pedagogy and knowledge including technology. This is not easy and requires engagement with the question and a gradual evolution of the idea.
- It has to be seen whether the three types of knowledge namely, Technological Knowledge (TK), Pedagogical Knowledge (PK) and Content Knowledge (CK) are combined & recombined in various possible combinations of TPCK. Technological Pedagogical Knowledge (TPK) describes association between technological tools and particular pedagogical practice. Pedagogical Content Knowledge (PCK) establishes the relationship between pedagogical practices and specific teaching-learning objectives. It links pedagogic knowledge to the knowledge of the content and emphasises the need of both. And to this the addition of Technological Content Knowledge (TCK) highlights the importance of Interaction & Associations between technology and learning objectives. The requirement of teaching faculty is not the same for core disciplines and education. Besides this coordination between core subject institutions & faculty all elements of education of university and among wider set of institution are extremely challenging tasks. There has to be perfect coordination among the elements of TCPK.
- Earlier Integrated Course focussed on training teachers only for the secondary classes, the proposed ITEP cuts across the two programmes, one for pre-primary & primary and other one for upper-primary to secondary.
- In the course of time ITEP programme may take over the 2 year B.Ed. programme. On this issue there are many reflections, we give a few here:
 - It is a better option because it will take 4 years for the programme and give two degrees at the same time. There can be B.A. B.Ed., B.Sc. B.Ed. & B.Com. B.Ed. If a student goes for these courses separately it will take 5

years to complete, the earlier program needs encountering different processes of admission, course process and evaluation. If one goes for ITEP the candidate can take admission once and the entire process will be done. They may feel ease with the process.

- In comparing the course durations, as the integrated course is one year shorter one year of the prime time of life is saved. This one saved year can be utilized well for preparing towards entry exams like CTET, State-wise TETs or other relevant entrance exams.
- Integrated course is a relatively new entrant. It has been designed to develop more professional teachers and should satisfy the demand for qualified teachers in India. ITEP may develop more professional teachers by enhancement of their professional competencies.
- With the introduction of 4 year ITEP, there are opportunities for more teacher education programmes, like a candidate can opt for either ITEP or a regular degree and 2 years B.Ed. programmes. But currently there are no clear cut directions to close the present 2 years B.Ed. Programme. At present those who have taken admission for Bachelor degree programmes would complete their degrees in 3 years and then may take admission in to 2 years B.Ed. course. So it may require a minimum of 5 years or more in the long run soon there will be scarcity of students for B. Ed., because as there exists a 4 year ITEP.

- ITEP programme has started from 2019, for new students, who wish to become teacher they can take this course after 12th standard. For those who are already in 1st, 2nd or 3rd year of college would have to go for regular 2 year B.Ed. programme. Hence the 2 year B.Ed. Programme would also co-exist in future along with 4 years ITEP.
- The candidates who have completed their B.Ed, D.Ed, B.El.Ed are considered for their regular employment opportunities in teaching. The candidates who complete B.A. B.Ed., B.Sc. B.Ed& B.Com. B.Ed through ITEP will also be considered for other employment opportunities based on graduation.

Conclusion:

There is no specific good quality research that suggests Integrated Teacher Education Programs are more effective than the sequential Teacher Education Programs. It is therefore not clear why this policy has been formulated and why teacher education is restricted only to Integrated Teacher Education Programs. Therefore, we think this should be done gradually and over time. To begin with both the sequential and integrated teacher education programs should run in parallel so that we can study their relative effectiveness for policy formulation. In such a situation the present changes may contribute towards rationalizing the teacher education system.

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Using Rainbow of Films to Teach Educational Psychology

Abstract

Teacher Education acts in a direction that helps to achieve objective of human resource development. Kothari Commission (1964-66) correctly said that “The destiny of India is now being shaped in her class.” Education plays an important role not only in building personality of a child, but also in shaping the society. So, it is essential that teaching learning process be around the life of an individual and for this purpose, teacher has to make use of resources available in the society. Presently, youth is more close to social media and entertainment industry. The youth adopts many things from such media sources. Teacher can make use of it as one of the resources in films to teach educational psychology to student-teachers. The experiment was carried out on student teachers of IITE and it was found that they were able to relate themselves with clips of movies. The study found that student teachers felt that their way of thinking had changed and they started analysing situation and behaviour of the individual with different angle.

Keywords: Teacher Education, Films, Educational Psychology.

Introduction

Human creation is product of his thinking and it depicts the ideology and culture of the society he belongs to. The architecture, scripture, literatures, other creations like painting, drama, etc. reveal the culture, traditions and ideology of the society. The culture and ideology of the society, somewhere affects the behaviour of individuals too. From birth till death, individual acts as per societal norms established by his/her ancestors. However, with change in time, thinking of the society has changed which is evidenced by the behaviour of its citizens.

In case of India, societal changes are evidenced by comparison of social system during Ancient period, medieval period and modern period. The role and responsibility of its citizens have also changed over these periods of time. In ancient period perhaps, female members of the society didn't have much role to play outside the four walls of their house, whereas now females have

reached to space. Today society is more opened and liberated as compared to earlier. Such transformation is a result of the change in thinking of its citizens.

Thinking of the changes in an individual with the exposure he gets from the environment, we see that social & educational environment modifies the thinking of a person. From his/her social environment, the individual learns more as he / she observes things and acts based on his / her observations. Basically the, role of Education is to facilitate in moulding individual's thinking in the right directions. To make learner think critically and creatively, the essential and prime step is to understand the learner and provide learning experiences as per requirements. To understand the learner, teacher should be well versed with knowledge of human psychology. As a part of teacher training, student teacher has to study subjects related to human psychology.

Teacher Education Programme in India

To become a school teacher, a person has to take prior training. In India, the teacher training programmes are called ECCE diploma for pre-primary and lower primary school, B.El.Ed., D.El.Ed. and B.Ed. for upper primary, secondary & higher secondary schools respectively. The training consists of various courses which include how to teach? what to teach? when to teach? and why to teach? Pre-service course comprise of theoretical and practical subjects. The major component of a pre-service programme is practice teaching. During practice teaching, student-teacher does hands on training by teaching in a real classrooms. To become an effective teacher, a teacher has to apply knowledge of foundation courses in the real classrooms. During pre-service teacher training programmes, student-teachers gain knowledge of principles & techniques of teaching, sociological foundation of education, philosophical foundation of education, psychological foundation of education with other specialised subjects like guidance & counselling, measurement & evaluation, educational management, special education, etc. apart from pedagogical subjects. Learning of foundation subjects facilitate student-teachers to gain sound understanding about child and the society as these subjects deal with inner & outer world of a child. The student teachers have to not only gain knowledge of such subjects theoretically, but also need to integrate these subject's knowledge and apply them into real classrooms. But, sometimes, student-teachers find difficulty in integrating knowledge of various subjects they have learnt during their training programme. The reason may not only be on the side of student-teachers, but also may be due to the training provided to them. These lead to poor quality of school education.

Rationale of the Study

Like other subjects, educational psychology is one of the foundation subjects in

pre-service teacher education programme. Despite the fact that it has been included as a foundation course in teacher education curricula, the course of study is characterized by arbitrary selection of topics and stereotypical, inappropriate, outdated contents. To make educational psychology more responsive to the changing social needs, many suggestions have been made regarding need for changing the orientation and the emphasis in the teaching of the discipline (Raina & Srivastava; 1997). Even the method of teaching psychology will need serious examination (Wargg, 2006).

NCFTE (2010) has emphasised the use of student centric methods in classrooms. It has recommended such kind of learning processes where the student-teachers are provided opportunities for self-learning, reflection, assimilation & articulation of new ideas. But, in India, very few pre-service training institutions are making use of innovative methods and technology in teaching learning process in this manner. Teachers generally adopt traditional methods to impart education which creates autocratic atmosphere in the classroom (Dhawan, 2016).

Teacher training programme is a professional programme that is related to human resource building. Its curriculum should be around the life of individual. So, whenever teacher educator provides learning experience to student-teachers, it should be based on their life & surrounding environment. There are many media sources through which teacher educators can relate content of teacher education with the life of student-teachers. To do so, a teacher educator has to just search out for resources available in the society. For example, Social media, Television, programmes Films and news, commercial advertisements, educational documentaries, etc. can be used to enrich learning of the student teachers. These media in one way or the other reflect life of the society that student teachers should be exposed to.

Educational psychology is also a subject that talks about behaviour of human beings.

The main aim of this subject is to provide sound knowledge of a child and of child psychology to the student-teachers. When a teacher enters the classroom, he/she has to deal with a heterogeneous groups. He has to teach by considering individual difference of each child in the classroom. His teaching should be as per the level and needs of the learners. The objectives of teaching this subject in teacher education programme are to gain understanding about child growth, development, unique qualities, behavioural problems and design strategies to modify their behaviours.

To achieve such objectives, role of teacher educator is not only limited to providing theoretical knowledge to student-teachers, but also help to them to understand the concepts of human psychology and identify their application in his/her own life too. Once she is able to understand application of psychology the life of an individual's then she can easily understand child in holistic manner. For making teaching more lively, teacher educator has to go beyond four walls of classroom and has to relate it with student-teacher's life. Here, researcher has selected film as medium to provide such learning experiences to student teachers.

Research Questions

1. Do films facilitate learning of the student teachers?
2. Are student teachers able to comprehend concept of educational psychology by relating it with their life?
3. How student teachers view a film and its characters with reference to educational psychology?

An Experiment

A single group experiment was carried out with student-teachers to teach them educational psychology. Hindi movies related to various aspects of educational psychology were selected. Selected movies are presented with the content of educational psychology are as follow.

- *Dear Zindagi & Dangal* were used to teaching concept of archetypes of Jung's theory of personality.
- *Ra one & Toonpur ka Superhero* were selected and shown to facilitate student-teachers to understand concept & process of thinking.
- *Kal Aaj or Kal* movie was used for discussion on stages of human development (life span).
- *Slum dog millionaire & Advertisement of girl child education* in which a girl child is changing her physical look to look like a boy were used to explore learning as a process & learning as a product.
- *Jo Jeeta Wohi Sikandar, Udaan, Student of the Year, Rang de Basanti* **movies were used to sensitise student-teachers regarding adolescence age and their problems & how society, family & teachers guide them in making decisions.**
- Certain specific scenes of *Chak de, Lagaan, Udaan & Bhaag Milkha Bhaag* were shown to student-teachers to examine the concept of motivation and role of motivation in making individual's life.
- *Tare Zameen Par, Black, Khamoshi* were used to engage with the concept of individual differences.
- *Yuva & Satta* movies were shown to student teachers so that they can understand group dynamics.

The student teachers were involved in critical review of these films. This critical review presentation was followed by a discussion where student-teachers had to reflect and explain their views with proper justification.

Data was collected by situational test on various concept of educational psychology and feedback from student-teachers in respect of the adoption of such a teaching methodology under. The collected data was analysed by using content analysis.

Result

Based on analysis of collected data, results of the study are as follows:

- Student-teachers were able to comprehend concept of educational psychology.
- Films have facilitated in developing understanding of the concepts. They have started viewing their life and surroundings differently.
- Student-teachers are able to understand learners through different aspects of human psychology.
- Student-teachers have shared that now they do not need to rote learn the concepts, but can easily remember almost all concepts of educational psychology with reference to their own life experiences that they identified during discussion in the classroom.
- 40% student-teachers who were not able to understand others situation earlier have begun to understand other person's situation and emotions too.
- 80% student-teachers have started reflecting on their behaviours and analysing their decisions which they took in past.
- All student-teachers have started analysing situations from a different angle. They pay attention to every aspect of the situation before arriving at any judgement regarding any individual.
- Student-teachers shared that now they are more open to understand life from the view point of others. The films and discussions also helped a few student-teachers to improve their relationships in their personal life.

Conclusion

Life experiences are real teachers, the learning which individuals gain from their experiences a long lasting impact. When individuals watch situations similar to what they see around through dramas or movies, they can easily relate it with their own life and it facilitates their learning concepts of educational psychology in the real sense. Instead of making teaching more theoretical and a burden for student teacher can use learning resources that are available around such resources not only make learning concrete, but provide joyful learning too. There is role of teachers in identifying correct resources to provide learning experience to learners. So, learning becomes more fruitful rather just being marks oriented.

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Exploring the Transformative Potential of Education

Abstract

The present paper attempts to explore the transformative potential of education, not just for personal transformation, but also social change. However, since every attempt at transformation is not without resistance, thus, this paper also discusses a few of the struggles and road blocks that one faces on the road to transformation. The paper builds on the experiences of pupil-teachers of the Department of Education at the University of Delhi, through narratives of their significant experiences during their School Experience Program. These experiences were discussed with the teacher-educator to reflect on the possible responses and their theoretical justifications. The paper, thus, articulates questions that arose in the young minds of the pupil-teachers and some of the directions that they found to answer these questions.

Keywords: Reflective teacher, school experience program, dialogue, educational theory and practice

Introduction

The School Experience Program is a component of the B.Ed. Curriculum that not only introduces the pupil-teachers to the school setting in its complexity and variety, but also brings a realisation of their future role and responsibility. During their school experience program, pupil-teachers engage in all activities of the school and learn to engage with students and school structures in different contexts and forms. It is a sustained engagement that “equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching” (NCTE, 2016, p.1).

Since NCF-2005, the emphasis is on “self-learning, self-knowledge, and constructivist approach to teaching and learning which implies the students need to be facilitated to graduate from being mere recipients of knowledge to become assimilators and generators of knowledge” (NCTE, 2016, p.1). The pupil-teachers are expected to write their

reflections, which may be composed of their issues, dilemmas, challenges, observations, and conflicts, in order to initiate a conversation with their supervisor, whose role, for all practical purposes, seems to be a composite of being a mentor, facilitator, guide, as well as that of a supervisor. Supervisory observations and self-reflections of pupil-teachers prepare grounds to identify the need for a teacher-educator to take up other roles, focusing on the individual needs of a pupil-teacher.

The following reflections are rooted in the various issues and challenges that a beginning teacher faces in her/his classroom and the potential for personal and social transformation that these challenges provide. These challenges, once identified, were engaged with collaboratively by the pupil-teachers and the teacher-educators. It was realised that these reflections raise important issues regarding the role of a teacher, teacher-educator, curriculum, and education in giving directions to students’ ways of thinking.

Ms. Vanshika Mahajan

I believe that being a teacher and teaching is not merely about transacting the syllabus in a way that the student is able to understand, but the teaching-learning experience goes beyond this. However, the role of the teacher became even more significant for me when the following incident took place in my class.

I taught English to class 7 of a reputed school in South Delhi. I had to teach dialogue-writing, which I planned to do through an animal fable. However, this plan met with resistance as my learners qualified it as being too simplistic. I was surprised to hear that they wanted to discuss social issues and social evils instead. These topics ranged from the everyday bullying that they faced in school to more sensitive topics such as domestic violence and rape. I was astounded to see their awareness on these issues. Even more intriguing were their responses to these evils like, these students were choosing to bully others in order to avoid getting bullied themselves. They used it for self-protection, but in doing so they also perpetrated it.

However, it wasn't as though the discussion about these concerns stopped here. The learners seemed so fervent about this topic that they tried to bring it up wherever possible. My next topic on Diary-Entry was also centred on the theme of social issues. What took me by surprise was their passion and intense engagement with the issue. It took an even more crucial turn when a few of my learners shared their personal experiences of facing harassment and molestation in different forms and contexts. The responses of the learners amazed me, they were highly critical for the social evils and the prevalent patriarchy in society. The Nirbhaya rape case had had a severe impact on them.

The irony of the entire situation arose when the regular English teacher of that class learnt about the discussion and criticised me for conducting such a 'disturbing' discussion among such 'young' learners. I was suggested not to break the "cocoon" for these children.

She felt that these are gory topics and it was not appropriate to introduce such sensitive issues at such a young age. This jolted me because the 'children', who were supposed to be protected within the apparent cocoon, had in fact initiated the discussion, while a few of them had even suffered harassment.

This episode made me reflect on the entire attempt to create a protective layer, to shield the child from experiencing the social evils in their entirety. Are we not creating a boundary around the school and preventing the child in this process from experiencing the world and its harsh realities? The idea of protecting these learners against the apparent negative thoughts, made me reflect on, probably, the undue importance that is laid on the appearance of positivity in schools. Are we not creating unreal spaces in our school by evading discussions on such issues?

In a way, I was reprimanded by the teachers, and this made me think about the role of a teacher all the more. What if a teacher has different beliefs and value system than what the school follows? What if the teacher does not believe in the values that the school wishes to promote in its students? All these questions perturbed me. The entire idea of the socio-political aspect of education, which raises the consciousness of a person to be critical, put forth by Freire (2005), seemed on its head with such an understanding of education.

But by creating such a shield and detaching the child from the real world around, are we not making him/her more vulnerable to such evils? If education is to be seen as an instrument in creating social change and reforms, then when should this begin? I wonder how many schools follow this approach. Would the practice of keeping students aloof from sensitive issues make them empathetic? Aren't we negating the importance of exposure in creating a sensitive being by not exposing him or her to issues that are so prevalent around them? If the school should be a space that promotes the holistic development of the learners, then, how would this happen if the school restrict

students from engaging with such issues? Can a child bereft of sensitivity, sympathy, and empathy for others, live a wholesome life? Should we be surprised if he grows up to be apathetic and non-sympathetic then? All these questions have been preoccupying me since that incident.

Later, the concern for sympathy and empathy towards the 'other' also came to my mind after another experience in my School Experience Program, where a class 5 student, who belonged to the economically weaker section, was labelled and called names in the class. All his actions in the classroom were associated with or linked to his family background. This child came complaining to me about the ill-treatment and bullying he faced in the class. He hardly had any friend and was constantly teased by his peers for not being fluent in English. I felt that my students were not able to relate with each other and their inability to be sensitive towards their classmates from different backgrounds made me, once again, reflect upon 'cocooning' students from the realities of the world.

Some other related questions that have stayed with me were concerning the role of the school in a society, such as does a school prepares its learners to face the real world that he or she is situated in? How desirable is it to discuss and initiate social issues? What is the most appropriate age or stage at which one should initiate and introduce a learner to such 'sensitive' social issues? If a student is considered a 'social being' then how essential is it, to enable the students to be responsible and sensitive? And how can a teacher inculcate a sense of social responsibilities in students?

Ms. Manika Sandhu

As a part of my teaching experience at a reputed private school in South Delhi, I had the opportunity to extend my role from being a student to a teacher. Most students in the school belonged to economically privileged

families from various parts of South Delhi. During my brief tenure at the school, I experienced the influence of spiritual teachings (of the thinker upon whose ideas the school is established) on the culture of the school. This influence could be seen both on the method of teaching as well as on the student-teacher relationship.

One of the school's guiding principles is that 'nothing can be taught, as the soul already knows'. This made the role of the teacher more like that of a facilitator. The school also believed in the concept of self-discipline; the students had the freedom to voice their opinions in the class, which is believed to instil a sense of leadership and responsibility in them.

I taught English and Psychology to classes 7 and 11, respectively. I observed my learners closely and noticed that they were always eager to learn, to know more, to question and to think critically. They would often question the content without any hesitation or apprehension.

During the three months that I taught in the school, a number of questions came to my mind, such as 'What are we learning? What is the need for this learning?' It was as though I revisited the questions that bothered me in my own days as a student. What was the purpose of education? Is it enables us to achieve better grades, only to get a job and in turn, make our own careers? I wondered what was the need to study a certain subject and what was this process of learning doing to the learner.

The tables had turned now, and I found myself on the other side of the classroom. But I still had the same concerns, of course, as a teacher. What was I doing as a teacher? Did I promote acceptance of the written content as it was, or did I also provide a space for them to interpret that information?

While I was facing these questions, I decided to have a discussion with my students. I asked them about their future plans. I had a small class of about 12 students, with mostly science students who opted for Psychology in lieu of Mathematics.

They had considered it to be a relatively easy subject. After studying it for almost a year, they started enjoying it. In spite of this, when I asked them if they would pursue Psychology in future, they said that though they liked it they would much prefer rather becoming doctors or scientists. Many of them shared that this pressure was thrust upon them by their parents who were themselves doctors by profession.

I felt that they were not able to pursue fields that they really wanted to, or that they were passionate about. One of my learners was a passionate dancer. When I asked her if she would like to pursue dancing professionally, she rejected the idea completely. She reluctantly admitted that it was because her parents wouldn't let her take up dancing as a profession.

We discussed whether it was important to follow one's dreams; one may face opposition, but to let go of your dreams easily is not fair. I gave it some thought and realised how education was turning us into someone we didn't want to be. The process of being educated came with baggage. In this process of conforming, individuals had to compromise on their talents and creativity. The aim of education is to nurture the educand and to hone their talents and potential so that they grow as persons, but it seems that education has become quite something else.

I wondered if there was a 'right kind of education'. I realised that education should be understood as 'deeper engagement'. But what was this deeper engagement and how could it be achieved?

This could begin with attending to the content delivered in the lessons. Attention here would not be limited to just passive listening but also understanding and engaging with it critically. Moreover, if we can move beyond the level of understanding towards reflection, then it would help us have a critical approach. This 'deeper engagement' could not be only restricted to the text, but would also entail engagement with our own selves. This would involve understanding who we are, our likes and

dislikes, our preferences, our biases, our own beliefs, and perspectives. Probably, only after one has such an understanding of oneself, one can decide the path to walk on and consequently, only then would education lead to an understanding of one's own self.

These speculations were important for me because they made me realise what little space the educational system affords to give to the uniqueness of a student; how we infantilize students and reject their opinions and choices as immature and raw; how in the name of standardisation we try to shape students and how in the name of testing and 'teacher-proof pedagogy' we negate autonomy and authenticity of both students and teachers.

Ms. Aakanksha Bhatia

'Striving, seeking, finding for oneself, and not to yield' is the guiding philosophy of the school where I went for my School Experience Program. The ethos of the school reflects the ideals of Maharishi Dayanand and Mahatma Hansraj. It reflects the "Value System" prevalent in India which aims at nurturing India's socio-cultural heritage as enshrined in the Vedas. Learners are expected to imbibe these values so as to become good human beings. To this effect, the Vedic ritual of performing 'Havan' has a place of pride in the school's curriculum and is performed regularly to purify the air and environment. Education in school is an amalgamation of ancient Vedic values and contemporary scientific temperament. Along with the intellectual development, the school aims to promote the traditional Indian values with due emphasis on competence, creativity and inculcation of the scientific outlook and aesthetic appreciation.

I taught Social sciences to class IX and Psychology to class XI. The majority of students in class IX were boys, whereas in class XI it was the other way round. Though the students were full of energy and enthusiasm, their curriculum permitted little time for self-reflection. Interestingly,

even though the boys in XI std were less in number and got sufficient attention from the teacher, they were still reluctant to study and attempted different means to distract the teacher in order to avoid participation in the classroom. Exploring the issue further, I learned that Psychology was offered as an option against Political Science. Perhaps it was because of a limited choice of subjects rather than the interest that compelled them to opt for Psychology. On the other hand, the girls looked forward to sharing their personal experiences which enriched the classroom discussion. This made me wonder whether the girls were more intuitive and inward-looking or were they simply more interested in studying Psychology?

At the end of the term, I felt a need to evaluate my teaching and my interaction with my learners. I asked both classes to fill a feedback proforma which consisted of ten indicators of teacher effectiveness. Besides these indicators, there were a few qualitative questions. One of the questions required them to answer what they had learnt from their teacher. Quite a few of them wrote that they learned to control their anger. They mentioned that many a time they would try to provoke me, or enrage me, but I remained tranquil and composed.

I was both perplexed and touched by their responses, and what amazed me the most was that similar feedback was received by no less than 12-13 students from both classes. They perceived anger as a negative trait and admired the teacher and her management of anger. This experience laid a path for a self-reflection of my journey as a teacher. I wanted to understand the way in which my learners conceptualised anger, why they expected me to be angry and how I was different from the other teachers? I was overwhelmed that I could make them aware of their anger and kindle a need to manage it.

I reflected on this underlying yet essential difference between the relationship they shared with me and the relationship they shared with other teachers. Before my School Experience Program, I had already

reflected on the kind of relationship I wanted to establish with my learners. I viewed my learners as sentient beings who deserve respect and dignity. I encouraged them to share their thoughts and opinions while my focus remained to inculcate sensitivity and tolerance in them. I don't claim absolute tolerance, but I never thought of using anger as a tool to establish control or discipline in the classroom.

I was amazed that the learners were aware of their naughty behaviour and deliberately tried to elicit an aggressive reaction from their teacher. Not receiving the expected reaction made them perceive the teacher as different from the rest. While pondering over these issues, I began to read Krishnamurti and got many answers from him. He believed that there is a peculiar quality to aggression which is isolation. Even I feel that an aggressive person is alienated from the world. This alienation is twofolds: one is when the world distances itself from him. Second is when the person is frustrated from the world and develops resentment towards it and creates a psychological barrier which prevents others from entering. When as teachers we get aggressive in classrooms, the students develop a fear for us and consider us as different from them. Students show their non-acceptance in the form of noncompliance. At times, this leads the teacher to develop a negative opinion about the students and distance herself from them. As far as my context is concerned, I still wonder whether I was able to form a personal connection with them at the affective level where a mutual understanding of others' emotions prevailed or not?

To my mind, for a teaching-learning process to be effective, some amount of transformation should take place in the teacher as well as the learner's personal transformation is initiated by the realisation that you are capable of looking into your inner self. While I was reading the feedback of my students I felt as though I was undergoing some kind of transformation. Though I had an idea about the kind of relationship

I will establish with my students, I never consciously behaved in a subtle way or masked my anger. At that point, I realised that it was not that I was trying to overcome my anger or control it. It was that I did not feel the emotion of anger at all. Krishnamurti said that you become what you fight. I think this happens because when you have to fight or control anger consciously, there will be an urge to keep on thinking about the ways to fight it. In this manner, the emotion of anger would still persist in our minds and no meaningful transformation would be probable. One may question how can one get rid of anger and transform oneself.

I believe this can happen through self-awareness when one can attempt to delve deeper into oneself and try to comprehend the cause of anger. But this must be done objectively as a third person who witnesses. If we initiate a dialogue between ourselves and our anger, we tend to defend and attribute reasons which will not let us view it as it is. The problem of anger can be solved when we look at it without condemning it or passing judgments. Self-awareness is the first step forward on the path of personal transformation.

The transformation which we undergo would not be worthwhile if it doesn't reach others. Would my transformation be meaningful if it was just restricted to me? I wouldn't have considered my behaviour as noteworthy if my students wouldn't have learned from it. This experience became significant only because of its power to transform me as well as initiate a transformation in my learners. Though the transformation was implicit to me, it was effective as it was able to bring me closer to my inner self and my learners.

Therefore, I believe that personal transformation can't take place in seclusion and it will lose its significance if there is no social transformation following it. The personal transformation I experienced was a result of my deeper engagement with not only myself, but also with others.

Such a transformation is central to the educational ideas of humanists such as Carl Rogers and Krishnamurti (2003), who highlight the personal dimension of being human for social transformation. Such an understanding might seem contradictory to those perspectives that consider personal identity to be dependent on social identity, however, these humanists highlight in the constant negotiations that take place in the formation of both self and identity.

Ms. Amanpreet Sawhney

As a part of my school experience programme, I taught English to class 11 and 8, at a privately managed school in Delhi. The school is modelled on the teachings of Swami Dayanand. The school has huge strength, of about, 50,000 students. The following incident motivated me to reflect on my own teaching methods and the importance of emotions in the lives of students.

Like any other day, I came prepared for my class. I finished a prose piece in class 8 and then proceeded to do speech writing in class 11, for which I read out a powerful speech on democracy by Charlie Chaplin. Later in the day, I got an arrangement period, in class 8 (the section that I had taught in the morning). In the school experience days- and this I am sure that all the pupil teachers would agree- any extra class or arrangement that you get is God sent! To let it go to waste is the most unwise thing to do. But going for a class unprepared was equally unimaginable.

It was too short a notice to plan a lesson. I discussed this with my supervisor, and he suggested that I do speech writing with class 8 as well. But I felt that the speech I selected for class 11 would be inappropriate for class 8. After giving it some thought, I thought of experimenting and proceeded with the speech-writing.

As it generally happens, since it was an arrangement period, the class was not in a mood to study. They wanted me to play some games with them. Their body language

communicated that any attempt to make them study would not be welcomed. This was a free period, a breather for them, and I did not want to take that away from them, but the life of a pupil-teacher is also governed by the number of lessons she/he has to get supervised and I had no other option but to make use of this class. Thus, I started to speak about: “how I dare to be different”. In the form of a speech, I narrated how I use different methodologies for my class, how difficult it is to strike a balance between the school and the demands of my own classes at the Department of Education; how I dare to include games and ensure that it is a well-taught class and so on. I spoke for about 5-7 minutes and then paused for them to reflect.

I was amazed at the intensity and seriousness of the reflections of my young students about what they would like to do differently, what challenges they may face in being different, and how they would endeavour to overcome these challenges. I asked them to write their reflections and feelings. After 10-15 minutes, when I asked them if they would like to share their ideas, out of 53 learners, at least 30 learners raised their hands to voice their views.

The learners came up with fantastic speeches as they brought out varied issues and concerns through their speeches. One of the girls said she wants to be a geo-physicist. This is how she dared to be different, by entering the space and domain which is supposed to be available only to males. One of the boys stood up and said, I dare to be different by talking freely with girls and not worry about the judgments society will pass. The way they expressed their thoughts in the form of a speech, with the conviction they spoke, the issues they raised, and the confidence they had, brought tears to my eyes. It was overwhelming for me to hear them speak and it was equally overwhelming for my supervisor to witness the response that my sharing could evoke in my learners. It was better than all the other planned classes.

After the class was over, I reflected

upon what was it that made this attempt successful? Did I stir up their emotions, did my speech gave them the confidence to dare to speak on the matters they always thought about, but never spoke out of fear? Did I rouse their suppressed thoughts and emotions? How did I manage to do this? Was it in the way I spoke? Did I transfer my passion and confidence on to them? How did this happen?

I thought about it and realised how easily we do away with emotions and only favour reason in our classroom teaching-learning processes. It is not as if I did not realise the value and worth of emotions, but 5 years of my university education and my training in literary criticism made me think differently. I was appointed to teach literature and not stir up the emotions! Therefore in some of the discussions with my supervisor, I felt that in trying to touch upon the affective aspect of one’s being, I will have to compromise on the intellect. I now realise that even I made the same mistake of treating reason and emotions in two watertight compartments. I treated reason as superior to emotions, which I now realise was imprudent.

The same idea gets echoed in Krishnamurti’s dialogues (2003). He suggests that every individual needs to experience emotions, which alone can bring in an inner transformation. One needs to encounter feelings, sense the spontaneity of emotions and participate in it perennially. In classroom teaching and assessment, intelligence gets restricted only to cognitive aspects. The emotive is barely touched upon, either it gets categorised as ‘irrational’ or it is simply ignored. The hierarchy that is established between reason and emotion needs to be broken down. It is not as though one is superior to the other; they are both needed, to make the teaching-learning process rewarding and comforting.

The emotive added another dimension to my teaching-learning process. It helped me to establish a genuine relationship with my learners. It helped my learners to connect with my ideas better, it changed the ethos

of the class, and they could freely speak in class and voice their opinions. The learners were sure that their teacher would not judge them, which made the classroom setting democratic and I appreciated the richness brought about by a plurality of thoughts and ideas.

The emotive facilitated a dialogue with my learners. This experience definitely helped me grow as a pedagogue, and I realised what I would have lost out on if I did not incorporate the affective domain in my teaching.

Conclusions

These experiences of the pupil-teachers highlight the importance of a pedagogy that is reflective, critical, conscious, and engaged. It does not reduce the emotional to the rational, but is socially responsive at the same time. Irrespective of how mundane these experiences might appear to one, in terms of transformation, the significance of the issues they highlight cannot be overlooked. These minor experiences form the basis for significant changes within society in general and across fields in specific. Martin (2007) highlights this transformative role of education which is often undervalued. She suggests that education is extremely powerful to bring transformation and in any dynamic social context, educational transformations are common to be witnessed. It need not be an extraordinary event, flourishing under exceptional circumstances.

These experiences may also be understood as moments of dialogue, in Buber's (2002) sense, where the pupil-teachers realised their

world-historical context and responded to it. This context is not shaped only by historical facts, but also by norms, ideas, beliefs, and relationships. In these moments, they realised their own locations, assumptions, and positions vis-a-vis the 'other' and when they respond with their whole being to the 'other', only then can there be genuineness in the relationship.

Another way of understanding the responses of the pupil-teachers is through the idea of care (Dalmiya, 2016) in which the idea of relational humility is considered at the centre of both caring and knowing, which are conventionally understood to be in the domain of emotion and reason, respectively. Both these ideas, caring and knowing, can be rooted in the discourse of feminist epistemology and care ethics to critique those theoretical perspectives that tend to present caring and knowing to be essentially different from each other and if not, then at best, to be sporadically traversing with each other.

The underlying dilemmas, conflicts, positions, and views of the pupil-teachers, thus exposit, do not submit themselves to be addressed by any particular theory, however, they do demand that constant attempts must be made to coherently understand and approach their queries. This is probably the beginning of becoming a reflective practitioner (Schon, 1987) in the true sense. Such a shift towards being a critical, humane, and conscientious person, who responds to the social context holistically is what is meant by the transformative potential of education.

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Enrolling Migrant Children in Formal Education System: A Case Study of Major Issues in Varanasi City

Abstract

Children accompanying migrant parents are an educationally vulnerable group as they have limited access to formal system of education. They belong to a category for whom appropriate policies and adequate strategies are not in place. In spite of nation-wide implementation of Right to Education (RTE) Act, government has not completely mapped the distress of these migrant children who face problems in accessing educational opportunities. This paper uncovers the difficulties and obstacles in the enrolment of these children into the formal system of education. In doing so, this study examines the lacunae in the current education system which accommodates migrant children with difficulty and lacks a progressive attitude in the implementation of measures for the educational rights of migrant children. Qualitative research methods of observation and interview were used to obtain data. The results show that although migrant children are allowed in public schools, no specific policy to persuade migrant parents to bring their children to school exist, resulting in poor access to formal education for these children.

Keywords: Seasonal Migration, Migrant Children, Educational Opportunities, Marginalized Children, Right to Education, Sarva Shiksha Abhiyan

Introduction

Education is an important tool for shaping the destiny of the human race. Education enables individuals to face challenges in life and enrich their lifestyle. In addition to the transformation in individual lifestyles, education today has made immense impact on society at large. Realizing the potential of education, UNESCO initiated the Education for All (EFA) movement to provide quality basic education for all children, youth and adults. At the “World Education Forum” Dakar in the year 2000, governments of 164 countries pledged to achieve EFA by 2015 (UNESCO, 2017). In 2000-2001, under the flagship Sarva Shiksha Abhiyan (SSA) various programmes were launched for achieving universalization of elementary education in India. The 86th amendment

of Indian constitution in December 2002 inserted a new article (i.e. Article 21-A) as Right to Education (RTE) to bring education under the purview of fundamental rights. The RTE act was enacted in the parliament on 4th August 2009 and came into force on 1st April, 2010 (Department of School Education & Literacy, Ministry of Human Resource Development, 2018). SSA acquired the necessary legal force for its implementation due to RTE act. It legally guarantees free and compulsory education for all the children in the age group of six to fourteen years without any discrimination and directs the states to protect, respect and fulfill the right to education.

Despite such a legal mandate for the state bear the responsibility for the proper implementation of RTE to educate all the children of the nation, there are still some

sections of children awaiting their right to education (Dubey, Pankaj & Mitra, 2018). Such sections of children are termed as marginalized groups and include child labourers, children of seasonal (short term) migrants, children of commercial sex workers, street children, orphans and delinquent children. Children who are born in the disadvantaged families of asylum seekers, refugees, and irregular migrants are also included under marginalized section (Taib, 2012).

Poverty, gender, caste, ethnicity discrimination, inaccessibility to school (Mangubhai, 2013); illiteracy of parents or guardians, lack of awareness (Bhan & Rodricks, 2012); inertness of the state or local administration, lacunae in the implementation of educational policies, lack of accountability and grievance redress mechanisms (Human Rights Watch, 2014) are some of the major factors that restrict such children from attaining their fundamental right to education. This study focuses on the issues related to the enrolment of such a group of marginalized children of inter-state migrant construction workers.

Rationale of the Study

With the escalating employment opportunities in recent years construction sector is now one of the main employers of internal migrant workers in India (Kumar, 2018). The city of Varanasi in Uttar Pradesh is regarded as the spiritual capital of India. Thousands of inter-state migrant labourers have been working in Varanasi city in various construction projects under the state as well as union schemes. The city has succeeded in wooing even more central ministry projects since 2014 as the Varanasi Lok Sabha (lower house of Indian parliament) constituency is being represented by the Prime Minister himself (Sharma, 2016). Apart from the government run projects such as construction of highways, bridges, office complexes, etc. numerous private projects in the form of construction of residential complexes, offices, markets, educational

institutes, healthcare centers, parks, and malls are coming up. This escalating rate of construction in the city attracts thousands of migrant construction workers. Workers from states like Bihar, Jharkhand, Chhattisgarh and West Bengal are employed alongside local workers. They live in groups near the construction sites. Their single room temporary shelters are usually made up of tin sheets, bamboo, asbestos and polythene. Mostly, both the parents go for work leaving behind their children.

The researcher came across such a group of migrant children at the Banaras Hindu University (B.H.U.) campus in Varanasi, whose parents are employed in various construction projects in the university campus. These children of school-going ages spend the whole day roaming and playing around their residential area instead of attending school. Some of them have to cook lunch and dinner because their parents generally return home late in the evening. They also engage themselves in household jobs like cleaning their homes and clothes, fetching drinking water, and looking after their younger siblings.

There is a Kendriya Vidyalaya (Central School), two primary schools with pre-primary sections and an elementary school present inside the university campus. Moreover, three government elementary schools are situated outside the campus within a distance of one kilometer, which are easily accessible for these children too; but not a single child of migrant workers has been enrolled. Interactions with the parents revealed that most of them do not show any interest in sending their children to school. Few of them tried to enrol their children in one of the elementary schools near the campus, but they were denied admission by the school authority.

Banaras Hindu University is a centre of amalgamation of internationally reputed educationists in the field of science and technology, medicine, literature, humanities and social sciences. It is an institute of national importance. The plight of children

of migrant labourers residing at such a seat of learning is very unfortunate and alarming. Any child under the umbrella of a reputed institution deprived of his/her right to education is a matter of national concern. Therefore, the researcher considered it as a special case and made an endeavor to explore the enrolment related problems of these children.

Many studies have been conducted on the educational achievements, economic difficulties, integration and socialization of immigrant children abroad, but in Indian context, studies are still lacking, particularly on the issues involving the enrolment of children of inter-state migrant labourers into formal school system. Some of the recent Inter-state studies on migrant children done in other countries are worth mentioning. A study entitled “Pathway to a better future: A review of education for migrant children in Thailand” conducted by Dowding in 2014 revealed that many migrant parents cannot enrol their children because of language barrier, lack of awareness on educational opportunities and inconsistencies in application of the EFA policy. H. Zhang (2016) in his comprehensive review paper entitled “Literature review on educational attainment of migrant children in China” stated that the absence of formal documents of the migrant workers make it impossible for their children to get enrolled in formal school at destination. In one of such studies done in India, Rena (2007) in the study “Factors affecting the enrolment and the retention of students at primary education in Andhra Pradesh: A village level study” pointed towards parental illiteracy being the reason behind the low literacy and retention of migrant children. In yet another Indian study entitled “Child migration, challenges and scopes: A study on child migration to identify the challenges and scopes with regard to education, health, nutrition and protection of migrant children in Kantamal and Harbhanga blocks of Boudh district of Odisha” by the Youth Council for Development Alternatives (n.d.), it was argued that insufficient

attention to policy implementation related to free and compulsory education excludes migrant children from formal education. Lack of sufficient literature for a thorough understanding of the issues related to enrolment of migrant children has created a knowledge gap which needs an exploration, particularly in Indian context where education of millions of migrant children gets affected due to seasonal migration of their parents.

Research Questions

Based on the background, the researcher has formulated the following research questions;

- Whether there is a problem in enrolling children of migrant workers in the formal system of education?
- What are the factors that act as barriers in the enrolment of children of migrant workers in the formal system of education?
- How can these barriers be overcome?

Objectives of the Study

The study has the following objectives:

- To identify the economic factors that act as barriers in the enrolment of children of migrant workers in the formal system of education
- To identify the social and school related factors that act as barriers in the enrolment of children of migrant workers in the formal system of education
- To identify the migration related factors that act as barriers in the enrolment of children of migrant workers in the formal system of education
- To suggest possible measures to overcome the barriers in the enrolment of children of migrant workers in the formal system of education.

Method

Case study method has been used in this research to explore the issues related to enrolment of children of migrant construction

workers in formal schools. As mentioned before the study focussed on children of migrant construction workers engaged in various construction projects of Banaras Hindu University. This study is instrumental in nature and its major focus is to understand the difficulties underlying the enrolment process. The case is important as it gives a comprehensive understanding about the problems faced by the children of migrant workers during enrolment process. Being an instrumental case study, its findings can be generalized for migrant children under similar conditions facing similar problems related to enrolment.

Sample and Sampling

The children of migrant construction workers employed in construction sites of B.H.U. constitute the universe of the study. The state-wise number of children in the age group of 6-14 years at the construction sites of B.H.U. is given in Table 1 with their previous and present schooling status. Purposive sampling technique has been used to select children, parents, teachers, and headmasters for conducting interviews. A total of 36 individuals have been interviewed which includes 16 children, 12 parents, 6 teachers and 2 headmasters/headmistresses.

Delimitation

- The study is delimited to children of migrant construction workers employed in construction sites of B.H.U., Varanasi main campus only.
- The study is delimited to the children of migrant construction workers in the age group of 6-14 years i.e. the children eligible by age to avail free and compulsory elementary education as prescribed in the RTE Act, 2009.

Tools for the Study

Four different semi-structured interview schedules for children, parents, teachers and headmasters were developed by the

researcher. The interview schedule for children comprise of items related to their interest in schooling, previous schooling experience at source/native place, previous schooling experience at destination, parental support for education and available learning environment. The interview schedule for parents includes items which focus on their experiences as migrant workers, previous experiences related to enrolment of their children at source/destination, education of their children and the related barriers. The teachers' interview schedule includes items related to their attitude towards education of migrant children, experience of teaching migrant children, socialization of migrant students with the non-migrant students and problems related to their education. The interview schedule for headmaster/headmistress includes items related to the different factors affecting the enrolment of migrant children such as, administration, infrastructure, teaching and learning, retention and dropout, involvement of Non-Governmental Organizations (NGOs) and other social organizations. Initially these interview schedules were developed in English and later translated into Hindi. The interview schedules were kept semi-structured to allow the required flexibility to incorporate new questions according to the demand of the context. The linguistic validity of the translated tools had been established by consulting the language experts. The Interpretative validity of data was established by participant feedback method. A data sheet was developed by the researcher to record the name, gender, age and educational status of all the children.

Procedure

The researcher along with two volunteers approached the children of migrant workers and their parents. After several regular visits and by making informal interactions over a period of one and half months, the team was able to develop a good rapport with them.

Table 1

State wise Number of Migrant Children on Construction Sites of B.H.U. and their Schooling Status

| State of Migrant Children | Number of Migrant Children (Age 6-14yr) | Boys | Girls | Number of Children attending School before Migration | Number of Children attending School during Migration |
|---------------------------|---|------|-------|--|--|
| West Bengal | 29 | 21 | 8 | 26 | 0 |
| Chhattisgarh | 34 | 23 | 11 | 29 | 0 |
| Bihar | 36 | 19 | 17 | 18 | 0 |
| Uttar Pradesh | 44 | 31 | 13 | 36 | 0 |
| Total | 143 | 94 | 49 | 109 | 0 |

(Source: Primary data)

Three meetings were conducted to encourage the migrant workers and to persuade them to enrol their children in the nearby government elementary schools. Only a few parents were interested in attending these meetings. The parents were briefed about the facilities provided by schools under the flagship of SSA along with the advantages of RTE Act. After much discussion some parents agreed to enrol their children. After that, the headmasters/headmistresses of the schools were approached. However, only one of these schools allowed admission. In the first phase, 23 children were enrolled into age appropriate classes in presence of their parents, volunteers and the researcher. In the second phase, 11 more children were enrolled after convincing their parents. Interviews with the children, parents, teachers and the headmaster/headmistress along with a thorough observation offered significant insight about the whole enrolment process.

Data Collection

The details about the children, such as name, age, gender and educational status were collected with the help of the data sheet. Semi-structured interview schedules were used to collect data regarding problems during enrolment and related issues.

Data Analysis and Interpretation

The data gathered through the semi-structured interview schedules was transcribed and coded. The coded phrases were arranged into specific categories/areas as specified in the interview schedules and interpreted. The participant feedback method was used to establish the exactness of the interpretations. The numerical data regarding number of children from different states and their schooling status at source and destination was analyzed through percentage analysis.

Findings of the Study

As per Table 1, among the migrants, male children (approximately 65%) are more preferred as accompanying children than the female ones. The reason being, male child are less prone to sexual abuse and safer to leave alone while the parents are out for work, revealed by some migrant workers. Their educational status shows that, while most of the children (approximately 76%) were attending school at the source i.e. before migration; the count came down to zero as they shifted to a migrant mode of life.

The analysis of the qualitative data presents a comprehensive understanding of the roles of different factors affecting the

enrolment of migrant children. The details of which are stated in the next section.

Economic Factors Impeding Education

Poverty

The educational decisions of families are greatly influenced by economic factors. Education is seen in terms of cost benefit analysis, especially in contexts where there is socio economic deprivation. Cost benefit analysis can be expressed as economic and non-economic benefits as well as the direct indirect cost of educating the child. Any of these could lead to deprivation of educational opportunities in terms of non enrolment, discontinuation or irregular attendance. Most of the migrant parents are illiterate and therefore unable to realize the value of education. One of the migrant parents stated in the interview,

“padh likh kar kya hoga? Naukari kahan mil rahi hai? Yeh log padh likh lenge toh aage jakar mazdoori karne me bhi sankoch karenge.”

[What will be the benefit of this education? There is no job? Furthermore, our children will feel hesitate in doing manual labour jobs once they are educated].

The scanty income of migrant workers is often insufficient to meet even the basic needs of the family and that plays a decisive role in constraining schooling decisions.

(i) Opportunity cost of the child's time

Opportunity cost refers to the economic benefits that are forgone when a child attends school. A vast majority of children are engaged in assisting the family in domestic work. They act as a valuable asset at home which helps in freeing adults so that they can go to work. Thus poor families are unable to spare the services of such children to send them school.

(iii) Economic Uncertainty of Parents

Improper financial management owing to practices like use of intoxicating substances such as, alcohol, tobacco and marijuana by the migrant workers followed by domestic violence on females and children is very common to observe almost every evening. Thus financial uncertainty creates ambivalence in the minds of parents for full time commitment for the schooling of their children. Another parent (mother) stated, “Yahan kaise padh payenge bacche? Inke papa roz sharab pike hum logon ko marte hein”.

[How can these children study here? Their father consumes alcohol everyday and beats us].

(iii) Direct Cost of Schooling

Direct cost of schooling refers to the money spent by parents for the schooling of their children causing non-enrolment or withdrawal of children from school. As quoted by Dreze, 2003 “elementary education in India is far from free”. In spite of free elementary education, migrant worker parents complain that education in government schools involves expenditure in terms of notebooks, stationary and arranging for tuitions for children as they themselves are illiterate.

Social and School Related Factors

(i) Denial from the school administration

The RTE Act of India directs the states to provide free and compulsory education to all the children in the age group of 6-14 years without any discrimination. It is the responsibility of the school administration to approach children from every section of the society, especially those who are marginalized. In spite of the RTE directives, schools are still denying admission to marginalized children

in order to run away from the associated responsibility and accountability. One of the headmasters stated,

“abhi hum mid-session me nahi le sakte inko, performance k liye upar jawab dena padta hai. Pichhli baar teen aise bacche aaye the, ek hafte k baad school aana bandh kar diye”

[We cannot enrol them in the mid-session, because, we are answerable to the higher authorities regarding their performance. Last time three such children were enrolled, but they stopped coming to school just after one week].

School administrators often consider migrant children inferior to the non-migrants (Tan, 2013). They are skeptical about their regularity in attending school and their performance.

(ii) Lack of proper identity proof documents

Lack of proper identity proof documents such as voter card or aadhaar card is yet another reason for denial of admission by the school administration.

(iii) Lack of Infrastructure and teaching staff

School administrators expressed their inability to accommodate these children in the classroom and in arranging remedial classes as they usually lag behind the non-migrant children. One of the teachers said,

“aise bacchon ko kuch aata jata nahi hai, humko fir se suruwat se padhana padega. Course kafi cover ho chuka hai”

[Such children do not know anything, we have to start teaching from the beginning again. Most of the syllabus has already been covered].

Teachers usually do not want to bear the extra burden to teach these children, that's why; they discourage the headmasters to enrol such children.

(iv) Non-Involvement of the NGO/social organization/ University administration

The migrant parents revealed that neither an NGO nor a social organization has ever taken an interest in the educational matters of their children; however, they acknowledged the involvement of some university students as volunteers for enrolling few of the children before. This is a matter of serious concern that thousands of university teachers, educational administrators, and students are residing in the same campus, witnessing the problems related to education of migrant children, but no significant attempt has ever been made by the intellectual community of B.H.U. to address this issue.

Migration related factors

(i) Discontinuity of schooling

Apart from the economic, social and school related factors; there are some factors specifically related to migration that affect enrolment. One such factor is the irregularity and discontinuity of schooling. One of the children revealed:

“Ab toh school jana achha nahi lagta. Gaon me jate the”

[I don't like to go to school nowadays. I used to go in my village].

This particular factor asserts that migration not only interrupts schooling, it gradually represses the interest of the child to go to school. Furthermore, children do not want to go to school due to the restrictions and the fear of losing their freedom as they enjoy the whole day roaming and playing. The inability of the migrant parents to provide proper guidance and exercise control on children reinforces the habit to escape schooling, which in turn contributes towards their low enrolment.

(ii) Familiar locality

As the migrant workers are employed under different contractors, they have to move with their families each time their contractors get new projects at varied locations. Labourers generally live near the working sites and depend on the nearby market for their daily needs. They neither have the free time nor interest to explore the new localities as shifting is a common phenomenon for them. They avoid socialization with the locals and generally prefer to stay within their own migrant community. Such behaviour minimizes their possibility to explore about schools or local bodies for the education of their children.

(iii) Unsupportive attitude of the contractors

Migrant parents do not receive any support from their contractors regarding the education of their children. Contractors are only concerned about completing the targeted project on time. They even overlook the provision of basic facilities like drinking water and toilets. As per the words of a female migrant worker,

“bacchon ki padhai ka toh mat hi puchhie; baar baar bolne par bhi yeh mahilaon k liye souchalay ka bandobast nahi kar rahe hein”

[Don't even ask about children's education; in spite of frequent request, he (the contractor) is not making any arrangement to build a toilet for the ladies].

Discussion

Among the economic factors, the intergenerational parental illiteracy has emerged as a major barrier towards education of the migrant children. Being uneducated, they have never associated themselves with the education of their children. They are far from realizing the wider meaning of education i.e., education as the means of all-round development. Unlike the educated parents, who dream and aspire for their children to achieve greater heights in life by accessing

quality education, migrant workers' visualization is limited to just a 'hand to mouth' way of life. They are unaware of the opportunities that education may bring to transform the lives of their children. The positive, cordial home environment is equally important in developing educational interest among children. This interest towards learning can motivate children to attend school. Ajila and Otutola (2000) stated that home environment plays an important role in creating an environment that motivates and influences children's intellectual growth. Another study by Mario (2006) revealed that factors such as impoverished home, lack of motivation in homes, spousal violence, as well as the home environment impacts the development of intellectual ability negatively.

The school related factors involve attitude of the teachers towards the enrolment of migrant children. This attitude develops due to their previous experience of dealing with such children. Irregularity in attending school and low performance are also a matter of concern for the teachers. In such cases, the parental involvement in sending their children to school regularly by encouraging them may bring some improvement. Regarding the identity proof documents for enrolment, the supreme court of India has recently elucidated that schools cannot demand aadhaar card during the admission process, it is not mandatory (India Today, 2018). The school administrations however, make it a ground to deny admission because the migrant parents are unaware of it.

Social factors play an important role in developing awareness towards education. Involvement of the educated community to guide the marginalized sections is desirable and expected for the upliftment of the latter. In this case, it is a matter of serious concern that, a migrant community living in the campus of an internationally reputed educational institute finds itself neglected and is devoid of any support for the education of their children. The intellectual fraternity may be well aware about the RTE act and the SSA, but the attitude to feel accountable for

taking social responsibilities is still awaited.

The migrant children's education is not a issue for the contractors either, as a majority of the migrant workers are undocumented and completely at the mercy of the contractors to earn their livelihood. They have limited means of employment as unskilled labourers. Proper registration and documentation of migrant workers in the labour commission offices at the source should be made mandatory before migration. It will be helpful for workers to receive all employment related benefits and to save their family and children from exploitation at work sites. Contractors who exploit the migrant workers by violating the guidelines under the Interstate Migrant Workmen Act, 1979 should be taken seriously by law and licenses of such contractors must be cancelled.

The periodical change of working locations also adversely affects schooling. For a migrant labourer, search for opportunities to avoid unemployment is far more crucial than the education of their children. The rural areas have only limited agriculture based seasonal employment opportunities for unskilled labourers. Besides, those who get such employment are paid meager wages. The failure of the national rural employment schemes such as the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) due to low wage rate, insufficient budget allocation, irregularity in payments and the indifferent attitude of administration towards local priorities (Nandy, 2018) have further degraded their economic condition. Unless and until opportunities are created in the local areas, migration is inevitable. Therefore, need of the hour is also to provide hassle-free educational access to their children at the destination itself. For this the school administration must ensure that they give the required flexibility.

Suggestions

Following are the suggestions which need to be implemented at various levels to overcome the problems related to enrolment of migrant

children and for getting them into formal education system:

(i) Implementation of SSA

Strong monitoring of the implementation of Sarva Shiksha Abhiyan is crucial. The SSA must support and promote the integration and continuation of migrant children into the mainstream. For this, there is a need to raise awareness at schools so that the enrolment procedure is simplified and made easier.

Provisions need to be developed for eradicating the threats of sustainability that tend to limit the long term viable options for education of migrant students.

Clear guidelines need to be disseminated among educators and school authorities for the implementation of SSA so that there is no element of doubt regarding the guidelines for enrolling migrant children. Stringent laws for lack of accountability for non-enrolment should be enforced.

Also, incentive based encouragement in the form of increased resources for the particular exemplary school should be provided for smooth and hassle free enrolment of migrant children, thus fulfilling the objectives of SSA.

SSA no longer provides funds for remedial/bridge courses that enable migrant children to reach their age-appropriate classes. They used to be part of DPEP and SSA till 2014, however after the creation of Samagra Shiksha Abhiyan (amalgamating SSA with RMSA) discretionary funds to support the learning of children has been withdrawn. There is an urgent need to provide discretionary funds to work with migrant children.

(ii) Role of school authority

Strong persuasion and scaling up of efforts by school authorities can help in reduction of the dropout rates of these migrant children at all levels.

The schools that are accepting these children need to have flexible schedules so that these students are allowed to attend

school in the evening if the situation of the child calls for such a need. This goes against the RTE act; there is a need to amend the RTE act to cater to children of migrant labourers in the city.

The host schools could provide remedial classes as well as vocational training programmes to enhance the value of education among such children and parents. As mentioned above, there is no budget provision for any of these requirements in Samagra Shiksha Abhiyan.

(iii) Local authorities at grass root level

The local government at grass root level needs to keep current and accurate data of out-of-school migrant children so that they can be mapped and education providers can respond and provide additional support in the form of teachers who can lend a helping hand in the enrolment of these children.

Emphasis needs to be given on immediate registration of children on arriving at the host city to avoid curriculum gaps thus leading to increased burden on schools.

Some form of flexible school timings for over aged children and for children who work with their parents could be provided that allow education and minimize the interruption in the education of children of migrant workers. Some feasible pathways must be provided for such overage children who constitute a big proportion of migrant drop out children.

The university along with the support of students could develop open book banks and community libraries within the access of migrant children and parents so that they are motivated and have an access to supported reading.

(iv) Linguistic support

Basic language support for the native language of these children could be provided to improve their enrolment in schools. Migrant children in the primary classes need

to be taught in their mother tongue to begin with and gradually transition to Hindi.

Special emphasis needs to be given to the enrolment of children at pre-primary and primary level because they are in the best position to succeed in school. Focus on language preparation of these children could ensure post-transition success of these students.

Skill development programmes for teachers to enable them to teach multi-ethnic and multi-linguistic students should be organized to help teacher and students get rid of inhibitions, prejudices and stereotype that comes as a barrier to the enrolment of migrant children.

(v) Role of Non-governmental institutions and individuals

With the support of local NGO's, social workers and volunteers; parents of migrant out of school children can be made aware of the educational opportunities. A very high proportion of such parents are unaware of the educational options as well as policies of the government of India.

Communities can come forward and organize workshops and awareness raising campaigns to inform parents and children about the opportunities associated with education.

Conclusion

Enrolment is the first step towards educational journey in a formal system. It marks the beginning of a track leading to endless possibilities if the commuter is dedicated enough to move on through it. Most of the marginalized and weaker sections of people, we are sharing the society with, are still miles away from this initial step. They have constraints that hold them back. Reasons may be many, ranging from adverse home environment to inertness of the intellectual society around, but it always ends in tarnishing the potential of a child that could otherwise have been cultivated. It is not only the wastage of individual talents,

but also an irrecoverable loss for the society, for the nation and for the whole humanity at large. It requires only a slight effort by the sensible individuals and organizations around to intervene for guiding them towards the right direction. It is always hard for a first generation learner to understand the system and to get through it; for migrant and marginalized children it is even harder and next to impossible without support. Their

fear of living in an unfamiliar locality, their apprehension about the mainstream society and its systems, their hesitation towards education, their voices being ignored by the intellectuals; all such issues can be resolved if and only if the needed cooperation is offered by the mainstreamers themselves. Then only, the dream of the nation for providing equal educational opportunities without any discrimination can be realized.

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Conceptual Model to Assess the Outreach Programmes Providing Education to Children

Abstract

Present paper is an attempt to develop a conceptual model to assess the effectiveness of the outreach programs, which are providing education to the children who are not able to attend formal schooling due to many reasons. The model was developed after analyzing three ground theories related to right to education; UNICEF's Human rights based approach, Amartya Sen and Martha Nussbaum's Capabilities approach and Pigozzi's two level model. The conceptual model explains as how the main concepts and ground theories are connected, defines the criteria to evaluate the outreach programs and measures the ability of the outreach programs in providing access to education on one hand and the extent to which these programs are able to help children in gaining skills, values and knowledge that will help them in escaping poverty and leading valuable lives on the other hand.

Keywords: Outreach programs, human rights based approach, capabilities approach, piggozzi's two level model, conceptual model

Introduction

The traditional education system fails to retain children before they acquire basic skills and recognized qualifications that is needed for their adulthood. This is due to rigid time schedules, non-individualized teaching methods and process that rarely suit children needs. Traditional education system is of a mediocre quality that does not help children in acquiring social skills that are needed to adapt in a complex environment (IIEP 1997, p.4).

Failure of formal education system to provide education calls for alternatives. Alternatives mean providing education outside the formal education system that serve specific clientele with identifiable instructional objectives. The report *Learning to be* draws attention towards the act of learning rather than educational institution or content of teaching as the main aim of education. The report was published by the International Commission on the

Development of Education in 1972. This approach inspired the EFA Declaration at Jometien in 1990 (IIEP 1997, p.4).

After the declaration, in the last three decades many alternative programs were started by private organizations, NGOs, religious groups, village communities, international bodies and even by ministries of education to support education. Many studies of these programs have been conducted by international bodies UNESCO, UNICEF and World Bank (IIEP 1997, p.4). Qualified teachers and classroom settings of national standards are not available in all circumstances this call for alternatives to national school system for non-school goers. Such programs help in reinforcing self-esteem of children and they can contribute to their community (Nicolai 2003, p.44).

Outreach programs however, can be programs where the certificate and validity of learning is not assured, as they are non-formal educational programs. These programs are substitutes for country's

formal education system and differ in their approaches towards educating children and types of intervention (IIEP 1997, p.10, Baxter & Bethke 2009, p. 27).

Outreach access programs provide standard curriculum in non-traditional environments with limited resources. These programs are focused on groups of children not enrolled in formal schools. Different curriculum and methods often developed by NGOs operate in different geographical locations. They generally use formal curriculum, learner centred and participatory pedagogy but with untrained teachers (those who may not have received formal teachers training). **Outreach bridge programs** help re-enter children in to schools. Some of the famous outreach bridge programs are Complementary Rapid Education Program of Sierra Leone, Community Oriented Primary Education Program of Uganda and Alternative School Program of Nepal.

Another type of outreach programs are **parallel programs**. These often look like formal schools, but are run in places other than formal schools. This is like community schools that are operated and supported by the community. Community schools of Sierra Leone, Liberia and Afghanistan are such type of parallel programs.

Outreach curriculum or subject programs provide alternative curriculum and particular topics according to the additional needs of children like HIV and AIDS education, psychological programs and after-school clubs.

Active learning, child centred pedagogy, multi-grade classrooms, peer-tutoring, self-guided learning material, involvement of community members and parents in school, locally adapted changes, free flow of children and more focus on learning rather than teaching are some most important characteristics of these programs (Uemura, 1999; Nicolai, 2003; Hartwell, 2006; Baxter & Bethke, 2009)

Some of the successful program are: 'Escuela Nueva' (New school) in Colombia that started in 1970s and has spread to

about 8000 schools. This model was later adapted by 10 other Latin American nations, Africa, Middle East and Asia. Another successful program was that of Bangladesh Rural committee, which became famous by the name of Non-formal Primary Education program. The program was started in mid-1980s and later has grown to 35000 schools. The program was then adapted by nations such as Uganda, Sierra Leone, Afghanistan, Ethiopia, Sudan and Somalia (Ahmed, 1993; Sarker, 1994; Sweetser, 1999; Haiplik, 2004). The community schools program of Egypt started in 1990s for girls and boys who did not attend schools was later adapted by Islamic nations of Middle East (Zaalouk, 1995 and 2004).

Solely focussing on quantitative outcomes to achieve universal primary enrolment is a matter of concern, and there is a need to provide quality education to retain children. NFE and outreach programs are best suited to the needs of underprivileged children in terms of their curricula, processes and flexible strategies. But this important question remains.

But still a question arises as:

What role outreach programs play and how effective outreach programs are in improving access to education for underprivileged children?

Whether these programs are effective or not, it cannot be judged unless or until one goes into the ground level reality of these programs. In the present paper a bottom-up criterion based on Human-Rights Based Approach and Amartya Sen and the Martha Nussbaum's Capabilities Approach has been used for evaluating the programs. By using the two approaches and Pigozzi's two level model, a conceptual model has been developed that measures the ability of the outreach programs in providing access to education on one hand and the extent to which these programs are able to help children in gaining skills, values and knowledge that will help them in escaping poverty and leading valuable lives.

Theoretical Framework

This research is framed on the basis of two approaches as mentioned above. Piggozi's two level model was analyzed and used to set the parameters for assessing the outreach programs. The two ground theories that frame this research are related to right to education and particularly focus on underprivileged children.

Ground Theories

Human right-based Approach

The HRBA includes goals, standards and norms of human rights system that are helpful in the planning, designing and implementation of development programs (Boesen & Martin 2007, p.9). HRBA approach recognizes the complexity of poverty as a root cause of human rights violation (Boesen & Martin 2007, p.9).

HRBA does not consider need to be merely physical, but considers it holistically in terms of political, civil, economic, cultural and social rights. According to HRBA there is a distinction between right-holders and duty bearers. Thus, government is the main duty-bearer that plays a major role in providing educational services. According to HRBA, outcomes are equally important as are processes undertaken to realize rights. HRBA considers and portrays deprived section of the population as equal human being not as victims; instead they are people who need support to exercise their rights (Boesen & Martin 2007, p.10). HRBA aims to empower most deprived and vulnerable population by placing individual's agency as the main actor in their development. According to HRBA, human rights principles should guide planning, designing, implementation, monitoring and evaluation of development programs. The principles of HRBA are stated in Table 1.

Table 1
Principles of HRBA

| Human Rights Based Approach Principles | |
|--|---|
| Principle | Definition |
| Universal and inalienable | People are entitled to their rights from birth. |
| Indivisible | Each right is equal |
| Non-discrimination and equality | Rights are equal for everybody without any discrimination |
| Interdependent and interrelated | All rights are dependent on each other |
| Participation and inclusion | All individuals are free to participate in, contribute to and enjoy their rights. |
| Accountability | Government should promote and protect the rights otherwise right holders can redress. |

Source: UNICEF 2007, p.10-11

As per Rights based approach, education should develop capacities among poor children and their parents to claim, understand and realize their educational rights. Unlike charity approach that focuses on 'inputs' and need-based approach that focuses on 'input and outcome', RBA focuses on 'process and outcomes' (Boesen & Martin 2007, p.10) and addresses participation

of stakeholders in education as necessary (UNICEF 2007, p.14).

HRBA divides the right to education in three categories. These are right to access, right to quality and right to respect. HRBA respect the rights of children when they attend any educational program. If rights of children are respected then it will positively affect the retention rate (Unicef 2007, p.28).

The conceptual framework of HRBA reflects the universality and indivisibility of human rights by highlighting holistic

approach to education. The three central dimensions of HRBA are given in Table 2:

Table 2
Central dimensions of HRBA

| HRBA Conceptual Framework for Education | |
|---|--|
| 1. The right of access to education | Education should be available to all children irrespective of gender, class, creed and should be accessible |
| 2. The right to quality education | Curriculum should be inclusive and relevant for all. Learning environment should be child-friendly, safe and healthy |
| 3. The right to respect in the learning environment | There should be respect for identity, participation and integrity in the class |

Source: UNICEF 2007, p. 28

The Capabilities Approach

The capability approach centered around what people are effectively able to do and be. The approach is about the *capabilities* of people (Nussbaum, 1988, 2003; Sen, 1993, 1999; Robeyns, 2005; Unterhalter 2003; Radja et al. 2008). This approach that has been pioneered recently but by Amartya Sen can be traced back in the work of Aristotle. Adam Smith and Karl Marx provide the framework for the foundation of human development. The approach has been later developed by Martha Nussbaum (1988, 1992, 1995, 1998, 2000, 2003, 2004) and other scholars too those working in the field of formal, informal and non-formal education (Robeyns, 2005; Unterhalter et al., 2005; Radja, 2008).

According to the approach, 'functioning' is a valuable idea that makes up people's well-being, justice and development. Functioning are achieved with the help of people's capabilities. Capabilities are opportunities and substantive freedoms to undertake the activities and actions that a person wants to do for leading the kind of life s/he has reason to value (Sen, 1999). Functioning includes healthy body, being safe, being literate, being a part of community, having a good job, being respected and anything else that makes a life valuable. Capabilities are valuable options from one can choose and

functionings are achievements. Functioning means "Realized" while capabilities mean "Effectively possible". People should have capabilities (opportunities or freedom) to lead the life they want to; to do what they want to do and to become a person they want to be (Robeyns, 2005; Unterhalter 2005; Radja, 2008). People have different body fitness, different intellectual capacities, emotional capacities and personality traits. People have different set of internal capabilities that include leadership and analytical skills, self – confidence and esteem, mathematical aptitude and many more. Apart from that people develop internal capabilities as a result of continuous interaction with their political, social and family environment. These are called combined capabilities (Nussbaum 2011, p. 20-21). The combined capabilities of a person reflect the potential functioning of that person. A functioning is what a person achieves or does to achieve. So his/her capability is a reflection of the freedom s/he enjoys to choose between different ways of living (Nussbaum 2011, p.20).

Education is a means to fight poverty and reduce vulnerability for disadvantaged groups. Increasing the 'ability' to escape from poverty and increasing 'potentiality' for not to fall into poverty, is required for enhancing the capability of an individual. Quality education helps people in escaping

from monetary poverty, vulnerability and increases their potentiality. To achieve these objectives: content, delivery and quality of education is more important than access and completion (Radja, Hoffmann and Bakhshi, 2008 p.4). Tikly & Barrett have suggested: ‘... a key role for a good quality education becomes one of supporting the development of autonomy and the ability to make choices in later life...’ (Fertig, 2012). Quality education is an enabling process that provides people with opportunities which help them in developing capabilities and thus converting it into functioning (Sen, 1999; Nussbaum, 2007, 2011; Fertig, 2012).

The capability approach provides framework for evaluating educational

policies by evaluating several aspects of people’s well-being (Roybens, 2005). Unterhalter (2005 p.5) explains with an example as to why Educational evaluations should take into account individual freedoms and capabilities as much as observed functioning. The relation between people and the social organisation to which they are members is explained by Sen and Roybens, 2006. The framework developed by Roybens involves three ‘conversion factors’ (Roybens, 2005; Fertig, 2012) that can impact ability of a person to convert capabilities into functionings. Roybens suggested ‘personal’, ‘environmental’ and ‘social’ factors as conversion factors and Tao, suggested these conversion factors as important and need to be expanded. They are shown in Table 3.

Table 3
The Conversion Factors

| Conversion Factors | | |
|--------------------|--|--|
| Conversion Factor | Definition | Example |
| Personal | Converting the characteristics of the commodity into a functioning | Most of the children has to work hard to help their family financially. They do not have awareness of Education as right. |
| Social | Public policies, legislations, social norms, hierarchy and practices | Boys from in financially poor families are given preference of getting education than girls. This social obligation prevents girls from exercising their right to education. |

Source: Roybens, 2005 p. 99

Outreach programs are flexible and better place to take care of these conversion factors, as their innovative educational process facilitates conversion of educational services into valuable functioning. These outreach programs can also help in developing the capabilities and well-being of the underprivileged children.

Piggozi’s two-level Model for Quality of Education

Mary Joy Piggozi supports UNESCO HRBA approach to education that considers

participation in quality education as a right of all human beings or Quality education as a Human Right. Piggozi developed a model. To assess the quality of education at two levels:

- (i) At learner level
- (ii) At system level that creates and supports learning.

The model has at the Centre at ‘Learning’, which in turn is surrounded firstly by learner level and then by system level. The model is divided into ten dimensions that are related to quality of education (Figure).

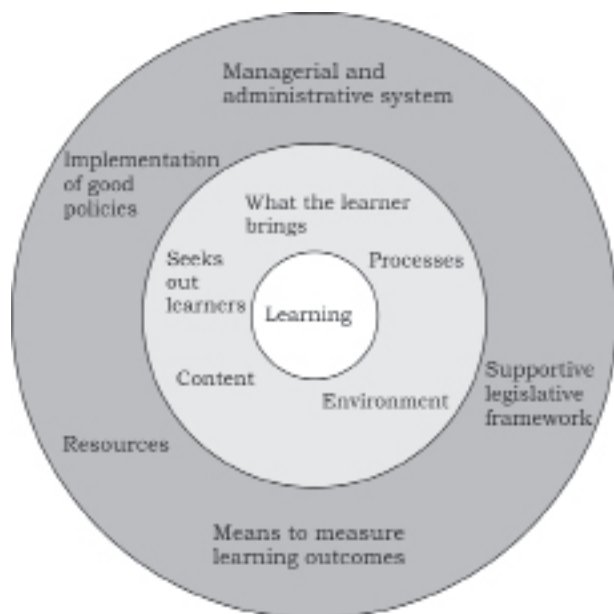


Figure 1: Pigozzi's Two-level model for quality of education

Source: Adapted from UNESCO 2004 p.30, Pigozzi 2006 p.45.

(i) At learner level

Learner level is the inner level that centred around what is happening around children and inside the classroom on daily basis. It includes five dimensions of quality of education which are:

1. *Seeks out learners*

Education should be accessible for all those who are still out of school due to any reason. Educational programs should adopt progressive approach to education by continuously finding children who are not going to schools and ensure access to education for them. Quantity is a not the only concern and a high-quality and inclusive education should be provided by seeking out children's experiences, language, cultural-practices, interests, skills and abilities without discrimination on sex, age, language and religion (Pigozzi 2006 p.43, Baxter & Bethke 2009 p.38).

2. *What the learner brings*

Learner brings all types of elements in the classroom whether they are positive or negative. Therefore the experiences of children must be considered while designing the quality educational programs. Learner should be considered as active participant in the educational settings. Learners have different characteristics and bring experiences and skills to the learning environment. These can present obstacles and opportunities for learns and in turn determine how they learn and behave with the group and teacher (Pigozzi 2006 p.43-44, Baxter & Bethke 2009 p.38-39).

3. *Content*

Curricula content and educational materials should be reviewed as per the changes in the world. Curricula should be modern and relevant and includes literacy, numeracy and 'facts and life skills'. It should convey about rights and responsibilities. All stakeholders should be included while designing curriculum so as to know the real needs of the learners. (Pigozzi 2006 p.44, Baxter & Bethke 2009 p.39).

4. *Processes*

Any high-quality educational process has an open learning environment in which learners can express their views, thoughts and ideas. Successful educational programs are characterized by learner centred methods of teaching and learning, where learners are active participants, they are encouraged to participate fully and associate freely. A high quality educational process must provide same rights and respect to all people involved in it whether it is learner, teachers, administrators or families and communities. (Pigozzi 2006 p.44-45, Baxter & Bethke 2009 p.40, Farrell and Hartwell 2008).

5. *Environment*

Environment means physical and mental environment. Hygenic environment with

health and nutrition services contributes towards the quality of education. Educational programs must provide safe and secure environment. The environment should be psycho-social where there is no discrimination on the basis of gender, no corporal punishments, no bullying nor any kind of violence. Apart from healthy physical environment high-quality educational programs must provide healthy mental or psychological learning environment (Pigozzi 2006 p.46, Baxter & Bethke 2009 p.40).

(ii) System Level

System level is the outer level that includes three dimensions which are as follows:

1. *Administrative and managerial system:*

Pigozzi (2006: 46) writes:

An education system must be structured and organized so that it is learner-centred. The system must be fair and transparent to all those in it. Rules and regulations need to be clear, with responsibilities and related procedures well articulated and implemented. Teachers need to be facilitated in their work by a managerial and administrative system that is designed to foster improved learning outcomes. Timetables must also be flexible enough to be able to keep children at risk from dropping out, or otherwise losing their right to education. Education must be approachable by parents and communities. They must feel comfortable and positive about their roles in the educational process.

The outreach program's managerial and administrative system should be transparent to all, most importantly for the key stakeholders. Education must be approachable for parents and community people by making them comfortable about their importance and roles in the program. The program should be well-structured.

2. *Implementation of good policies*

Policies set by ministry of education are not widely known and understood by all particularly to those for whom policies are made. All policies set up by the program should be consistent with national laws and legislations. The educational programs should make such mechanisms that implement, enforce and raise awareness about the set policies among the society, as education is not independent of the society (Pigozzi 2006, p.47). For example, most of the people are still unaware of their right to education according to RTE Act 2010.

3. *Supportive Legislative framework*

Legislative framework is important to enforce any law related to a child's education whether it is RTE or CRC (United Nations, 1989) to make sure the equality of educational opportunity, specially for those negatively affected by discrimination (Pigozzi 2006 p.48, Baxter & Bethke 2009 p.42).

4. *Resources*

Quality of education depends on the utilization of all resources (human, material and financial) to the full extent. Universality and free education is an International Call which is still not a reality for many countries. Not all countries are able to provide high quality education that is available and accessible to all due to lack of budgets but plans and actions should be initiated towards achieving the goal of free availability and accessibility of education (Pigozzi 2006, p.48).

5. *Measure learning outcomes:*

As the main focus of Pigozzi's model is on Learning (Figure 2). High quality of education is better understood by learning outcomes. Learning outcomes refer to the following:

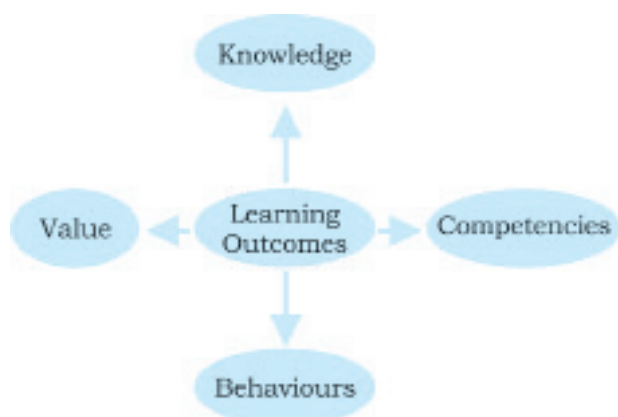


Figure 2: Pigozzi's mode on Learning.

Source: Pigozzi, 2006 p.49

- a) Knowledge that includes cognitive achievement in literacy, numeracy and core subject.
- b) Values of gender equality, tolerance, mutual understanding, non-violence, solidarity, respect for human rights, life and dignity.
- c) Competencies as how to solve daily life problems, live and work together and to learn how to learn.
- d) Behaviour having capacity of implementing whatever has been learnt, in daily life.

Conceptual Model

A conceptual model has been developed by the researcher to assess the outreach programmes. The model combine the elements from UNICEF's Human Rights Based Approach and Pigozzi's two level model of quality of education. Both the approaches are related to education and have guided the researcher in developing the conceptual model. The programs could be assessed in the light of important components of Capabilities Approach (Figure 3).

The model followed the framework of Pigozzi and evaluates the programs on two levels: learner level and system level.

Learner level is related to learners and how learning takes place. Learner level is assessed on three dimensions that

correspond to UNICEF'S HRBA right to education. These three components are: right to access, right to quality and right to respect. Pigozzi's five conditions for assessing quality at learner's level are incorporated in the three components.

At the system level, program is evaluated on the basis of three components that are: functioning of the system, measuring of learning outcomes, involvement of stakeholders and transparency.

The evaluation of outreach programs is divided into two dimensions that is 'outcome' and 'impact'. Impact is a big term that in this paper refers to the extent to which outreach programs improve child's well being. Well being is assessed by the increase or decrease in the capability set of the child. Outcome is assessed by the number of children mainstreamed by the outreach program which is also the result of increased capability each child as a positive impact of the outreach program. The term well-being and capabilities are explained in the capabilities approach.

The model explains as how the main concepts and ground theories are connected. The conceptual model defines the criteria to evaluate the outreach programs by answering the following questions:

At the Learner Level

1. Do the outreach programs proactively seek children to ensure their access and equality to education?
2. Do the outreach programs take into account children's experiences and skills they bring into the class as valuable inputs?
3. Is the curriculum content in line with the context and needs of the children?
4. Are the educational processes followed by the outreach programs participatory and inclusive?
5. How and within which environmental factors these program works? Is the learning environment safe and healthy in which rights of children are respected?

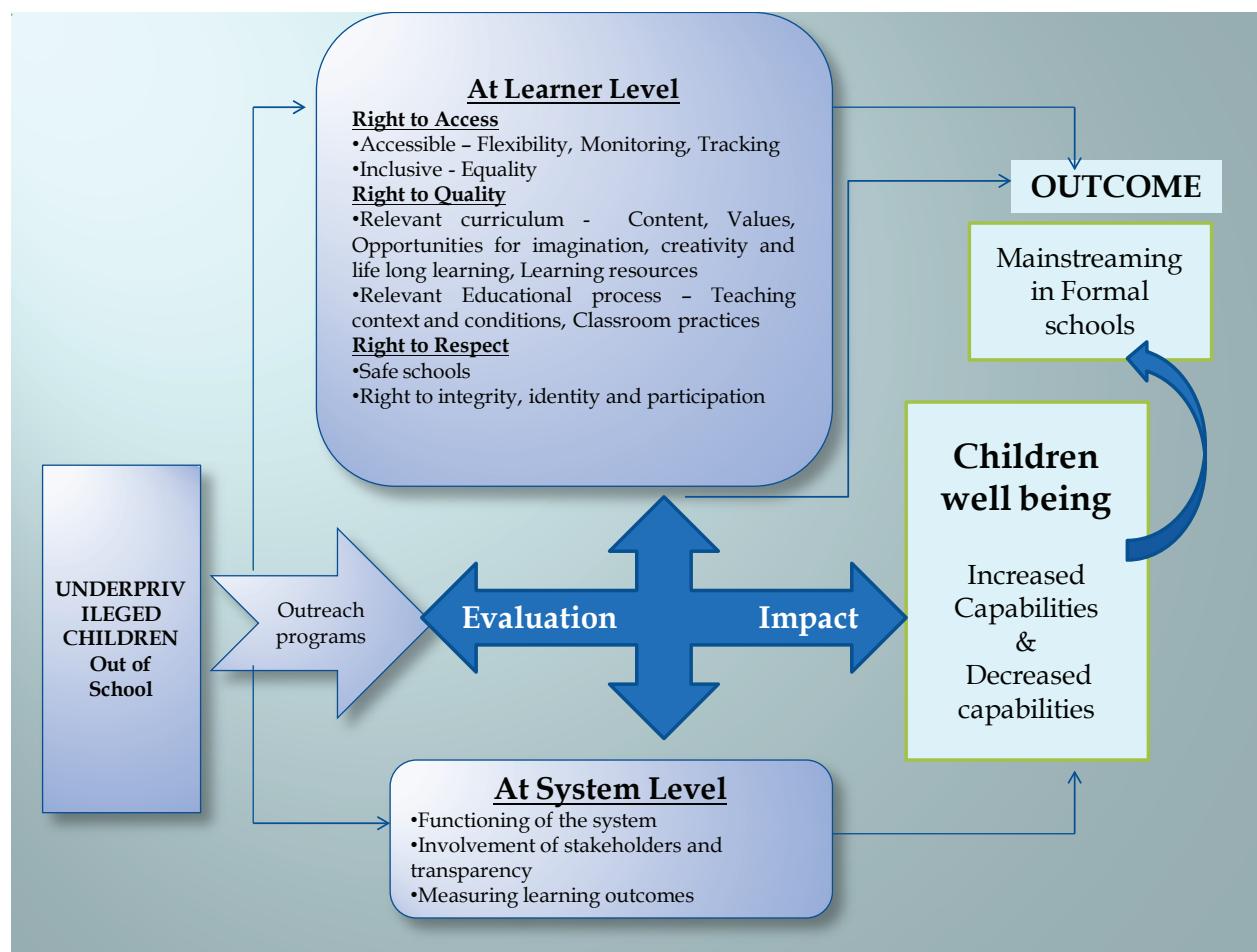


Figure 3: Conceptual Model

At System Level

1. Do the programs have enough physical and academic infrastructure facilities?
2. To what extent these programs are effective enough to break the cycle of illiteracy? Do the outreach programs have a systematized record on learning outcomes?
3. How closely do the outreach programs work with the stakeholders to ensure involvement and transparency in the system? How do different stakeholders associated with the program address various issues of the program?
4. What if any is the impact of the outreach programs on children's capabilities and their present and future well being.

The model explains the relationship

between different variables and thus helps in achieving the following objectives.

1. Assesses the effectiveness of outreach programs in providing accessible and inclusive education to children
2. Assesses the effectiveness of outreach programs in providing quality education to children.
3. Assesses the effectiveness of outreach programs in providing safe and respectful learning environment to children
4. Assesses the effectiveness of managerial and administrative functioning of outreach programs.
5. Assesses the impact of outreach programs on the learning outcomes of the children.
6. Assesses impact of the outreach programs on the well-being of the children attending it.

Operational Definitions

1. Accessible and inclusive Education - Education that is easily available to all children and caters to the needs of children belonging to different socio-economic status/ gender/ learning levels.
2. Quality Education - Education that has relevant curriculum and a relevant educational process.
3. Safe and Respectful learning Environment - Environment that is gender sensitive and incorporated by right to identity, integrity and participation.
4. Managerial and administrative functioning - Program with availability of physical and academic infrastructure and proper involvement of stakeholders.
5. Learning outcomes - Level of cognitive knowledge children acquired in literacy, numeracy and EVS by studying in the program tested through the marks obtained in achievement test.
6. Well-being - Have the capabilities of the child increased or decreased.

Explanation of the Terms

Explanation includes the meaning of all the terms. Mode of achievement includes parameters to measure the particular term.

Accessible and Inclusive Education

Accessible means education that is easily available to all children. Education that is flexible, having monitoring and tracking system.

- Flexibility – Education should be provided in such a place and time that is within the reach of all children.
- Monitoring – Reporting of children who are studying in the program or mainstreamed through the program.
- Tracking – Reporting of children who leave or drop out from the program.

Inclusive here implies education that is equal for all.

Parameters

Accessible –

- i) Flexibility –identification of locality and children for the program, timings and location of the program, regularity among children
- ii) Monitoring and tracking – picking and dropping of children, counseling of children, meeting with parents, report of performance of mainstreamed children, maintenance of data of children, finding out the children who dropped out and the reasons for same, keeping in touch with children who left the program

Inclusive

- i) Equality – enrolment data according to bory and religion.

Quality Education

Quality education depends on what is transacted. A class is full of children with diverse needs, experiences and behaviors. Curriculum should be in line with the needs of the children (Piggozi 2006, UNICEF 2007). Quality of education depends on what happens inside the classroom or how the curriculum is transacted in the classroom (NCF 2005, NCFTE 2009). Child-friendly classrooms are essential for retention, learning and optimum development of children's capacities (NCF 2005, Piggozi 2006, p.44, UNICEF 2007, p.34, NCFTE 2009).

In the present context Quality education is one that provides **relevant curriculum** and with **relevant educational process**.

Curriculum is relevant if,

- Content taught to the children is relevant for his daily life and formal schooling.
- Values of respect, discipline, responsibility, resilience, integrity, care and harmony are taught to children.
- It provides opportunities for imagination, creativity and lifelong learning by conducting different activities.

- Learning resources are available and used by teachers.

Educational process is relevant if

- Teaching context and conditions are as per the government standards
- Child-friendly classroom practices are followed.

Parameters

i) Curriculum

- Relevance of content for children – Admission procedure, subjects taught and relevance of content for formal schooling.
- Provision for value inculcation among children – changes seen in the children after joining the program by the teachers and parents.
- Opportunities curricula provide for imagination, creativity and life long learning - Activities undertaken by the program through which a child can use his own imagination and be creative. Activities undertaken by the program that motivate a person to be an independent learner that make them aware of the ways through which they can learn throughout life.
- Availability and usability of learning resources while transacting curricula - Teaching aids & equipments (Charts, Books, Audio-Visual aids, Use of waste material and others) and Textbooks available to the teachers as well as students.

ii) Educational process - how content is actually transmitted inside the classrooms.

- Teaching context and conditions - Teacher pupil ratio, the presence of teachers and children in the class at a time, instructional hours per day, grades taught, subjects taught.

- Classroom practices –
 - Teaching learning activities mostly liked by children and teachers.
 - Teaching methods adopted by teachers and liked by children.
 - Child Friendly classroom – on the basis of NCF following dimensions are used - mother tongue is used by the teacher, TLM is used in introducing the lesson, participatory approach is used for transacting the lesson, child centered approach is used for teaching, real life experience based questions asked during teaching, questions are frequently asked by children, small group/Individual activities are conducted, teacher smiles or jokes with at least some children.
 - Continuous Evaluation – on the basis of NCF following dimensions should be used – continuous assessment by teachers, written and oral modes to be used, homework regularly assigned, recapitulation of lesson, remedial teaching for children who face difficulty.

Safe and Respectful Learning Environment

Meaning - Environment refers to physical and psychological or psycho-social environment (Pigozzi 2006 p.46, Baxter & Bethke, 2009 p.40). Since outreach programs generally operate in existing schools, centres, homes or on streets, so providing healthy physical environment is difficult.

The right to education must be incorporated by right to identity, integrity and participation. (UNICEF 2007, p.35). According to Article 30 in the Convention on the Rights of the Child (CRC), “Children have the right to enjoy their own culture, practice their own religion and use their own language”. According to Article 12 of convention of child rights, children have

right to express their views in every matter that is related to them (UNICEF 2007, p.36).

Parameters

- i) Gender sensitive – separate toilets for girls.
- ii) Safe schools – distance of school from home.
- iii) Right to identity – No discrimination in the class by classmates/teachers on the basis of gender, ethnicity, religion and socio-economic background.
- iv) Right to integrity – No use of violence by teachers to discipline children in the class. No use verbal, physical or sexual violence by classmates or teachers.
- v) Right to participation – Opportunities given by teachers to encourage children to express their views/opinions and appreciate their inputs.

Managerial and Administrative Function

Meaning

- i) Functioning - It refers to the availability of physical and academic infrastructure facilities with respect to different dimensions, namely, facilities available to the students in the classroom and facilities available to the teachers for organizing the classroom teaching.
- ii) Involvement of stakeholders and transparency – Roles, responsibilities should be clear to all. Proper information about the progress, performance, working and impact of the program should be communicated to all involved either directly or indirectly in the program.

Parameters

- i) Functioning – Availability of physical and academic facilities – blackboard, chair & benches, electricity, fan, natural light, ventilation and sitting space, playground.
- ii) Involvement of stakeholders and transparency – Knowledge among parents, teachers and community heads about

the NGOs, Responses of parents as how often their opinions were taken and valued.

Learning Outcomes

Meaning

Level of cognitive knowledge children acquire by studying in the program. Measuring learning outcomes enables identification of the learning needs and helps in assessing whether program has achieved the educational objectives or not which in turn helps in developing initiatives to support individual children and to adjust resources accordingly (Pigozzi 2006, UNICEF 2007 p.34, Baxter & Bethke 2009, p.43).

In the present context, it refers to level of cognitive knowledge children acquire in literacy, numeracy and EVS by studying in the program.

Parameters

- i) Recording of learning outcomes – way of compiling data of evaluation of children.
- ii) Measuring learning outcomes – Knowledge among children of literacy, numeracy and EVS.
- iii) Competencies among children in solving daily life problems.

Well-being

Meaning – Well-being of a person is whether he/she is happy or unhappy, satisfied or unsatisfied with his/her life. In the views of Amartya Sen, well-being in terms of capabilities is the possibilities and choices that a person has, to achieve valuable functioning. Education must work towards fighting all types of poverty and reducing vulnerability by enhancing capabilities, choices and potential by building different dimensions of well-being of individuals (Radja, Hoffman & Bakshi, 2008).

Well-being in the present context, is measured on the basis of increased and decreased capabilities. Increased

capabilities refers to when child successfully acquire useful knowledge, skills and values, which helps them in doing multiple things. Decreased capabilities refers to if a child has suffered from abuse in the educational setting which s/he has attended which in turn damaged his/her self-esteem and self-confidence. Due to this it is not easy for a child to gain knowledge, skills and values, due to which s/he will not be able to enjoy a good living standard.

Parameters

Increased Capabilities – If the program helps children in gaining knowledge of literacy and numeracy, acquiring values and applying knowledge in solving daily life problems.

Decreased Capabilities – If the program does not help children in gaining knowledge of literacy and numeracy, acquiring values and applying knowledge in solving daily life problems. If the child suffered from abuse in the educational setting.

quantifiable variables.

Conclusion

Right to education is a basic human right that is important to enhance the capabilities of individuals in leading them to the life they reason to value. Though the state is in-charge of providing free and compulsory education of quality, however the formal school system excludes many children due to many reasons. Outreach programs are designed in such a way so as to reach the children not able to attend formal schools and provide them the knowledge of basic literacy, numeracy and life skills. As these outreach programs claim to provide help to children in exercising their right to education, it is important to assess the effectiveness of these outreach programs in increasing the capabilities of children by increasing access to education. The paper presented the conceptual model based on the ground theories which Human rights based approach, Capabilities approach and Pigozzi's approach advocate. The model explains the criteria to evaluate the effectiveness of outreach programs at two levels (learner level and system level) with detailed operationalization of concepts in

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Round & Round...

A Peak into the World of a Restless Child Demystifying ADHD

Abstract

This paper attempts to understand the probable reasons for these conditions and how as the adult community of teachers, parents, counsellors and doctors can support the health of such children. One thing is clear - children are not the cause of their health deficits. The community needs to take the onus for this and look at the modifications needed to the child's environment, in his education, diet, exposure and most importantly in his interactions. A focus on these parameters will have a defining impact on the incidence of 'ADHD- Attention Deficit Hyperactivity Disorder'.

Introduction

This is not a research paper. The narrative is based on observations from psychologists, school counsellors, doctors, teachers and special educators on how they understand and address the restlessness that is perceived in children in classrooms. The issues extend to the lack of attention or the inability to sustain attention whether at school or at home.

Background

The following is a typical case encountered in consulting rooms:

Akash is often seen standing outside the classroom sometimes because he hasn't finished his homework or has been disturbing other children. His teachers are exasperated. They all say, "Akash is such a bright child, but only if could sit in one place and focus". When one looks at Akash, one sees vulnerability and helplessness as if his arms and legs had a mind of their own and he is simply powerless to control them. This is the story of many children in primary schools all over India.

Over the past decades, this phenomenon was given a name and that name has

evolved to now be known as Attention Deficit Hyperactivity Disorder or ADHD in common parlance. People diagnosed with ADHD have difficulty in paying attention and controlling impulsive behaviors. The symptoms include restlessness, inability to listen when spoken to directly, forgetfulness, being easily distracted or hyperactive.

ADHD is not just a childhood disorder. Although the symptoms begin to show in childhood, ADHD can continue through adolescence and adulthood. The diagnosis is one aspect of the issue, the other bigger aspect is the inquiry into extraneous factors such as the child's environment, his upbringing, or schooling that contributes to the increase in such restlessness.

Research on ADHD in India indicates a marked prevalence in its occurrences since 2005. The common behavioral problems noted in boys are lack of remorse, argumentativeness, and restlessness, compared to preoccupation with cleanliness and neatness, perfectionistic ideas, and argumentativeness among girls, though the difference was not statistically significant either (Gupta, Mongia and Garg, 2017).

A study by Venkata and Panicker (2013) found that the prevalence of ADHD among

primary school children was 11.32%. Prevalence was found to be higher among the males as compared to that of females. The prevalence among lower socio-economic group was found to be higher than that of among middle socio-economic group or higher income group. It was found to be highest between the age group of 9 and 10 years.

Nature of the Problem

ADHD, as a disorder, started gaining attention from the medical fraternity in the 90s. Many models of the etiology were formed, the role of bio-chemicals, parenting, the environment, toxic substances like lead, exposure to electronic media, food additives and genetics were studied. One of the first medications that was introduced to treat ADHD was Ritalin, which was first introduced in 1956, and continues to be favored by several parents worldwide. In addition, psychologists and counsellors developed behavioral modification methods to restrain the dragon of hyperactivity along with parent training as a main focus.

Demographic studies of the incidence of ADHD in school children have continuously pointed out that the percentage of such incidence is higher in lower income groups which suggests that nutritional, environmental and psychosocial factors may be adding to the prevailing difficulties.

Life today demands multitasking and for most individuals to be available at ten different places mentally. Deadlines and tasks lists make one feel that the daily 24 hours are insufficient. This has highlighted the compelling need to look at what sensitivities a child is carrying in his physical body, his emotional body and in the environment.

In an attempt to understand ADHD, an interview was conducted with Dr. Lakshmi Prasanna a Neonatologist, who also serves as the school doctor and mentor for the teachers in the special school of V-Excel Educational Trust, Chennai. Dr. Lakshmi is also the Dean of the IRA Institute of Waldorf Teacher

Training and an expert in Developmental Disabilities.

Dr. Lakshmi opines that there are two components to this phenomenon – a) the motor component of constant limb activity contributing to restlessness and b) the inability to focus. According to her, motor restlessness comes from overstimulation while the lack of focus results from the child's inability to withdraw from the sensory world outside. There is no pause in them where nothing happens.

So much of this is evident in a child's environment, routine, school timetable and leisure time activities today. The urban schooling systems and the physical environment where children are, lend very little breathing space. This is further exacerbated by a lack of structure, of good teachers, curricula and expert guidance.

Dr. Lakshmi, who is also an Anthroposophic doctor, explained, "We take in the world just like we take food, through our senses (sight, sound, smell, thought and emotions), digest it and assimilate it into our body and soul. We can digest food or sensory impressions only if there is a reflective pause. We cannot keep eating; we need intervals where the food is digested and broken down. For the reflective pause, we need to withdraw from the world and see what we received from it. If in a child's day there are these pauses in the form of rhythmic movement, music and art woven through the learning, then that child has an easier time taking in the sensory world and digesting it. Otherwise, the passivity of simply breathing in causes ADHD."

Dr. Rudolf Steiner, an Austrian educationist, spiritual scientist and founder of Waldorf Education wrote, "Whatever in our childhood acts upon us from *outside* will, in adulthood, be transformed into forces that work from *within*". So, if children experience rhythm, quietness and good activities involving their limbs, they grow up to be calm, organized, reflective, creative and joyful adults.

In a similar vein, Eugene Schwartz wrote about ADHD in his book "Millennial Child",

“A child who lacks the living example of a self-assured guiding adult will have to struggle, in later life, to attain inner assurance and inner guidance. If we cannot steel ourselves so that we meet children with certainty in our will and clarity in our intentions, we are depriving them of one of the childhood’s most valuable experiences.” Today’s children are characterized by fragmentation, inattentiveness, boredom created out of over- and premature exposure of experiences and over-activity in thinking and feeling.

Contributors to the Phenomenon called ‘ADHD’

Eugene Schwartz in the same book called today’s child as an ‘endangered species’. What has caused the child who can play, who can experience joy, who can be creative and supple in terms of movement both in soul and body, actually listen with interest and be in charge of his own hands and legs to become endangered?

Lack of Age-appropriate Movements:

Movement of all kinds is a big part of development and movement needs to be age-appropriate. The older grandmother will always calm an anxious parent who wants her child to speak by 8 months. There is no need to hurry development along and certainly this the right approach in child development. It is often observed that when children are exposed to situations or activities which are not in tune with their cognitive, emotional or physiological development, they face difficulties. E.g., introducing writing when a child’s fingers are not yet developed to form a tripod grip, results in writing difficulties later.

As an educational principle, the transition must be from gross to fine skills and from whole to part body movements. What we observe today? Do children move as much as they needed to move in their infancy, toddlerhood or preschool and early school years? Are they given enough play activities at home

or in preschools where they are using their hands, legs and bodies? In today’s world electronic media has become a playmate across all age groups. Children now listen to electronic nursery rhymes or cine music, are ferried in cars and two-wheelers everywhere, cooped up in homes as streets have become too risky to play in or because there aren’t enough parks in the neighborhoods. In the lower socio-economic stratum, there is a different kind of premature exposure, too much physical activity, and lack of nutritious food, urban dangers and violence in the residential areas and so on. These overused or underused impulses breed hyperactivity or attention deficit.

When a child moves well, or speaks well, or breathes well, almost always he is able to digest well. The basic rhythm in the human body is that of breathing. The ratio of inhalation and exhalation needs to be 1:2 for the body to feel rested. When such a rhythm is unavailable in a child, he seeks it out constantly and that manifests itself in restlessness, or he becomes bored and loses focus. Researchers have found children with ADHD are often less involved in coordinated or structured physical activities. In many schools, learning mainly involves sitting at a desk and ‘paying attention’ (reading or writing). Such learning totally ignores senses that are naturally utilized like movement, kinesthetic, and spatial dynamics.

One of the most remarkable findings to come out of the ADHD field in recent years has been the discovery that nature has a remarkably calming effect on kids diagnosed with attention deficit hyperactivity disorder (Armstrong, 2017). Time in nature is needed to support physical activity and is also said to improve academic performance, concentration, balance, coordination, and self-esteem, and even reduces the severity of symptoms of ADHD according to researchers.

Exposure to Electronic Media

In the past two decades there has been an exponential increase in the development of smart devices, from smart TVs to smart

phones to smart homes which influence every aspect of lives. This change in culture is having a marked impact on the development and daily activities of children. From a cognitive point of view, these devices have increased the use of visual senses and auditory communication and placed a premium on verbal communication using sentences and paragraphs. Where previously childhood consisted of free play in large group games, many children now live in a world of web-based media (Weiss, et al., 2011).

The exposure to TV, computers, electronic media and smart phones hinders brain development. This also leads to restricted, two-dimensional sensory impressions which don't allow the whole body to experience movement as needed in younger ages. Also lost in the process is direct human contact and contact with the earth and the natural experiences of the world around. Watching a beautiful butterfly on a screen and chasing it in the garden definitely have vastly different sensory impressions.

Studies evaluated the association between television and video game exposure and ADHD symptomatology. Cheng et al. (2010), in a data analysis study in Japan, found that children with high levels of television viewing at 18 months of age had greater hyperactive and inattention symptoms at 30 months of age compared with those with low exposure. In a cross-sectional study, Swing et al. (2010) evaluated the association between hours of television and video game use and attention problems in both school-aged children and young adults and found an association between higher total screen time (television plus video games) and increased attention problems. The findings of these studies are consistent with earlier ones that found an association between increased television viewing at ages 1 and 3 years and attention problems at age of 7 years.

In young adults, counselors often notice the severe lack of leisure activities not involving screens of any kind. Complaints in such individuals range from extreme restlessness and the lack of interest to do anything. This pattern is not limited to

children alone, but is now increasingly becoming common in all generations.

The disruption of the sensory motor integration due to excessive use of electronic media, tabs, and smart phones leads to many children seeking these sensations in other forms and the result is often the hyperactive restless movement or flitting from one thing to other without being able to engage oneself. ADHD symptoms and Internet or gaming addiction may share a bidirectional relationship where the symptoms of ADHD make gaming attractive, while gaming itself exacerbates ADHD symptoms by providing an activity that continuously reinforces the exact disinhibition, quick responsiveness, need for immediate reward, and inattention that are areas of concern. In this sense, the prolonged hours of Internet and gaming use may further reinforce and consolidate the child's proclivity to impulsive, rapid, hyper-focused reactivity. This is also in contrast to the types of activity that might have otherwise filled the same leisure hours such as complex play, sports, music and arts, or organized youth clubs, which would help to develop attention, self-control, behavioral inhibition, self-discipline, team skills, and socialization. Even if Internet addiction is not responsible for worsening ADHD symptoms, lack of exposure to these activities might be associated with a decrease in practice opportunities for working memory, patience, attention, and executive functioning (Diamond *et. al.* 2007). There are then several pathways that might explain the bidirectional association between Internet addiction and ADHD (Weiss, et al. 2011).

This also affects social communication and relationship building. Engaging in a conversation entails the need to hold a space, focus on what the other person says, wait and relate, all of which are difficult for the child who needs to just move. Video games or TV or phones add to this existing difficulty, where it's not required for the child or adult to be present to the surroundings at all. A child who is involved in a play or game with others, follows and adheres to certain rules, and becomes a part of the whole. A

child who sits in front of TV or internet has no such compulsion. The social sense does not develop. ADHD is precisely that where the child is not able to integrate the sensory impressions, lacks control over motor activity and hence lack of social skills, all of this is produced because of the TV or sitting in front of the screen instead of being with others.

Lack of Rhythm and Nurture in the Day and Curriculum

“Breathing in” is an activity of taking in thoughts, eating, and learning the sensory environment and “breathing out” is movement, producing or making things, playing and engaging in creative activity. The balance of both helps the child to hold himself or digest whatever is breathed in. In most schools, this rhythm of breathing in and out is not maintained. Many children right from kindergarten seemed to have learning periods from morning till the end of the school day without any window of time to play outside or have free play, music, art or craft, drama. At home this is followed by homework time (breathing in), tuition, or TV and computer time. All such activities do not allow for the ‘pause’ that is so essential for reflection or digestion.

Lack of rhythm can come from the home environment or from a lack of consistent care or response from the adults around the children. Research suggests that children who grow up in institutions from a very young age tend to be more restless and have shorter attention span. The reasons apart from lack of rhythm can also be poor nurture, lack of nutritious food and poor living conditions.

Premature Exposure to Choices

The lives of millennial parents are dictated by the ‘Freedom of Choice’ be it in breakfast, careers, activities, brands, channels or people. When a child is asked to make a choice, he has to exercise a capacity of making judgement which is innate in a fundamental sense. This capacity should be activated only around adolescence where

the part of the brain responsible for it is developing. When this capacity is exhausted in the early years, it affects the holding of interest and that is the main difficulty for children with attention deficit. Nothing holds their attention or interest long enough.

In family therapy, the index patient is considered a representation of the family’s dysfunction. In that regard, what is seen as problematic behaviour in children today, is a reflection of what is problematic in the environment.

Food and Other Dietary Contributors

Psychiatrists and other mental health professionals are often asked about the role that diet and nutrition play in ADHD etiology and symptom management. A study on Australian adolescents by Howard, *et al.* (2010) studied the relationship between “Western” dietary patterns and ADHD. They found an increased likelihood of an ADHD diagnosis in children who consumed more fat, refined sugars, and sodium and less fiber, folate, and omega-3 fatty acids. A growing body of research suggests that diet, both the elimination of certain additives and/or allergens, and the consumption of nutrient-rich foods, play a role in ADHD (Rucklidge, *et al.* 2018).

Food additive allergies and intolerance to certain ingredients like sugar, casein and gluten is actually the inability to digest the environment which, in turn, comes from a lack of rhythms according to Dr. Lakshmi. That is why the removal of the allergens alone may not help if it’s not paired with good rhythms at home and school. However, it must be remembered that when it comes to ADHD or any childhood behavioural or developmental issue, there can never be a singular cause or a single one-stop solution.

Psychosocial Factors and Environmental Factors

Maternal stress, early institutional care, early trauma, adverse conditions like wars, an abusive and violent family environment,

addictions in parents, discords amongst parent, all of these can directly or indirectly lead to restlessness or even ADHD. Genetic factors combined with an adverse social environment are known to create vulnerabilities in children that lead to the development of ADHD. Often though, such genetic effects are offset by a loving family, good rhythms and nutrition, and good balance in outdoor and learning activities.

Saving the Restless Child

Mrs. Gita Bhalla, Associate Director, of V-Excel Educational Trust, offers the following practical tips for teachers dealing with children with ADHD in a classroom:

- a) Change from rows to circle seating this can be done to bring all children to restfulness. This helps foster activities like circle time, singing, and story time. In such an arrangement, the teacher now could be seen and heard and, in turn, the teacher could also see and connect with all the children. She could keep the children who require a little special attention to her right or left, hold their hands so they could focus and follow, and provided the opportunity for young children to imitate the teacher's gestures.
- b) Singing and movement – In the early grades, including singing can be used to bring to attention, to settle children or to start an activity along with rhythmical movement. E.g., after a break if the children are still scattered around the classroom, the teacher's clapping and singing have been shown to rouse interest. Starting a class with movement for children, almost always results in better focus for the lessons which follow the movement.
- c) Decluttering the classroom - The most distracting factor for all youngsters is the chaos in the environment. The classroom which has many charts, clashing bold colors, noises coming from outside and disorganized shelves, definitely create more restlessness. Instead, a classroom with curtains, neatly arranged shelves, walls of harmonious watercolors and charts made by teachers and neatly pasted on the walls, is bound to foster harmony. Otherwise, it becomes a sensory overload for children.
- d) Artistic activities - Wet on wet painting, where wet paint is applied to wet paper, or added to a wash of fresh wet paint, has been shown to have an extremely settling effect. Teachers who painted with children found that it reduced the noise in the classroom and the children were able to process classroom teaching better after such painting sessions.
- e) The teacher as a role model – It has been observed that when teachers worked on their own selves in the way that they spoke, carried themselves and met the children in the morning contributed to settling the children and reducing chaos. Restlessness in a child was also considerably reduced when teachers spoke softly, corrected the behavior rather than the child, approached the child and spoke to him, or simply held the restless child's hand. Having firm boundaries, with consequences, helped teachers provide the hyperactive child a sense of containment.
- f) Rhythm and structure to the day - Having a proper rhythm where there is a balance between sitting, learning, taking in and movement, and breathing out helps children who find it difficult to focus or stay still. It helps when young children are greeted by the teacher individually in the mornings. The circle in the morning helps to bring them to calm centering. Such rhythm involving movement followed by learning, an art activity, a movement activity spaced well between teaching and learning time lends structure.
- g) Connecting with home - It is useful for teachers to understand the home backgrounds and routines of the "difficult" children. With the help of the counsellors, these home routines could be modified or altered. A child who eats

his dinner at 9.30 p.m. or spends hours in front of the TV or hops from one tuition class to other, will definitely be restless and will take time to settle in class. Knowing and understanding this will give teachers indications on how to help the child in the classroom.

- h) Special schools - In V-Excel's special school, Kaleidoscope Learning Center, Neha Bhardwaj, Curative Educator, and Montessori-trained teacher observed, what helped the ADHD children settle. A casein-gluten-sugar free diet, organized environment, a teacher more centered within herself and movement helped children to be more physically present, come to activity, sustain in an activity. An organized environment in terms of cleanspace, calm rooms, swings, and sound proofing helped in sensory integration.

Play material made of wood or metal (like brass, bronze, copper or steel) or cloth aided sensory integration and reduced toxic intake in any form. Heavy metals like lead, mercury, and the use of pesticides have been proved to be responsible for ADHD.

Food rhythms are as important as activity rhythms. Having a good breakfast before eight with high carbs and protein is recommended. The liver enzymes are at their peak in the morning and can break carbohydrates much better in the morning. Breakfast should be the heaviest meal, followed by a midday break at 10 a.m. of snacks like nuts, fruits, or rice-based traditional snacks; lunch between 12 - 12.30 p.m. which can contain again carbs and protein. Meat, if consumed, should be done during lunch rather than at dinner. Dinner should ideally be before 7 p.m. and should be the lightest meal. Intake at all other times must be avoided to aid digestion. This was suggested by Dr. Lakshmi Prasanna. If such food rhythms are followed, it is half the battle won for the child with ADHD. Avoid refined and processed food with additives and replace them with complex carbs and proteins like the grains.

The gut needs to work hard to break down the food which is then converted to useful energy as opposed to, say, sugar which acts as stimulant for the children with ADHD.

Teachers must work on and educate the parents and grandparents of children with ADHD. Counselors must augment this by working with parents, their biographies, empowering them to set boundaries and creating rhythm and modifications at home to help the child with ADHD. As the child steps into adolescence, what helps is more dialogue, information sharing, allowing a non-judgmental space to discuss and share, and patience.

Conclusion

Every health condition which is seen as an 'outbreak' can be looked at as a community awakening. For irradiating plague and cholera whole communities came together and worked hard to maintain hygiene, clean spaces and sanitation. Now with the increase in the development and psychosocial health issues in children, communities need to focus on a different level of cleaning and soul searching. To work on reducing ADHD, work is required on all fronts, right from education to social spaces, to agriculture, to the environment. This involves creating curricula which involve head, heart and limbs, creating outdoor parks where children can play unhindered in all localities, green buildings, food that is not genetically modified, and soil that is not full of fertilizers. This article provided an overview of the challenges faced by children and how they manifest as ADHD. As corrective measures, one helpful insight provided by Dr. Rudolf Steiner is in the nourishment and education of senses, as a foundation for later life. If care is taken in early childhood to guard senses in terms of balance in movement, beauty in surroundings and goodness in food, many of the issues faced by children could perhaps be prevented.

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Participation of Beneficiaries of RTE Act, 2009 in Schools

Abstract

Education as a right came into effect with the enactment of RTE Act, 2009 which guarantees Free and Compulsory Education for the children age from 6 to 14 years. Section 12 (1) (C) of the RTE Act, 2009 deals with the provision of admission of twenty-five percent children from weak and disadvantaged group in all private unaided schools. The article presents the research study showing the nature of participation of beneficiaries admitted under RTE Act, 2009 in schools of Vadodara, Gujarat. The researchers have used survey method and have conducted non-participant observation in the classroom. The data collected was qualitative in nature. All the observations were noted minutely. The data was analyzed using the process of coding. Coding was done and variables derived. Later, the variables were categorized using the rating scale- always, sometimes and never. The findings of the study reveals that majority of the beneficiaries are always paying attention in the class, focused on learning activity, bring needed material to the class, complete assigned work on time but very few beneficiaries express their views in the class because of language problem. It is however shown through the present study that the nature of participation of beneficiaries is the same as of students of schools where RTE Act is not implemented.

Keywords – Beneficiaries, Participation, Weaker and disadvantaged group, RTE Act, 2009

“Education is the most powerful weapon with which you can change the world.”

*(Nelson Mandela,
South African Civil Rights Activist)^[1]*

Introduction

The passing of RTE Act, 2009 marks a historical moment for the children of India. The Act serves as a building block to ensure that every child ages from 6 to 14 years has the right to get free and compulsory elementary education in school^[2]. The state, teachers, families and communities have to fulfill these entitlement together.

Spurred by the Unnikrishnana judgment and public demand to enforce the right to education, successive governments since 1993 onwards has worked towards bringing constitutional amendment to make education a fundamental right.^[3]

The RTE act, 2009 provides a solid platform to reach the unreached with specific provisions for weaker and disadvantaged group through section 12⁽¹⁾ (c) of the Act. Children belonging to weaker section as defined in Section 2 (e) of the Act are the categories of children that appropriate government have to notify, based on parents/ guardians minimum annual income. Children belonging to disadvantaged group are defined in Section 2 (d) of the Act. These children include Scheduled Castes/Scheduled Tribes, and other socially backward categories based on cultural, economic, social, geographical, linguistic, gender and other parameters that the governments can separately notify.

Implementation of RTE Act and Challenge of Section 12(1)(c) and the Private School

Section 12 (1) (c) of the act came when Right to Education shifted from a Directive Principle

of State Policy to a Fundamental Right. [5] The Section imposes a legal obligation upon private unaided schools to reserve 25 percent of the seats in the entry-level class for children from Economically Weaker Sections and disadvantaged categories^[4]. It is a purposeful endeavor to make school system in India more equitable and inclusive. For this, the concept of enabling environment for learning suggested by National curriculum Framework (NCF), 2005 is significant.^[6]

As per this the culture of the school must be such that it highlights the identify of each student as that of a learner. It should create an environment that enhances the potential and interest of the learner- the main beneficiary. RTE presents the ideal of equal educational opportunity enforced legally and binding on the government.

RTE Act, 2009 in Gujarat

Gujarat was the third state in India to pass and implement RTE Act as an exercise of the powers conferred by the section 38 of the Act. The implementation came into force in Gujarat on Saturday, February 18, 2012 after 3 years of the enactment of the Act.^{[7][8]}

Implementation of Sec 12(1)(c) of RTE Act, 2009 in Gujarat

RTE Act, 2009 was implemented from the academic session 2013-14 in Gujarat. During the initial phase, the government linked eight Municipal Corporations and reserved 5,300 seats for children from EWS and disadvantaged groups. These Municipal Corporations were Ahmedabad, Surat, Vadodara, Rajkot, Bhavnagar, Jamnagar, Junagadh and Gandhinagar.^{[9][16]}

Table 1 indicates the allotment of seats to students from weaker and disadvantaged sections under RTE in Gujarat 2013-14.

Table 1

Allotment of seats to students from weaker and disadvantaged sections under RTE in Gujarat 2013-14

| Districts | Total number of seats allotted to beneficiaries 2013-14 |
|-------------|---|
| Ahmedabad | 2000 |
| Surat | 1000 |
| Vadodara | 800 |
| Rajkot | 500 |
| Bhavnagar | 250 |
| Jamnagar | 250 |
| Junagadh | 250 |
| Gandhinagar | 250 |
| GUJARAT | 5300 |

Source: Ministry of Human Resources Development (MHRD) 2013 ^[20]

In Gujarat, the first demand for free education was made by Sir Sayajirao Gaekwad.^[15] It was first implemented in Amreli District. In this backdrop, implementation of RTE Act in Gujarat requires a closer look.

Review of Related Literature

Various researchers have examined the challenges and initiatives taken by the school for creating a conducive environment for learners admitted under RTE Act, 2009. Studies conducted by Dhaatri Resource Centre (2009)^[10], Ojha (2013)^[11], Uma (2013)^[12], Soni (2013)^[13], Chaturvedi (2015)^[14] showed lack of appropriate infrastructure, lack of quality education and absence of the forth in the system to work. There also the challenges of Hiring Qualified Teachers, monitoring, have awareness and also problems of violation of the rights of ST children, lack of materials for training of children, no grievance redressal mechanisms with respect to education services for parents, communities and the public.

Need for the Study

Working toward the achievement of the RTE Act, 2009 indicated that schools and communities are to be not just child welcoming, but also child seeking. This requires not merely getting all the children in to the schools, but making sure that all schools work well in the best of the interest of the children. Of the approaches adopted for education, to what extent the rights approach is effective and what are the challenges faced by the RTE students in the classroom setting are important points for consideration.

Research Question

- How have the students of RTE Act, 2009 responded to the and in the classroom settings?

Methodology

Survey method was adopted for the present study. The objective of the study was to study participation of beneficiaries in school with respect to – academic aspect. For the present study, RTE Students are those students who took admission under RTE Act, 2009 in the academic year 2013-14. Population of the study comprised of all the students who had been admitted under RTE Act,

2009 in Vadodara city in the academic year 2013-14. As per record of District Education Officer, Vadodara 89 students were admitted under RTE Act in 44 Schools. The purposive sample includes 50 beneficiaries admitted under RTE Act in 30 schools. Participation in classroom means involvement of the beneficiaries academically meaning engagement in teaching learning process. To study the engagement of beneficiaries in teaching- learning process in classroom non- participant observation were conducted by the researcher.

Data Analysis

The data collected through non- participant observation was qualitative and was been transcribed on the same day. All the observations were noted minutely and the transcripts read again and again. These data were analysed by the process of coding and the variables were categorized using the rating scale- always, sometimes and never. The researcher categorized an observation as “always”, if it showed 70% to 100% participation occurrences. It was rated “sometimes”, if it showed 50% to 70% occurrences and the rating was “never/not at all”, if it showed less than 50% occurrences. The researcher used percentage method to analyse the data.

Table 2
Variables showing beneficiaries' participation in teaching learning process

| Variable derived | Always (in Percentage) | Sometimes (in Percentage) | Never (in Percentage) |
|---|---------------------------|------------------------------|--------------------------|
| 1. Paying attention in the class | 38 | 52 | 10 |
| 2. Focus on learning activity | 80 | 20 | |
| 3. Brings needed material to the class | 60 | 30 | 20 |
| 4. Expressing views | 30 | 12 | 58 |
| 5. Time management (in terms of completing assigned task on time) | 54 | 30 | 26 |
| 6. Feels comfortable in seeking help | 12 | 23 | 60 |

n=50 (Number of beneficiaries)

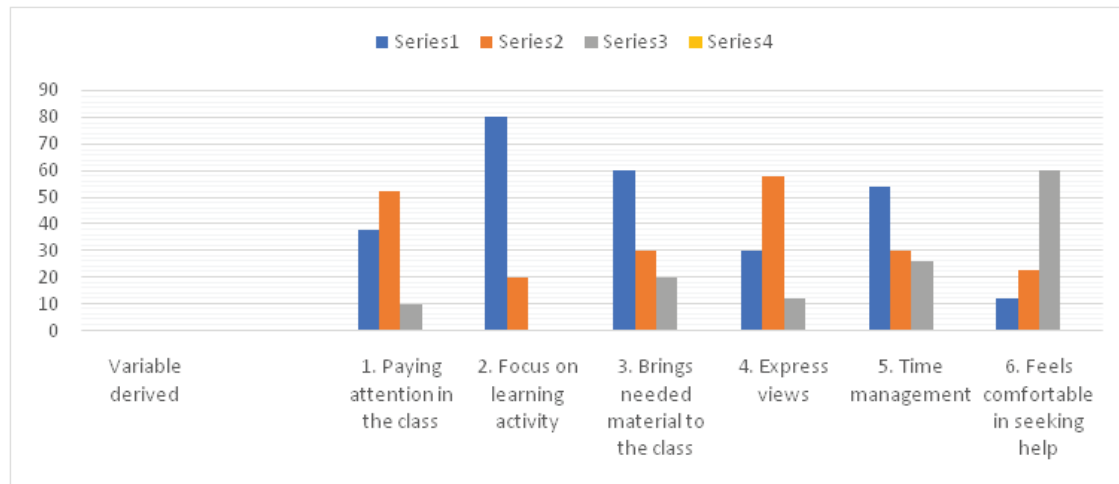


Figure 1: Variables showing beneficiaries' participation in teaching learning process

Table 2 and Figure 1 shows that out of 50 beneficiaries - 38 percent, 52 percent and 10 percent are showing attention at the level of always, sometimes and never, respectively. It can be inferred from Table 2 and Figure 1 that most of the beneficiaries i.e. 52 percent are “sometimes” paying attention in the class. It can similarly be inferred from Table 2 and Figure 1 that 80 percent of the beneficiaries “always” focus on learning activities and 20 percent “sometimes” focus on the learning activities. Table 2 also indicates that 60 percent of the beneficiaries “always” bring needed material to the class, 30 percent “sometimes” bring needed material to the class and 20 percent “never” bring needed material to the class. In addition 30 percent of the beneficiaries are “always” expressing their views, 12 percent are “sometimes” expressing their views and most of the beneficiaries i.e. 58 percent “never” express their views. This interviews revel is because of a lack of fluency in English language. This the 54 percent of the beneficiaries “always” manage time, 30 percent “sometimes” manage time and 26 percent “never” manage time.

Findings of the Study

The finding of the study reveals the following:

- Most of the beneficiaries are paying attention in the class. Their level of

attention was based on observation of body postures, eye to eye contact with the teacher, sitting straight not sprawling, focusing on the instruction through active listening, note taking, attentive expression and demonstration (through nodding, raising hand, standing while answering, “be in the class” etc.)

- Most of the beneficiaries are generally focussing on learning activities. It can be inferred from observations like completes work on time, asks question to both teacher and peer in case of doubts on, follows teachers’ reading, highlights important points with highlighter or pencil, is involved in group discussions, participates in group activity- Projects given in Science, English, Hindi and Gujarati.
- Most of the beneficiaries bring needed material to the class. materials like-Chart papers, Compasses, Drawing books, Materials needed for Science project like sprouted moong, saplings, grains, etc., Map, Graph paper, Newspaper, Images of content taught in the class like earthquakes, famous historical monuments etc.
- Most of the beneficiaries do not freely approach teachers in case of doubts on content taught. One of the main factor is lack of fluency in English language.

- Most of the beneficiaries use time effectively like complete work assigned on time, complete homework, complete project on time and submit assignment on time.
- Very few beneficiaries feel comfortable in seeking help in case of- incomplete notes and doubts related to content taught in the class.

Discussion

The RTE Act, 2009 is a modest effort to bring about social integration. Education has been given the responsibility of social cohesion by policy; inclusion of 25% children from disadvantaged groups and weaker sections is a moderate step to remedy the situation. The rights approach to education in India, adopted through the RTE necessitates a discussion of the contemporary scenario in primary education. Understanding RTE students' participation in school will inform the extent of effectiveness of RTE Act, 2009. The findings are derived from the observation of some RTE students in classroom teaching learning. Most of the RTE Students did not approach teachers to solve academic problems. The act however, provides for much more than what has been said so far. It requires not just getting all the children into the school, but making sure that all the school works well in the best interest of the

RTE students entrusted to them by providing safe and protective environment. This would require staff, with trained and responsible teachers equipped with adequate resources and conditions for learning who can promote children's ability to think and reason. Educational stakeholders (parents, teachers, educational administrators and others) have the obligation to safeguards the rights given to the children aged from 6- 14 years by the RTE Act, 2009.

Implications

This study has the following implications:

1. The teachers of the schools should be able to understand the problems faced by the RTE Students in the school and help them with academics and develop strategies to help them cope with any situation.
2. The principal of the school and other supervising bodies should be able to provide necessary help to the RTE students.
3. Awareness can be created for the parents of the RTE students, to try to provide more time to their wards, to know the challenges faces by them and provide them support that the child needs at home.

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The National Research Foundation – Does it have all What it Desired for?

Abstract

The draft national education policy 2019 strongly advocates a Research Foundation at the national level (chapter 14, p. 264) to promote research in varied academic disciplines. This idea, not a new one, has however been given due recognition for the first time in this draft policy. The draft has tried to articulate the objectives, functions and operational modalities for visualisation education in a new outlook in great detail. There are however several aspects, which are worthy to include in visualising the Research Foundation holistically. This paper tries to indicate some of the possibilities, which may strengthen the significance of its importance.

The Context

Research in education across academic disciplines has emerged as an essential phenomenon in the contemporary world. Its roots can be traced back to the beginning of the nineteenth century with the revival of common schools[i]. In India, the importance of research has been recognised right from post-independence. The Mudaliar Commission Report (1953)[ii] of the Secondary Education Commission has recommended establishing Central Research Organisation to carry out research in the field of education and vocational guidance with primary focus on curricular and pedagogical research, testing of cognitive and non-cognitive domains and improving the functional efficiency of school buildings. The National Policy of Education (1968)[iii] advised providing academic freedom to teachers to pursue and publish independent studies and researches. It also advocated giving equal importance to research along with science education, technical education and postgraduation courses (p.41, point 7; p.42. point 8b; p.43. point 12c). The National Policy on Education (1986–as modified in 1992), made a beginning

within the restructuring of courses at the undergraduate level. The center of advanced studies were set-up in accordance with that, for post-graduation and research (p.3 point 1.7a). Recommendations were made for steps to provide enhanced support and ensure high quality research outputs. It was suggested to make efforts to set-up a national research facility within the university system, with an autonomous system (p.19, point 5.32) be made. The primary aim laid out for the research was to produce quality manpower capable of researches and development, which will work towards improving present technologies and enhancing production and productivity (p.22. point 6.13). A report on 'Negotiating the Big Leap' (IIM, 2008)[iv] recognised that the quality and quantity of research carried out by them has not been commensurate with the status they have in the country. The report of the committee on 'Renovation and Rejuvenation of Higher Education' (2009)[v] considers that research and teachers are inseparable in terms of the fact that effective and efficient teaching requires research.

In the report 'Taking IITs to Excellence and Greater Relevance' by Dr Anil Kakodkar

Committee (2011)^[vi] advocates the establishment of research parks at all the IITs similar to that established at IIT Madras, to enable industry-academia collaborations and build a Research and Innovation ecosystem.

The National Research Foundation - Glimpses of Recommendations in NEP 2019

The draft policy advocates a long pending and highly desired initiative and emphasizes the importance of research and innovation across academic disciplines (chapter 14, page 265) at the national level of this idea is detailing done under five broad sections –

1. Establishing a new National Research Foundation
2. Funding research proposals through rigorous peer review
3. Building research capacity at all universities and colleges
4. Creating beneficial linkages among government, industry, and researchers
5. Recognising outstanding research funded by the National Research Foundation through awards and national seminars

The observations in this write-up have been presented in a similar sequence. These in the document have been developed through reflections from previous education policies and committee reports, the experience of conducting researches in different settings in the Indian context and some global context.

Before proceeding to section-wise discussions, the context of setting-up of the research foundation also needs to be discussed.

- The context has been well put primarily from economical perspective, but undermines the social context of India which has a great diversity and lots of social issues that need to be dealt with.
- The ‘Innovation’ has not been paid desirable attention, the question how it comes with research and with what purpose. Requires greater explanation.

- The primary obstacles highlighted in the document seem to be the outcomes of key issues like non-availability of short and long terms research specific courses, ignoring the use of recommendations in program designing, planning and execution.

A New National Research Foundation

The necessity of integrations between education systems for primary, secondary and higher educations, has been widely recognised. This, however, seems missing in visualisation of the Research Foundation. Though it discusses the importance of research at the school level, school education is not given due importance to carry out research. The equal importance of research at the school level is worth considering. Decisions for reforming school education are presently based on experiences of academicians rather evidence of research studies. Teachers are required to be equipped with the necessary capacity, resources and autonomy to carry out researches rather than engaging them in dozens of non-academic activities. Besides the involvement of teachers in non-academic activities outside and inside the school, the teachers are also engaged in gathering, consolidating and sharing information from time to time, but they are not aware about how this information can be useful in improving the performance of their schools. If their involvement is ensured in a manner that also develops them as a professional practitioner then they can make their classrooms and the school more effective. And if teachers carry out the research themselves, it can make this happen smoothly. This if done properly can reduce the need for annual and biannual examination of students and they can get more time to engage with children in classrooms.

Funding Research Proposals through Rigorous Peer Review

The document articulates this section well. However the description is more about the

operational modalities. A detailed description of the process for the selection of individuals and organization to carry out researches will be useful. If the members comprising the central level approval committee have an excellent track record of publication of researches in Indian context so that they understand the national context well. It will have a lot of advantage there is a also need to describe the kind of research required to be carried out in the current context of public education in India where everything is guided by decision-making authority rather than the decisions are informed by research.

Building Research Capacity at all Universities and Colleges

In the Indian context, this is the most neglected area, and has a direct bearing on inadequacy and non-desirable quality of researches. The NRF too does not give appropriate attention to this issue. Though, the National Research Foundation talks about building research capacity, it is only limited to providing fellowships to doctoral and post-doctoral students at universities and college level.

The National Research Foundation must advocate some independent courses to create talent in the field of educational research. The courses can be of variety. They could be in the form a of certificate, a diploma, graduate, or a postgraduate courses under the different paradigms of areas; Certificate course in specific research like ethnographic research, development research tools, sample and sampling, etc. can also be recommended.

Creating Beneficial Linkages Among Government, Industry, and Researchers

This has been defined well and talks about the linkages among various organs of the public sector and how research can integrate departments like industry, research, education, agriculture, etc. As of now no

such efforts exist and this aspect will connect different organs systematically.

Recognising Outstanding Research Funded by the National Research Foundation through Awards and National Seminars

This section talks about recognising and appreciating them through awards, prizes and presentations in seminars. Here the NRF needs to move forward from this step. Proper impetus must be given to support the best researches to become part of the global research dialogue.

Some Additional Thoughts

In addition to these, there are some other observations that could be considered to further strengthen the research practices. These are presented ahead:

1. Our curriculum at the school level, both elementary and secondary level, does not have provisions for systematic observations, collection of data, its analysis and interpretation, which needs to be incorporated in the curriculum explicitly. From the level of secondary education, the research methods may be counted as a separate optional subject to increase and improve focus on research practices.
2. The draft document rarely discusses about the dissemination of research studies. There should be multiple channels to strategically disseminate research findings not only within our territory but globally too. This is important to establish and to make other countries aware of the researches carried out by us and establishing the credibility of our research internationally.
3. The quality of researches carried out in most colleges and universities especially as part of projects for master and doctoral degrees are not of great quality. There are several reasons for this, e.g. less support

from the concerned faculty members, absence of quality check parameters, duplication of already conducted research studies, etc. There will be no surprise if many of the researches carried out for the accomplishment of masters and doctoral degrees are found guilty of plagiarism. The proposed foundation can support this by developing an online portal and plagiarism check a mechanism of review. There can be processes like self-certification where the researchers confirm no unfair means have been used in any form in the research.

4. The Foundation should develop ethical guidelines to carry out research in the Indian context. As of now, one can easily find violations of ethical guidelines as suggested by different international bodies. Collecting data without informing the respondent with true objectives, no practice of written consent from the respondent, compelling to respond to questions which the respondents do not want to respond, etc. are some of the key prevalent practices in our country.
5. Whatever fund for researches is coming to individuals, institutions or universities in India it must be under information to the foundation so that they could keep a track of it.
6. There could be a research portal, which will have a brief of all kind of researches carried out at different levels to make the readers aware of the breath of work and learn from it.
7. There can be a pool of research resource persons at the national level or its branches at the regional level where the research scholars could get support for improving the quality of their researches.
8. There must be a mechanism to track the NRF activities so that its performance can be gauged regarding the quality of publications, increase of Indian participation in reputed international

journals, the number of meaningful invitation from prestigious conferences and acceptance of papers for presentations rather than merely utilisation of fund.

9. The selection for the Foundation must have strict criteria like publication in reputed national and international journals, appreciation of researches at different platforms, citations in other researches, their use in teaching of concerned subjects, etc.

Conclusions

This is a crucial step in education and can help to improve the decision making in planning, the efficiency of teaching learning, creation of a pool of talent in the field of research and access to carry out researches and their dissemination globally.

Though the document discusses the importance of innovations, it hardly elaborates on what innovation is and how research and in nation are linked. This component can be given more space as it is rarely discussed or it can be discussed separately without placing it with the National Research Foundation.

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School Leadership in the Changing Context of School Education

Abstract

The role of school leadership is critical in determining the effectiveness of schools and thereby of learning. This paper examines the changing discourse around school leadership, with focus on academic leadership and distributed leadership in the context of the school as a professional learning community. It then goes on to examine ideas around accountability, and then proposes a framework for capacity building to ensure leadership is operationalized at not only the school but also at the systemic level.

Introduction

A question that often arises in the context of school education is – why are some schools more effective than others? The question becomes even more pertinent in the context of changing perceptions of schooling, as delineated in the National Curriculum Framework 2005 (NCERT, 2005). Although a decade and a half has passed since the NCF 2005, we are still struggling to translate the framework into reality. Hence the criticality of the question – what are the factors that drive student learning?

If one looks at the literature, in-depth qualitative studies in exceptional school settings, large scale quantitative studies of overall leader effects across schools and large scale quantitative studies on specific leadership practices provide evidence that among school-related factors, school leadership is second only to teaching in its impact on student learning. (Corcoran, Schwartz, Weinstein, 2012; Dumay, Boonen, Van Damme, 2013; Gates, Hamilton, Martorell, et al., 2014; Hallinger, Bickman, Davis, 1996).

The second question that arises is – what kind of school leadership?

With changing discourse on education, the role of school leaders is also undergoing change – from managers and implementers, they are being viewed as drivers of school improvement. A case in point is the Bordia Committee, which states that “A pre-requisite for improvement of school management is to restore the pre-eminence of headmasters/principals”. It follows that the capacity of school leaders must be oriented to fulfilling these enhanced expectations (MHRD, 2010).

While there is a paucity of clear recommendations on capacitating school leaders in most other policy documents, the 12th Five Year Plan for Teacher Education highlights the need for capacity building of school leaders, but it does that only in the areas of planning and management, and allocates a specific budget for it. (MHRD, 2012) Recent SSA and RMSA Joint Review Missions, particularly the 22nd SSA JRM, note the significance of good school leadership in ensuring quality, curbing student and teacher absenteeism and maintaining rapport with community. They also cite empirical evidence of a correlation between school leader performance and school quality (MHRD, 2015).

Thus, an understanding of the kind of

leadership schools need becomes imperative.

Leadership in Schools

If a definition of leadership is sought, what emerges is that essentially it is a role or capability to give direction to something to be done. It involves setting the pace and directing others' energies in a manner that best helps achieve set objectives. A leader is one who chooses what is to be done, and coordinates efforts to achieve these objectives. But how does this work in education? After all, education is a process of engaging minds – can one approach work in all situations? Another question is, who or what influences educational processes? And isn't this also different in different situations? The question then arises, can academic leadership involve a role disassociated from any particular individual, which could be taken up by different members at different times?

In this sense, leadership could be 'distributed', wherein many members may share leadership depending on the task or occasion. This would imply collaboration and relationships within institutional structures, with the responsibility for school effectiveness shared among a much broader group of members than merely the school leader. This responsibility would go beyond a commitment to making the school effective, and would require building teachers' commitment and capacity to pursue the collective goals of the school (Camburn, Rowan, Taylor, 2003; Devos, Tuytens, Hulpia, 2014).

While academic leadership is usually associated with formal organisational position in schools, however, there are also informal leaders whose influence stems from their subject knowledge or skills with groups of learners, or individuals who can influence their peers, and sway views and attitudes. Thus, a teacher planning for her students' learning or a peer mentor is as much of a school leader as the school head. Also, a group of students who are part of a student

committee must lead processes in that area (Copland, 2003; Hatcher, 2005).

If we try and understand what this academic leadership is, illustratively, it involves managing change, building consensus and promoting collaboration, advancing the development of students and teachers, setting and maintaining academic standards, disseminating information about and supporting implementation of programmes, and evaluating progress towards learning goals, amongst other responsibilities (Hargreaves, Fink, 2003; Nettles, Herrington, 2007; OECD, 2013).

In the current context, there is also a need for academic leaders to strike a balance between several extremes: direction versus giving leeway to autonomous professionals, monitoring versus support, and using structures and procedures versus creating a shared culture oriented towards student achievement. This would necessitate that education professionals work towards change in their own, and each other's educational practice for the better.

A perspective regarding academic leadership is also that it is a social influencing process – with who exerts influence, the nature of that influence, the purpose for the exercise of influence and its outcomes varying in situations. Thus, a teacher who is developing a plan for improving achievement should ideally be able to exert more influence on school and classroom processes than the school head, who is generally perceived to be in that role. Thus, academic leadership is not necessarily attached to a role and can be viewed as a process rather than a position of authority. In that sense, leadership roles may be through formal appointments, or may be assumed. The basic premise is that leadership is not an individual enterprise, but a shared enterprise, and individuals at every level should be able to lead (Opdenakker, Van Damme, 2007; Robinson, Viviane, 2007).

Thus, the school must be seen as a professional learning community, based on

the assumption that teacher professional knowledge is situated in their day-to-day experiences, and that it is best understood through critical reflection with others who share the same experiences, with a commitment to improve their practice and therefore student learning. It follows that the system must be oriented to nurturing these professional learning communities.

Accountability of School Leadership

A review of literature across the globe shows that accountability is primarily 'external', that is, it is focused on external demands. These external demands are driven by various types of external factors, which drive the focus of accountability of school leaders. The focus may be of different categories such as – school management, increasing admissions, meeting externally-set school standards, facilitating student learning, or school improvement. These factors are mainly driven by national policies, thrust areas in education, regulatory structures and approach to educational governance. Though different combinations of these categories of accountability may be dominant at one point and may change over time, one category that is quite established and often utilised (as evidenced by its usage in countries such as USA, UK, Australia, Canada, most other OECD countries, China etc.) is that of student learning outcomes, generally measured through standardised large scale tests (OECD, 2013; Stephenson, 2011).

This approach, with its narrow focus on immediate display of student learning outcomes relies on examinations and large scale testing as sources of evidence. However, if the system reorients itself to the wider perspective on school leadership discussed in the previous section, the approach would be to hold schools accountable on the basis of annual plans. The focus in this case would not only be student learning outcomes, but also contextual enablers and appropriate resourcing (both human and material) to

achieve these outcomes, as the sources of evidence would include these while assessing progress towards achieving annual goals. Such an assessment would lead to detailed feedback to the school, as well as advocacy for school improvement at the relevant quarters. This approach would also lead to 'collective efficacy' among all members of the school and staff, since they would be jointly involved in attaining the annual goals.

This collective efficacy would result in better learning outcomes, since it is characterized by higher levels of teacher collaboration for school improvement, and greater focus on teacher professional development, planning school improvement, and evaluating the curriculum. The basic assumption is that the school team as a whole can execute the action necessary to have positive effects on students and foster teachers' collective efficacy, which is a critical determinant of student learning (Stephenson, 2011; Wanzare, Da Costa, 2001).

Framework for Capacity Building

The next question which must be addressed is – what is required to prepare school leaders with a strong sense of efficacy and the ability to take responsibility when required?

A strong association exists between an individual's professional learning experiences and their tendency to take on leadership roles as well as to engage in particular leadership practices – thus, the amount of professional development received is associated with higher levels of academic leadership.

However, this professional development to assume academic leadership must not be limited to school heads alone. The notion of teacher leadership is woven throughout discussions of teacher professionalism, thus necessitating an examination of pre-service teacher education, and of the content and processes of in-service teacher education. Capacity building of education functionaries is equally important, as they are the interface between the school and the system, and part

of the ecosystem which will influence, if not determine, the approach to school leadership (York-Barr, Duke, 2004).

The obvious question now is, what would be the curricular areas for building capacity in leadership? The first and most obvious is perspectives on education policy – understanding of legislative enablement like the Right of Children to Free and Compulsory Education Act, 2009, Protection of Children from Sexual Offences Act, 2012 and so on, besides national and state education policy, and their implementation on ground. This would help all members of the school understand the genesis of guidelines that define school processes.

An understanding of the structure of education – academic and administrative structures within the nation and the state, especially for school and teacher support – is also critical to be able to understand how the school is situated in the larger system, what kind of support it is entitled to, and how to advocate and attempt solutions involving the larger system

Framework on planning – Visioning, planning, reviewing, autonomy and accountability frameworks – are important not only for school heads, but also for teachers in order to be able to co-evolve a vision, values, goals and strategies for the school with all stakeholders, which in turn will guide planning processes and provide autonomous teachers with a framework for accountability and for shared monitoring and review.

An understanding of school processes and engagement with illustrations of ‘good practices’ is necessary to understand the nuances of school processes which will help develop an environment conducive to learning.

In addition, an understanding of educational change – dealing with imposed interventions/policy changes besides improving processes – help to build an understanding of how to change in response

to both external changes as well as changes driven internally while ‘owning the change’.

Engagement with educational perspectives – philosophical, psychological, sociological, historical – is necessary to understand the context in which schools evolved, their larger purpose and to understand learners and learning.

It is axiomatic that any one working in or with schools and children must have a deep understanding of curriculum – its development and review; current frameworks and curricula; relationship between curriculum, syllabus and textbooks. Curriculum transaction is central to schools – hence, leaders must have an understanding of what drives curriculum development and its areas for review – they must be able to contextualize it etc. themselves or to support teachers in contextualizing curriculum, extending learning opportunities for children, sourcing additional material. An understanding of pedagogy and assessment is a part of this larger framework.

In addition, education functionaries must have a deep understanding of teacher professional development so as to be able to plan teacher orientation/induction and school based support as well as to help schools assess teacher needs access support for them, and evolve a school-based performance management system.

While formal workshops that are spaces for conceptual engagement on specific issues, sustainable alternative and ongoing approaches, are also needed such as around interactions professional learning communities, which could be used for sharing experiences and peer learning in any of the areas. Regular meetings such as participation in the monthly cluster-level meeting, could also be used for discussions or presentations on a particular topic. There could be anchored by an identified facilitator along with follow-up/implementation-focussed discussions resulting in actions on the ground.

On-site support to help teachers to resolve issues on a daily basis in addition to implementation of policy and programmes, as well as understand the implications for the school and the classroom is also critical to ensure continual improvement. Exposure visits to other schools and sharing of best practices, learning from success stories, etc. are also desirable. Helping teachers conduct action research can be a viable means to develop teacher leaders.

Conclusion

A fundamental rethinking of the content, structure, delivery and assessment of leadership learning is required to develop a framework for leadership, which will lead to academic leadership at different levels in the system and school. Political will and some incentives and reward system are other requirements for this field. Rather than 'measuring performance' a shift towards guiding and encouraging growth will provide a supportive environment, while at the same time a shared responsibility will ensure student learning.

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शिक्षा के सरोकार : हिन्दी में शैक्षिक विषयों पर वार्षिक संगोष्ठी की श्रृंखला

पिछले कुछ दशकों में स्कूली शिक्षा के सिद्धान्त और व्यवहार पर व्यवस्थित अकादमिक चर्चा के लिए देश के कई विश्वविद्यालयों में कई व्यापक कदम उठाए गए हैं। इनमें नए कार्यक्रमों की संरचना और मौजूदा पाठ्यक्रमों का संशोधन मुख्य हैं। इनमें से ज्यादातर का माध्यम अंग्रेजी भाषा ही है। इस क्रम में अजीम प्रेमजी विश्वविद्यालय का यह विश्वास है कि निश्चित ही इस तरह के पाठ्यक्रमों के संचालन से स्कूली शिक्षा से जुड़े मुद्दों पर नगरिकों तथा समाज में सजगता आएगी। लेकिन साथ ही इन कार्यक्रमों की गुणवत्ता बढ़ाने तथा इन्हें और अधिक समावेशी बनाने हेतु इन्हें भारतीय भाषाओं में भी आरम्भ करने का लक्ष्य रखना ज़रूरी है।

इसके लिए यह आवश्यक है कि भारतीय भाषाओं में विमर्श व ज्ञान-निर्माण हो व साथ ही अकादमिक साहित्य की रचना भी हो। इस दिशा में एक छोटी पहल है ऐसी संगोष्ठियों का आयोजन जिनमें प्रस्तुत किए जाने वाले आलेख भारतीय भाषाओं में हों व उन पर विमर्श भी भारतीय भाषाओं में ही हो। अजीम प्रेमजी विश्वविद्यालय ने 'अनुवाद पहल' कार्यक्रम के अन्तर्गत अन्य सहयोगियों के साथ मिलकर ऐसी संगोष्ठियों के आयोजन की श्रृंखला 'शिक्षा के सरोकार' नाम से आरम्भ की है। यह संगोष्ठियाँ कन्नड़ तथा हिन्दी भाषाओं में स्वतंत्र रूप से आयोजित की जा रही हैं।

'अनुवाद पहल' कार्यक्रम का उद्देश्य विभिन्न सामाजिक-आर्थिक पृष्ठभूमि के विद्यार्थियों की ज़्यादा बड़ी संख्या तक गुणवत्तापूर्ण उच्च शिक्षा और पढ़ने की सामग्री पहुँचाने के अजीम प्रेमजी विश्वविद्यालय के लक्ष्य व दृष्टिकोण पर केन्द्रित है। सोच यह है कि भारतीय भाषाओं में गुणवत्तापूर्ण सामग्री की उपलब्धता और गुणवत्ता वाले उच्च शिक्षा कार्यक्रम होने से, अवधारणाओं और विचारों में समृद्धता आएगी।

इसी उद्देश्य से अब तक तीन संगोष्ठियाँ आयोजित हो चुकी हैं। इनका शैक्षिक अकादमिक जगत में व्यापक स्वागत हुआ है। इनमें प्राथमिक विद्यालय में कार्यरत शिक्षक से लेकर विश्वविद्यालय में व्याख्यान देने वाले व्याख्याता, शिक्षक

प्रशिक्षक, पाठ्यक्रम और पाठ्यसामग्री तैयार करने वाले शैक्षिक कार्यकर्ता और शिक्षा से सरोकार रखने वाले तमाम व्यक्ति शामिल हो रहे हैं।

ये संगोष्ठियाँ हिन्दी भाषी क्षेत्र के किसी विश्वविद्यालय या स्तरीय शैक्षणिक संस्थान के साथ संयुक्त रूप से आयोजित की जा रही हैं। अतः प्रत्येक संगोष्ठी के पहले भागीदार संस्थान का चयन किया जाता है। फिर उनके साथ व्यापक विचार-विमर्श के पश्चात् एक विषय का चयन किया जाता है। चयनित विषय पर आधारपत्र तैयार किया जाता है। आधारपत्र में उस विषय में विचार-विमर्श की ज़रूरत और उसके विभिन्न पहलुओं पर विस्तार से चर्चा की जाती है।

फिर यह आधारपत्र देश भर में फैली विभिन्न सरकारी और गैर सरकारी शैक्षिक संस्थाओं, शिक्षकों, शिक्षक-प्रशिक्षकों, शोधकर्ताओं तथा शिक्षा के सरोकारों से जुड़े व्यक्तियों को ईमेल के माध्यम से भेजा जाता है। संगोष्ठी में भाग लेने के इच्छुक व्यक्ति को आधारपत्र में दिए गए विषयक्षेत्र से किसी एक को चुनकर संगोष्ठी के लिए एक पर्चा लिखना होता है। पर्चा लिखने से पहले उस पर एक एब्स्ट्रैक्ट 500 से 1000 शब्दों के बीच लिखकर संगोष्ठी की अकादमिक समिति को भेजना होता है। 'एब्स्ट्रैक्ट' में अपेक्षित होता है कि पर्चे के मुख्य बिन्दु क्या होंगे, पर्चे में कही जा रही बात को पुष्टा रूप से रखने के लिए अवलोकन और तर्क की पुष्टि के लिए या ध्यान आकर्षित करने के लिए कौन-सी साहित्य व शोध प्रविधि का सहारा लिया जाएगा और इन सबसे किन बातों की स्थापना की जाएगी।

अकादमिक समिति प्राप्त एब्स्ट्रैक्टों का आकलन कर उन्हें पर्चा लिखने के लिए स्वीकृत करने की प्रक्रिया करती है। इस प्रक्रिया में समिति के फीडबैक के आधार पर एब्स्ट्रैक्टों को ज़रूरत के आधार पर एक से अधिक बार लिखवाने की कवायद भी की जाती है। स्वीकृत एब्स्ट्रैक्ट पर एक तय समय सीमा में पर्चा लिखने का अनुरोध किया जाता है। प्राप्त पर्चों पर भी समिति द्वारा फीडबैक दिया जाता है। और अंततः सभी स्वीकृत पर्चों को संगोष्ठी में भागीदारों द्वारा प्रस्तुत किया जाता है। पर्चों

की प्रस्तुति के लिए प्रत्येक संगोष्ठी में एक सुनियोजित सत्र योजना बनाई जाती है। प्रत्येक सत्र की अध्यक्षता एक विषय विशेषज्ञ या विद्वान द्वारा की जाती है। पर्चे की प्रस्तुति के पश्चात उपस्थित श्रोताओं द्वारा प्रस्तुतकर्ता के साथ सवाल-जवाब भी किए जाते हैं।

यह उल्लेखनीय है कि पर्चे तथा उनके एब्सट्रैक्ट मूल रूप से हिन्दी में अपेक्षित होते हैं। उनकी प्रस्तुति भी हिन्दी में ही होती है।

अब तक हुई तीन गोष्ठियों का संक्षिप्त विवरण यहाँ प्रस्तुत है।

पहली संगोष्ठी : स्कूली शिक्षा के बदलते परिदृश्य में अध्यापन-कर्म की रूपरेखा।

पहली संगोष्ठी 23 से 25 मई, 2017 तक दिल्ली में अम्बेडकर विश्वविद्यालय के साथ मिलकर आयोजित की गई थी।

संगोष्ठी के लिए जारी किए आधारपत्र की मुख्य बातें इस तरह हैं :

पृष्ठभूमि

पिछले कुछ दशकों में सरकारी प्राथमिक व अब उच्च-प्राथमिक व माध्यमिक विद्यालयों में भी अन्य वर्ग के बच्चों के साथ-साथ वंचित वर्ग के बच्चों का आना क्रमशः शुरू हुआ है, लेकिन हमारा स्कूली तंत्र अब भी अध्ययन-अध्यापन के वांछित स्तर को प्राप्त नहीं कर सका है। इस स्थिति को बेहतर बनाने की दिशा में कई तरह के प्रयास हो रहे हैं, जैसे पाठ्यक्रम और पाठ्यपुस्तक को क्रमशः बेहतर बनाना, स्कूल में भवन, शौचालय की व्यवस्था करना आदि। लेकिन सबसे बड़ी चुनौती यह है कि स्कूलों में पर्याप्त संख्या में कुशल शिक्षक शिक्षण के लिए उपलब्ध हों।

भारत में आज शिक्षक होने का अर्थ

आज जहाँ एक ओर शिक्षक की लगातार गिरती सामाजिक हैसियत, उसकी तैयारी व उसके साथ हो रहे प्रशासनिक व्यवहार पर चिन्ता जाहिर की जा रही है, उस पर और ध्यान देने व इस दिशा में यथोचित खर्च करने की बात हो रही है, वहीं दूसरी ओर शिक्षक समुदाय के प्रति गहरा रोष व आक्रोश बढ़ता जा रहा है। उन पर नकेल कसने और ज्यादा निगरानी से आगे जाकर शिक्षक की काबलियत से निरपेक्ष (टीचर प्रूफ़) शैक्षिक व अन्य सामग्री विकसित करने की बात हो रही है।

कुछ विचारणीय मुद्दे

कहा जाता है कि भारत में शिक्षक की योग्यता और कार्यकुशलता आवश्यकता के अनुरूप नहीं हैं। यह भी कहा जाता है कि हमें योग्य शिक्षकों को ही चुनना चाहिए। यह सवाल उठता है कि योग्य शिक्षक से तात्पर्य क्या है? शिक्षक की योग्यता को देखने का मापदंड क्या होना चाहिए? एक योग्य और सक्षम शिक्षक बनने की प्रक्रिया क्या होगी?

क्या स्कूल स्तर पर पढ़ाने के लिए उस स्तर पर पढ़ाए जाने वाले विषय को ठीक से जान लेना ही काफी है? क्या आज बहुत सारे शिक्षकों को प्राथमिक स्तर की विषय-वस्तु की भी पर्याप्त समझ है? कई राज्यों में शिक्षक योग्यता परीक्षा के परिणाम भी चौंकाने वाले हैं।

शिक्षकों के प्रति सामान्य रवैया

प्रशासकों और सामान्य लोगों का एक वर्ग ऐसा है जो मानता है कि शिक्षा के स्तर में गिरावट का ताल्लुक शिक्षक की क्षमता से ज्यादा प्रशासनिक तत्परता से है? उनकी शिकायत है कि शिक्षक स्कूल से अनुपस्थित रहते हैं, देर से पहुँचते हैं और जल्दी चले जाते हैं। उनके अनुसार प्रशासनिक निगरानी का अभाव ही शिक्षा के स्तर के गिरने का कारण है। पर सवाल है कि प्रशासनिक निगरानी ठीक हो जाए तो क्या सब कुछ पटरी पर आ जाएगा ?

कहा जाता है कि सक्षम शिक्षक बनने के लिए सामाजिक प्रतिबद्धता, काम के प्रति निष्ठा और प्रेरणा अधिक महत्वपूर्ण कारक हैं, स्कूल में पढ़ाने के लिए विषय-वस्तु की बारीक समझ इतनी महत्वपूर्ण नहीं है। मान्यता यह है कि दसवीं पास एक आम व्यक्ति अगर पढ़ाने की प्रेरणा और उत्साह से भरपूर हो तो वह विषय-वस्तु और उसे पढ़ाने का समुचित तरीका खुद ही ढूँढ़ लेगा।

ऐसे भी मत हैं जो कहते हैं कि जब तक शिक्षक के मान-सम्मान के प्रति रवैया नहीं बदलता, शिक्षक की आत्मछवि और उसकी जनछवि में आई हीनता की भावना से हम रूबरू नहीं होते और इस भूमिका के बारे में अपने विरोधाभासी मतों को खंगालकर उसमें उपस्थित बड़ी दरार को चुनौती नहीं देते तब तक हम किसी प्रकार के सुधार की आशा नहीं कर सकते।

एक ऐसा पक्ष इस बात पर जोर देता है कि शिक्षक की क्षमता व उसका ज्ञान सबसे अधिक महत्वपूर्ण है। शिक्षक की तैयारी में उसके ज्ञान व शिक्षकीय समझ पर सबसे कम जोर दिया गया है। शिक्षक

की तैयारी के दोनों तरह के प्रयासों- सेवापूर्व व सेवाकालीन- में जोर तकनीक सिखाने व तय की हुई 'अचूक' कार्य प्रणाली को शिक्षक तक पहुँचाने पर रहा है। इसमें परिवर्तन की आवश्यकता है। इसी से समाज में शिक्षक की छवि बदलेगी और शिक्षकों में भी अपने व्यवसाय के प्रति सम्मान पैदा होगा।

शिक्षक की तैयारी

बहुत से व्यक्तिगत संस्मरणों में यह बात सामने आती है कि सेवाकालीन प्रशिक्षण में शिक्षक का आग्रह भी अलग-अलग विषय को नवाचारी ढंग से पढ़ाने की विधियों का प्रशिक्षण देने यानी विधियाँ बता देने पर रहता है। उनकी जरूरत जानने के लिए किए गए सर्वे में यह बात प्रायः सामने आती है कि वे अपने ज्ञान में किसी तरह की कोई कमी नहीं पाते। शिक्षक यही चाहते हैं कि उन्हें अलग-अलग विषयों जैसे गणित, विज्ञान, अँग्रेजी आदि को पढ़ाने का एक निश्चित और मानक तरीका बता दिया जाए। यह उस धारणा का नतीजा है जिसमें आदर्श शिक्षण (Best Practice) की कल्पना है और उसे ही सब जगह लागू करने को उचित समाधान माना जाता है। इस मसले पर भी विचार की जरूरत है।

सवाल यह भी है कि क्या सेवापूर्व प्रशिक्षण से शिक्षकों को स्कूल की वास्तविक ठोस परिस्थितियों में पढ़ाने में कोई मदद मिलती है या वे जो कुछ भी सीखते हैं वे स्कूल में काम करते हुए व्यवहारिक स्तर पर सीखते हैं? अगर सेवापूर्व प्रशिक्षण जरूरी है तो उस प्रशिक्षण का स्वरूप और उसका शिक्षाक्रम क्या होना चाहिए?

इस प्रकार के अनेक प्रश्न हैं जो आम जन के मन में उठ रहे हैं। ये प्रश्न जिस तरह से उठाए जा रहे हैं उनमें बेचैनी और व्याकुलता अधिक है और व्यवस्थित ढंग से विचार करके समाधान खोजने का धैर्य कम।

इस सबके बीच शिक्षकों के भी कई सवाल हैं। वे अपने साथ हो रहे प्रशासनिक व्यवहार से तो चिंतित हैं ही, सरकारी स्कूल के शिक्षक इससे भी परेशान हैं कि उन्हें स्कूल में और स्कूल के बाहर भी शिक्षकीय काम के अलावा बहुत कुछ करना पड़ता है। उनका आकलन पढ़ाने के प्रति उनकी तत्परता व गुणवत्ता के आधार पर नहीं वरन गैर शिक्षकीय कार्य और कार्यालयी कामों में उनकी दक्षता के आधार पर होता है। हालाँकि सीखने और न सीखने का पूरा ठीकरा उन्हीं के सिर फोड़ा जाता है, उन्हें यह छूट नहीं होती कि वे सिखाने का कार्य गंभीरता से कर पाएँ।

कुछ शिक्षक दूसरे प्रकार के सवाल भी उठाते हैं। वे कहते हैं कि शिक्षक को न तो किसी भी तरह की परीक्षा लेने की और

न ही विद्यार्थियों के साथ किसी प्रकार की सख्ती की इजाजत है। उन्हें बहुत देर तक विद्यार्थियों को किसी वर्ग में रोकने की इजाजत भी नहीं है। ऐसी परिस्थिति में शिक्षक गुणवत्तापूर्ण शिक्षा को कैसे सुनिश्चित करें? सरकारी स्कूलों में जिन सामाजिक समूहों के बच्चे आ रहे हैं उनमें पढ़ने-लिखने की कोई पारिवारिक परम्परा नहीं है और वे अपने बच्चों की न तो घर में मदद कर पाते हैं और न ही पढ़ने-लिखने का परिवेश ही मुहैया करवा पाते हैं। ऐसे में हम क्या करें?

स्कूली तंत्र की सतह पर उठने वाले इन प्रश्नों के मूल में कुछ ज्यादा गहरे सैद्धांतिक सवाल हैं। सवाल हमें सिर्फ उद्दिष्ट नहीं करें, बल्कि विचार के लिए प्रेरित भी करें इसके लिए आवश्यक है कि हम सैद्धांतिक सवालों से जूझें, उनसे कतराएँ नहीं। इस संगोष्ठी का उद्देश्य इन सवालों को उठाना और उन पर सामूहिक विचार करना है। इन सवालों को हम तीन हिस्सों में बाँटकर देख सकते हैं और इन पर क्रमिक ढंग से विचार करते हुए एक समग्र दृष्टि विकसित करने की दिशा में आगे बढ़ सकते हैं।

भारत में अध्यापन-कर्म व उसमें बदलाव

एक अध्यापक के काम को ठीक-ठीक किस प्रकार समझें। अध्यापक के काम को उससे मिलते-जुलते अन्य कामों से कैसे अलग किया जाए? उदाहरण के लिए अध्यापक का काम एक प्रवचनकर्ता के काम से कितना और कैसे अलग या समान है? दरअसल एक शिक्षिका कक्षा में क्या करती है? शिक्षण-कर्म की विशिष्टता क्या है? इन प्रश्नों पर सैद्धांतिक ढंग से नए सिरे से भारतीय समझ व परिस्थिति के संदर्भ में विचार किया जाना चाहिए।

अध्यापक बनने की प्रक्रिया

अगर स्कूली शिक्षा सबके लिए आवश्यक है तो हमें अध्यापन कर्म को सही ढंग से संचालित कर सकने वाले पेशेवर लोगों का समूह चाहिए। जाहिर है कि स्कूली शिक्षा-तंत्र में बड़ी संख्या में अध्यापकों की जरूरत है। इस स्तर पर अध्यापक बनने की तैयारी अब छिटपुट और अनौपचारिक ढंग से नहीं हो सकती। शिक्षक-शिक्षा को संस्थागत स्वरूप प्रदान करने का तर्क यही है। प्रश्न है कि शिक्षक-शिक्षा का संस्थागत स्वरूप कैसा हो? शिक्षक-शिक्षा के लिए हमें आज किस प्रकार की पाठ्यचर्या, अध्यापन-विधि और प्रशिक्षकों की जरूरत है? एक महत्वपूर्ण पक्ष अध्यापक का काम करते हुए निरंतर सीखना और उनका क्षमता-वर्धन भी है।

अध्यापक की पहचान

अध्यापन अपेक्षाकृत एक पारम्परिक कर्म रहा है, लेकिन आधुनिक शिक्षा के प्रसार के साथ शिक्षक की भूमिकाएँ बदलती हैं। एक नया संस्थानिक और प्रशासनिक ढाँचा खड़ा हुआ है जिसमें शिक्षक की पहचान नए सिरे से निर्मित हुई है।

शिक्षक जिस प्रकार अपनी आत्मछवि गढ़ते हैं उससे उनका अध्यापन-कर्म प्रभावित होता है। अपने काम और परिवेश के अर्थ-ग्रहण में आत्मचेतना की महत्वपूर्ण भूमिका होती है। ऐसा लगता है कि हमारे समय में शिक्षक की आत्मछवि और उसकी जनछवि में बड़ी दरार पैदा हो गई है।

इसके साथ-साथ पाठ्यचर्या और ज्ञान के विविध अनुशासनों ने शिक्षक की पहचान को एक नया आयाम दिया है। वे 'गणित शिक्षक', 'अंग्रेजी शिक्षक' आदि के रूप में पहचाने जाने लगे हैं।

बदले हुए परिवेश में शिक्षक की पहचान के विविध तंतुओं को समझने और उन पर नए सिरे से विचार करने की ज़रूरत है। आधुनिक शिक्षा-तंत्र के विकास के साथ शिक्षक की अध्यापकीय पहचान किन पड़ावों से होकर गुजरी है? भारत जैसे देश में जन्म आधारित अन्य पहचानों के साथ इस नई पेशेवर पहचान का क्या ताल्लुक रहा है? स्कूली शिक्षा-तंत्र में कौन-से वे घटक हैं जो शिक्षक की पेशेवर पहचान को सुदृढ़ करते हैं और कौन-से तत्व ऐसे हैं जिनसे शिक्षक की अस्मिता का क्षरण होता है? इन प्रश्नों पर नए सिरे से विचार करने की आवश्यकता है।

उक्त आधारपत्र को ध्यान में रखकर संगोष्ठी के लिए कुल 184 एबस्ट्रैक्ट प्राप्त हुए। इनमें से 116 लोगों से पर्चा लिखने का आग्रह किया गया। अन्तिम रूप से लगभग 100 पर्चे आयोजन समिति को प्राप्त हुए, जिनमें से लगभग 68 की प्रस्तुति इस संगोष्ठी में की गई।

प्राप्त पर्चों को अगर देखें तो 'भारत में अध्यापन-कर्म व उसमें बदलाव' थीम तथा उपविषयों को केन्द्र में रखकर लिखे गए 23 पर्चे संगोष्ठी में प्रस्तुत किए गए। इनमें शिक्षण के विविध आयामों पर सैद्धान्तिक विवेचन, शोध और अनुभव पर बात की गई है। बदलते हुए परिप्रेक्ष्य में शिक्षक के काम की चर्चा की गई है। संस्थागत और शिक्षण शास्त्रीय प्रक्रियाओं पर विचार किया गया है।

'अध्यापक बनने की प्रक्रिया' थीम तथा उपविषयों को केन्द्र में रखकर 32 पर्चे प्रस्तुत हुए। इनमें शिक्षण के वृत्तांत, शिक्षक बनने के पूर्व की तैयारी और उसकी संस्थागत प्रक्रियाएँ, विविध अनुभव और उनके सैद्धान्तिक विवेचन पर प्रकाश डाला गया है।

'अध्यापक की पहचान' थीम तथा उपविषयों के इर्द-गिर्द 13 पर्चे संगोष्ठी में आए। इनमें शिक्षक की व्यापक

सांस्कृतिक-ऐतिहासिक, सामाजिक पहचान, नीतिगत परिप्रेक्ष्य और शिक्षण के विविध अनुभवों पर बात की गई।

दूसरी संगोष्ठी : विज्ञान और विज्ञान शिक्षा

दूसरी संगोष्ठी ' भारतीय विज्ञान शिक्षा एवं अनुसंधान संस्थान मोहाली' के साथ मिलकर मोहाली में 13 से 15 अक्टूबर, 2018 तक आयोजित की गई थी।

इस संगोष्ठी के लिए जारी किए गए आधारपत्र की मुख्य बातें इस प्रकार हैं :

पृष्ठभूमि

ऐसा लगता है कि स्कूली स्तर पर भारत में विद्यार्थियों और उनके अभिभावकों की पहली पसन्द अक्सर विज्ञान में वैयक्तिक रुचि के कारण है। यह भी आम सामाजिक धारणा है कि विज्ञान वर्ग के विषय अच्छे कैरियर, कमाई और प्रतिष्ठा की कुँजी हैं। स्कूल स्तर पर विज्ञान विषय चुनना इंजीनियरिंग व मैडीसन पढ़ने की दिशा में बढ़ाया जाने वाला अनिवार्य कदम है और इन पाठ्यक्रमों (कोर्सों) में दाखिला ही स्कूली शिक्षा का प्रथम व प्रमुख लक्ष्य है। देश भर में फल-फूल रहा इन विषयों का कोचिंग व्यवसाय भी इस धारणा की पुष्टि करता है। इस धारणा का असर न सिर्फ बच्चों के स्कूल में आने व विज्ञान कैसे पढ़ाया जा रहा है इस पर है, वरन इसका असर विज्ञान की पाठ्यचर्या की कल्पना व पाठ्यचर्या की रचना पर भी है। एक ओर जहाँ विज्ञान के प्रति समाज के दृष्टिकोण, विज्ञान का मानविकी विषयों से सम्बन्ध, विज्ञान की प्रकृति और सम्भावनाओं को टटोलकर व्यवस्थित रूप से देखना आवश्यक है, वहीं दूसरी ओर विज्ञान शिक्षा की वास्तविकता, गुणवत्ता और प्रकृति को परखने की आवश्यकता भी है।

विज्ञान शिक्षा का लक्ष्य समाज के साथ उसके इस खास रिश्ते के कारण बहुत संकीर्ण हो गया है (या शायद हमेशा ही रहा है)। शिक्षकों व शिक्षक-प्रशिक्षकों/अध्यापकों में भी इस मुद्दे की आलोचनात्मक समझ नहीं है। जहाँ विज्ञान का अध्ययन-अध्यापन स्कूलों में जिज्ञासापरक व प्रयोग-प्रधान होकर स्नातक स्तर से होते हुए अन्ततः समाज में वैज्ञानिक चेतना के संचरण का स्रोत हो सकता है, वहीं यह मात्र जानकारी हस्तान्तरण व निजी महत्वाकांक्षाओं का 'शॉर्ट कट' बन चुका है।

ऐसी सामाजिक पृष्ठभूमि में जिज्ञासा, रुचि, नवोन्मेष आदि शब्द बहुत दूर की कौड़ी लगते हैं और धुँधले दिखाई पड़ते हैं। इसका सीधा असर उन विज्ञान शिक्षकों पर भी पड़ता है जिनमें आवश्यक

समझ व जोश स्वाभाविक रूप से होता है। ऐसे में स्नातक स्तर के उन विद्यार्थियों में जो स्कूल में कभी प्रयोगशालाओं में गए ही नहीं, विषय की समझ व उसके प्रति रुचि पैदा करना दुष्कर हो जाता है। विडम्बना यह है कि यही विद्यार्थी आगे चलकर स्कूलों में शिक्षक भी बनते हैं।

विज्ञान शिक्षा के सम्बन्ध में इसकी विषयगत प्रकृति, इसका अन्य सभी विषयों (खासतौर पर भाषा व गणित) से जुड़ाव और इसके विभिन्न घटकों के बीच एकात्मकता जैसे मुद्दे भी महत्वपूर्ण हैं। यह आयाम समझना भी जरूरी है कि विज्ञान अध्ययन का जीवन के विभिन्न पहलुओं से क्या सम्बन्ध हो और कक्षाओं में इस पर कार्य करने का ढंग क्या हो। इस परिप्रेक्ष्य में विज्ञान और विज्ञान शिक्षा की चर्चा भारतीय भाषाओं में करना महत्वपूर्ण हो जाता है।

हमारा शिक्षा तंत्र समाज, भाषा और विज्ञान के अन्तर्सम्बन्ध को कम करके आँकता रहा है। ऐसी धारणा रही है कि भाषा और अन्य मानविकी विषयों का विज्ञान और विज्ञान सीखने से सम्बन्ध नहीं है। इस धारणा का विज्ञान शिक्षा से अपेक्षा, सीखने-सिखाने के ढंग, आकलन और विषयवस्तु पर व्यापक असर है। इसी कारण विज्ञान के विद्यार्थी अमूमन अपने मौलिक विचारों को स्पष्ट रूप से प्रस्तुत कर पाने और विज्ञान के साहित्य को गहराई से समझने अथवा उस ओर बढ़ने की गम्भीर चेष्टा में सक्षम नहीं होते हैं।

विज्ञान की प्रकृति; उसका उद्भव और विकास; उसका समाज, संस्कृति, भाषा व अन्य विषयों से रिश्ता; अलग-अलग स्तर की विज्ञान शिक्षा के लिए उपयुक्त लक्ष्यों का दायरा; उसके शिक्षण की परिस्थितियाँ; आवश्यकताएँ; शिक्षकों की तैयारी व इन सबके बीच की कड़ियों को खँगालने व तार्किक ताने-बाने बुनने के प्रयास के लिए ही यह तीन दिवसीय संगोष्ठी आयोजित की गई थी।

विज्ञान और विज्ञान शिक्षा के तीनों स्तर (माध्यमिक, उच्च माध्यमिक व स्नातक) से जुड़े विषयों पर पर्व लिखने के किए गए आमंत्रित किया गया। पर्वों के लिए विषय के बारे में थोड़ी और स्पष्टता के लिए यह कहा गया :

विषय-एक : विज्ञान व समाज का अन्तर्सम्बन्ध

विज्ञान व प्रौद्योगिकी कई प्रकार के समाज और उसकी सोच को प्रभावित करते हैं। जहाँ प्रौद्योगिकी का प्रभाव आम जीवन में प्रत्यक्ष रूप से दिखता है, वहीं मूलभूत विज्ञान परोक्ष रूप से कई जटिल प्रश्नों को सुलझाकर प्रौद्योगिकी को और आगे ले जाने में सहायक होता है। किसी भी समाज की प्रगति और मानव विकास से जुड़े कई पहलुओं का मूल उसकी वैज्ञानिक चेतना में निहित होता है। किसी भी समाज में चिकित्सा, शिक्षा, तकनीकी इत्यादि की उपलब्धता तब तक सार्थक नहीं है जब तक उस समाज में इसकी स्वीकार्यता

और इनके रचनात्मक उपयोग करने की प्रवृत्ति विकसित न की जाए। इस विषय पर निम्नांकित बिन्दुओं पर आधारित शोधपरक लेख लिखे जा सकते हैं :

1. विज्ञान की प्रकृति, दायरा व उसकी भाषा
2. समाज, विकास व प्रौद्योगिकी और विज्ञान से उनकी अन्तःक्रिया
3. विज्ञान, सामाजीकरण और शिक्षा

विषय-दो : प्राथमिक, उच्च प्राथमिक व माध्यमिक कक्षाओं में विज्ञान व उसकी शिक्षा

समाज में विज्ञान के प्रति सकारात्मक रुझान की नींव बुनियादी स्तर पर ही तैयार हो सकती है। इस काम में कई चुनौतियाँ हैं। जहाँ स्कूली शिक्षा में प्रशिक्षित और उत्साही शिक्षकों की कमी है वहीं हमारे सीमित संसाधन हमें बच्चों को प्रयोगाधारित विज्ञान करने में बाधा पहुँचाते हैं। साथ ही मातृभाषा में विज्ञान की पुस्तकों और उचित शब्दावली का अभाव भी है। निश्चित रूप से इन बिन्दुओं पर गहन चिन्तन की आवश्यकता है। शोधपत्र निम्नलिखित विषयों पर आधारित हो सकते हैं :

1. विज्ञान पाठ्यचर्या- पाठ्यक्रम, पाठ्यपुस्तक, शिक्षण प्रक्रिया व मूल्यांकन
2. विज्ञान की शिक्षा, भाषा व अन्य विषयों से सम्बन्ध, संस्कृति व संदर्भ
3. विज्ञान शिक्षा के ढाँचे, उनकी प्रकृति, संरचना व स्वरूप

इस सन्दर्भ के अन्तर्गत एक और मसले पर बातचीत होती रही है। वह विषय है कि भारतीय परिप्रेक्ष्य में, विशेषतः पूर्व माध्यमिक स्तर तक, विज्ञान शिक्षण भारतीय भाषाओं में होना चाहिए। इस बात की वकालत करने वाले मानते हैं कि विचारों की परिपक्वता व तर्कक्षमता विकसित करने के लिए सीखने वाले के करीब की भाषा आवश्यक है, क्योंकि विचारों का ताना-बाना व तर्कक्षमता भाषा के इर्द-गिर्द घूमता है। उनके अनुसार विज्ञान शिक्षा उस भाषा में होनी चाहिए जो कि विद्यार्थी के जीवन का हिस्सा हो, जिससे स्कूल की अवधारणाओं को वह अपने जीवन के अनुभव से जोड़ पाए। दूसरी ओर विज्ञान शिक्षा के अँग्रेजी माध्यम के पक्षधर, भारतीय भाषाओं में तकनीकी शब्दावली की कमी, वैज्ञानिक साहित्य, विमर्श और सक्षम अध्यापकों के अभाव को इंगित करते हुए इसे बहुत मुश्किल बताते हैं। उनके अनुसार भारतीय भाषाओं में विज्ञान के अमूर्त पहलुओं को व्यक्त करने में हम अक्षम हैं व इतनी सारी भाषाओं में अनुवाद कैसे और क्यों कर होगा।

विषय-तीन : उच्च माध्यमिक कक्षाओं व उच्च शिक्षा में विज्ञान

विज्ञान की उच्च शिक्षा के क्षेत्र में अग्रणी होने के लिए हमें सतत रूप से वैश्विक स्तर पर नवीनतम शोध से अवगत होकर उसे अपने विद्यार्थियों तक पहुँचाना होगा। इसके लिए नियमित रूप से पाठ्यक्रम के पुनरावलोकन और समय-समय पर शिक्षकों के प्रशिक्षण की आवश्यकता है। इसके लिए विज्ञान की मूल्यांकन प्रक्रिया विद्यार्थियों के कौशल, उनकी वैज्ञानिक अभिरुचि और प्रयोगात्मक क्षमताओं को इस प्रकार सम्मिलित करना होगा कि हम भावी वैज्ञानिकों को प्रोत्साहित कर उन्हें शोध से जुड़े क्षेत्रों में जाने को प्रेरित कर सकें। इससे जुड़े कुछ शोध आलेख निम्नलिखित विषयों पर केन्द्रित हो सकते हैं :

1. विज्ञान पाठ्यचर्या- पाठ्यक्रम, पाठ्यपुस्तक, शिक्षण प्रक्रिया व मूल्यांकन
2. विज्ञान की उच्च शिक्षा के ढाँचे, उनकी प्रकृति, संरचना व स्वरूप
3. विज्ञान की उच्च शिक्षा, उसकी गुणवत्ता, चुनौतियाँ व उसमें समावेशन

उक्त आधार पत्र को ध्यान में रखकर इस संगोष्ठी के लिए विभिन्न व्यक्तियों से कुल मिलाकर 150 एब्स्ट्रैक्ट प्राप्त हुए। इनमें से 100 लोगों से पर्चा लिखने का आग्रह किया गया।

अन्तिम रूप से लगभग 75 पर्चे आयोजन समिति को प्राप्त हुए, जिनमें से 68 की प्रस्तुति इस संगोष्ठी में की गई।

प्रस्तुत पर्चों पर नजर डालें तो 'विज्ञान की प्रकृति, दायरा व उसकी भाषा' पर 10 पर्चे केन्द्रित थे। 'विज्ञान, सामाजिकरण और शिक्षा' पर 13 पर्चों में चर्चा की गई। 'समाज, विकास और प्रौद्योगिकी और विज्ञान से अन्तःक्रिया' के मुद्दों पर 3 पर्चों में विचार किया गया। 6 पर्चों में 'प्राथमिक कक्षाओं में विज्ञान व उसकी शिक्षा' से जुड़े नवाचारों तथा प्रभाव के अध्ययन को प्रस्तुत किया गया। 'उच्च प्राथमिक कक्षाओं में विज्ञान शिक्षा' के विभिन्न पहलू 13 पर्चों में प्रस्तुत हुए। 'माध्यमिक कक्षाओं में विज्ञान शिक्षा' पर 5 पर्चे संगोष्ठी में आए। 'उच्च कक्षाओं में विज्ञान' की चर्चा 8 पर्चों में की गई। उच्च प्राथमिक कक्षाओं में विज्ञान शिक्षण के नवाचारी कार्यक्रम के लिए चर्चित रहे 'होशंगाबाद विज्ञान शिक्षण कार्यक्रम' के अनुभवों तथा उसके शैक्षणिक पहलुओं पर भी 7 पर्चे इस संगोष्ठी की उपलब्धि कहे जा सकते हैं।

तीसरी संगोष्ठी : गणित शिक्षण : अपेक्षाएँ एवं चुनौतियाँ

तीसरी संगोष्ठी दिल्ली विश्वविद्यालय के शिक्षा संकाय के साथ दिल्ली में 11 से 13 अक्टूबर 2019 तक आयोजित की गई।

इस संगोष्ठी के लिए जारी आधारपत्र की मुख्य बातें इस प्रकार हैं :

पृष्ठभूमि

गणित एक विषय के रूप में अपनी खास प्रकृति (जो अमूर्तन पर केन्द्रित है और तर्क करने, तार्किकता समझने और विश्लेषणात्मक कौशल के विकास में सहायक मानी जाती है) के कारण चर्चा व चिन्तन के केन्द्र में रहता है। यह भी समझा जाता है और काफ़ी प्रखरता से कहा जाता है कि इस अमूर्तन के बावजूद गणित हर किसी के जीवन के अनुभवों का एक महत्वपूर्ण हिस्सा है। राष्ट्रीय पाठ्यचर्या की रूपरेखा (एनसीएफ, 2005) व पहले की नीतियों व पाठ्यचर्या दस्तावेजों में भी गणित पर विशेष ध्यान दिए जाने का आग्रह है। पोजीशन पेपर आन टीचिंग ऑफ मैथमेटिक्स, NCERT गणित शिक्षण के परिप्रेक्ष्य में तीन महत्वपूर्ण बिन्दुओं का उल्लेख करता है। पहला, गणित शिक्षण का मूल उद्देश्य बच्चे की विचार प्रक्रियाओं का गणितीयकरण करना है; दूसरा, कक्षा में ऐसे अनुभव देने की दरकार है जिससे सभी बच्चे गणित में आनन्द का भाव ले सकें; और तीसरा यह कि, गणितीय प्रक्रियाओं के विकास को बढ़ावा देने की ज़रूरत है। समस्या समाधान, दृश्यता, तार्किक सोच, गणितीय मॉडलिंग इत्यादि गणितीय प्रक्रियाओं के बुनियादी तत्व हैं, और गणितीयकरण की प्रक्रियाओं के विकास में इन तत्वों का विकास होना शामिल है।

पिछले दो दशकों में दुनिया भर में गणित शिक्षण में कई गम्भीर प्रयास व शोध हुए हैं। इनमें गणित शिक्षण के कई नए पहलू उभरकर आए हैं। जैसे, बच्चों में गणित की खोज की समझ व उसके उपयोग की क्षमता का विकास; गणित को स्थिर ज्ञान के रूप में मानने के बजाय रोजमर्रा की घटनाओं से जोड़ना; गणित को समस्या समाधान, तर्क और संचार के रूप में देखना; विद्यार्थियों में अन्वेषण, अनुमान और तर्कसंगतता के गुणों के विकास के साथ-साथ इन सबके लिए उपयुक्त तरीके इस्तेमाल करने की आवश्यकता आदि। सीखने वालों की गणित में रुचि, गणित की समझ व उसे उपयोग कर पाने की क्षमता का विकास करने के लिए गणित शिक्षा में कई तरह के बदलाव किए जा रहे हैं जिन्हें क्रान्तिकारी बदलाव कह सकते हैं।

हम जानते भी हैं कि परम्परागत गणित प्रक्रियाओं, कम्प्यूटेशनल एल्गोरिदम और प्रतीकों के बारम्बार अभ्यास और स्मरण से भरा हुआ है। इसमें कुछ बदलाव हो, ऐसे प्रयास कई तरह से किए जा रहे हैं। जैसे हाल के सिद्धान्तों में गणित के शिक्षकों और विद्यार्थियों को विश्लेषण करने, समस्या खोजने, समस्या समाधान करने के साथ-साथ समृद्ध वैचारिक गणितीय सोच में शरीक होने के लिए प्रोत्साहित किया जाता है। हाल के प्रयासों के अध्ययन से पता चलता है कि आजकल वैचारिक स्तर पर, गणित सीखने का जोर विजुअलाइजेशन और खोज के माध्यम से अवधारणा आधारित समझ व उनके उपयोग की क्षमता की ओर है।

एनसीएफ, 2005 द्वारा गणित शिक्षा की गुणवत्ता पर बल देने के बावजूद भी यह देखा गया है कि स्कूल जाने वाले विद्यार्थियों और अधिकांश वयस्कों के लिए गणित अभी भी भय का विषय बना हुआ है। गणित ने धीरे-धीरे आगे बढ़ने के बहुत से दरवाजों के लिए 'गेटकीपर' विषय की प्रतिष्ठा हासिल की है जो बौद्धिक और सामाजिक असुरक्षा की ओर ले जाती है। आज गणित के साथ 'भय' की भावना जुड़ने के कई कारण हैं। इसका मुख्य कारण शायद इसका अनुपयुक्त शिक्षण है। जिसमें शिक्षकों की तैयारी का अभाव, उसमें कमियाँ, गणित शिक्षा की उचित समझ का अभाव, बच्चों का आकलन करने में पद्धति व पूरे कार्यक्रम की संरचना, उसकी पाठ्यचर्या के पीछे छिपा दृष्टिकोण व समाज की इस सबकी समझ है।

इस संगोष्ठी का प्रयास इन सभी मुद्दों पर शिक्षक-प्रशिक्षकों, शोधकर्ताओं, स्कूल के शिक्षक व उनके साथ काम कर रहे अन्य लोगों को ऐसा मंच उपलब्ध करवाना है, जहाँ वे इसके सन्दर्भ में अपने प्रयासों, अपने अवलोकनों व अन्तःक्रिया से उभरे अनुभवों पर मनन-चिन्तन व विश्लेषण को बाँट सकें व उन पर चर्चा कर सकें।

पर्चा लिखने के लिए निम्न विषय-क्षेत्र तय किए गए :

विषय एक : गणित की कक्षा

गणित का शिक्षण कैसा होना चाहिए? : चूँकि हर विषय वस्तु को समझने और सीखने की अपनी संस्कृति होती है, गणित की कक्षा को किस तरह से गतिशील बनाया जाए, जिसमें नए विचारों का जन्म तथा आदान-प्रदान हो सके, विभिन्न गणितीय समस्याओं के समाधान के लिए विविध तरीके व प्रक्रियाओं की खोज की जा सके और कक्षा में गणितीय संवाद व विमर्श की शुरुआत की जा सके। इसी के साथ-साथ कक्षा में विभिन्न साधनों का उपयोग, गतिविधियाँ, कथा-वाचन या नई तकनीकी का प्रयोग किस प्रकार हो ताकि गणितीय सोच का आरम्भ व विकास किया जा सके।

कक्षा में गणित करने का क्या अर्थ है? : गणित शिक्षण की प्रक्रिया में क्या शामिल हो, यह एक महत्वपूर्ण मसला है। गणित शिक्षण में गणित की कक्षा की संरचना एक महत्वपूर्ण पहलू है जिस पर अलग-अलग स्तर पर अलग-अलग ढंग से काफी काम किया जा रहा है। इसमें विभिन्न घटक शामिल हैं, जैसे, कक्षा के सामाजिक-गणितीय मानदण्ड, विद्यार्थी से अपेक्षित भागीदारी व कार्य, ऐसे अनुभव का गढ़ा जाना जिन्हें "गणितीय" कहा जा सके। इसमें गणितीय प्रक्रियाएँ जैसे सिद्ध करना, अनुमान लगाना, सामान्यीकरण, तर्क, गणितीय मॉडलिंग आदि की जगह होनी आवश्यक है। इसके केन्द्र में गणित की कक्षा में शिक्षकों की और विद्यार्थियों की भूमिका भी है।

शिक्षार्थियों की पृष्ठभूमि की जानकारी: शिक्षार्थियों की पृष्ठभूमि गणित के अधिगम को प्रभावित करती है। सभी के लिए गणित व सभी के लिए गणित सीखने को सम्भव बनाना कैसे हो, समावेशी कक्षाओं की शिक्षण-व्यवस्था व प्रक्रिया कैसी हो, अध्यापक की भूमिका, शिक्षण सामग्री, पाठ्यवस्तु तथा उसके विभिन्न पहलुओं पर भी विचार व विश्लेषण ज़रूरी है।

विषय दो : गणित के क्षेत्रों का चयन व संतुलन

पिछले समय में गणित शिक्षण के विषय क्षेत्र पर काफी विचार विमर्श हुआ है। इसमें एक ओर तो विषय क्षेत्र की समझ संक्रियात्मक समझ से आगे बढ़ी है पर दूसरी ओर वह सिर्फ संख्यात्मक समझ पर जोर से बीजगणित, ज्यामिति, दत्त-संकलन व उसका विश्लेषण (जिसमें सांख्यिकीय, सम्भाव्यता आदि शामिल हैं) व इनके अन्तर्सम्बन्धों तक माना जाने लगा है। इसके अलावा इसमें गणित की प्रकृति, गणित शिक्षण की प्रकृति, गणित व भाषा, गणित बतौर भाषा जैसे मसले भी शामिल होने लगे हैं। यह भी कहा जाने लगा है कि गणित करने से अभिप्राय है कि गणितीय पैटर्न, उनकी पहचान और उनके सामान्यीकरण का अध्ययन किया जाए व इसमें अमूर्त पैटर्न की पहचान व विश्लेषण की प्रक्रिया में संलग्न होने की आवश्यकता है। साथ ही विभिन्न एल्गोरिदम को सीखना, उनकी समझ विकसित करना व यह सोच पाना कि ये कैसे व क्यों काम करते हैं भी गणित सीखने व करने का हिस्सा हैं। गणित, व इसके अन्तर्गत आने वाले विभिन्न विषयों के विकास के इतिहास की जानकारी को भी गणित सीखने का हिस्सा माना जाने लगा है।

इस विषय का एक पहलू यह भी है कि प्राथमिक, माध्यमिक व उच्च माध्यमिक कक्षाओं में गणित शिक्षण के उद्देश्य और विशिष्ट अवधारणाएँ क्या हों? गणित का पाठ्यक्रम व पाठ्यपुस्तकें कैसी हों, इस सन्दर्भ में हुए प्रयासों की व्याख्या, इनमें अन्तर्सम्बन्धों की

व्याख्या। एक अन्य पहलू गणित शिक्षा के भाषायी, सांस्कृतिक, सामाजिक और राजनीतिक आयाम भी हैं।

क्या सबको गणित पढ़ाया जाना चाहिए? कैसा गणित सबके लिए हो?

गणित शिक्षा के सामाजिक और राजनीतिक आयाम क्या हैं, गणित शिक्षा में समानता व न्याय संगतता से सम्बन्धित क्या मुद्दे हैं, इसका भाषा से व संस्कृति से क्या सम्बन्ध है? गणित के प्रति मान्यताओं, गणित से सम्बन्धित प्रभाव और विश्वास, गणित के महत्व और शिक्षार्थियों व समाज के रुख जैसे और भी सम्बन्धित मुद्दे।

एक महत्वपूर्ण पहलू यह भी है कि भाषा और गणित का क्या सम्बन्ध है। इसमें बहुभाषी और बहुसांस्कृतिक वातावरण, मातृभाषा और गणित, गणित कक्षा में भाषा और सम्प्रेषण, गणित की भाषा आदि का गणित अधिगम पर प्रभाव व इन सभी का गणित की पाठ्यचर्या से लेना-देना, भी शामिल है।

विषय तीन : गणित अधिगम की प्रक्रियाएँ क्या हैं?

ऐसा माना जाने लगा है कि समस्या समाधान, समस्या प्रस्तुत करना, सामान्यीकरण, प्रमाण, अनुमान लगाना, विवेचन, आगमनात्मक व निगमनात्मक विवेचन, विश्लेषणात्मक तथा संश्लेषणात्मक दावे बनाना, हल खोजना, नियम बनाना आदि गणित अधिगम की प्रक्रियाएँ हैं। इस पर विचार करने की ज़रूरत है कि इनकी जगह क्यों हो और इन्हें गणित सीखने में कैसे इस्तेमाल किया जा सकता है?

गणित सीखने में सीखने की सामग्री व तकनीकी की भूमिका क्या है और गणित कक्षाओं के डिजिटलीकरण का क्या अर्थ है। ई-लर्निंग, मिश्रित अध्ययन, नए उभरते सॉफ्टवेयर (जैसे जियोजेब्रा, डेस्मोस) आदि कैसे प्रभावी गणितीय सीखने के अनुभव बनाने में मदद करेंगे, विज़ुअलाइज़ेशन में सहायता करेंगे। डिजिटल लर्निंग प्लेटफॉर्मों और तकनीकी की शैक्षणिक आवश्यकताएँ व उनकी चुनौतियों को समझना।

हमें कैसे पता चलेगा कि शिक्षार्थियों ने क्या सीखा है? अधिगम के हिस्से के रूप में इसके होने के क्या निहितार्थ व सम्भावनाएँ हैं? शिक्षार्थियों की गणित की समझ का विकास करने के लिए, समझ कितनी विकसित हुई है, यह जानने के लिए क्या गणित कक्षाओं में आकलन की आवश्यकता है? आकलन किन उद्देश्यों के लिए है? विभिन्न स्तरों पर गणित कक्षाओं में अधिगम के आकलन के वैकल्पिक तरीके व तकनीक, उनके लाभ और सीमाएँ, वर्तमान मूल्यांकन प्रथाओं में समस्याओं का विश्लेषणात्मक अध्ययन।

विषय चार : गणित के शिक्षक की तैयारी और सेवाकालीन शिक्षा

गणित के शिक्षक की तैयारी उनके शिक्षण और अधिगम को प्रभावित करते हैं जिनमें शिक्षक-शिक्षा पाठ्यक्रम, शिक्षक-शिक्षा स्तर पर अनुभवों की योजना, पूर्व सेवा-शिक्षा, सेवाकालीन शिक्षा, शिक्षकों की चुनौतियाँ आदि शिक्षक-शिक्षण के विभिन्न पहलू हैं जिन पर विचार करने की ज़रूरत है।

गणित में प्रत्येक विषय का अपना शिक्षणशास्त्र है। न्यायसंगत गणितीय शिक्षण के लिए ज़रूरी है कि हर विषय व उसके हिस्सों की ज़रूरतों और सीखने के तरीकों को समझ लिया जाए। क्या यह अध्यापकों के लिए ज़रूरी है कि वे हर विषय के हिस्सों में संलग्न हों और उनके महत्व को समझें और यह भी ध्यान दें कि अगर है तो यह कैसे होगा?

शिक्षकों की तैयारी में उद्देश्यों, गणित की प्रकृति, बच्चों की व उनकी पृष्ठभूमि, पूर्व ज्ञान, सबके लिए गणित की आवश्यकता, विषयवस्तु की समझ, कैसे सिखाना है आदि की समझ के बीच संतुलन कैसे हो।

क्या पढ़ाएँ और कैसे पढ़ाएँ की समझ : गणित पाठ्यक्रम, पाठ्यपुस्तक और सीखने की सामग्री व इनमें अन्तःसम्बन्ध की समझ हर गणित शिक्षक के लिए ज़रूरी है। प्राथमिक, माध्यमिक व उच्च माध्यमिक कक्षाओं में गणित शिक्षण के उद्देश्य और विशिष्ट अवधारणाएँ क्या हों, क्यों हों व क्या हैं, इन प्रश्नों पर तैयारी।

इसमें बच्चों की पृष्ठभूमि का कितना ध्यान रखा जाए? क्योंकि अभी समझ यह है कि गणित सभी के लिए है और सभी को माध्यमिक स्तर तक एक-सा गणित सीखना चाहिए, और यदि बच्चों की पृष्ठभूमि अलग-अलग है तो यह कैसे सम्भव होगा? इस पर क्या रुख हो? और इसके पाठ्यचर्या के लिए क्या निहितार्थ हों? बच्चों की पृष्ठभूमि भाषा व संस्कृति का क्या इस्तेमाल होना चाहिए व क्यों होना चाहिए, भाषा आदि का गणित अधिगम पर प्रभाव, गणित कक्षा में सहकारी अधिगम का महत्व जैसे पहलुओं पर विचार मंथन व अनुभवों और प्रयासों का विश्लेषण।

गणित पाठ्यक्रम, पाठ्यपुस्तक और सीखने की सामग्री व इनमें अन्तःसम्बन्ध की समझ एक गणित शिक्षक के लिए ज़रूरी है। बच्चों की पृष्ठभूमि भाषा व संस्कृति की समझ कैसे शामिल की जा सकती है, इसका क्या व कैसे इस्तेमाल होना चाहिए, भाषा व संस्कृति के गणित के अधिगम से सम्बन्ध की समझ व उसके कक्षा में उपयोग के तरीके, अभ्यास में विविधता कैसे लाएँ, गणित कक्षा में सहकारी अधिगम कैसे सम्भव हो, जैसे पहलुओं पर विचार मंथन।

इसके अलावा अन्य पहलू जो इसके लिए आवश्यक माने जा सकते हैं, जैसे प्रेरणा कैसे आए; गणित सीखने की क्षमता कैसे विकसित हो; अधिगम शैली/प्रक्रियाएँ क्या-क्या हो सकती हैं और क्यों; गणित सीखने में कठिनाइयों, त्रुटियों और गलतियों पर दृष्टिकोण आदि।

उक्त आधार पत्र को ध्यान में रखकर इस संगोष्ठी के लिए विभिन्न व्यक्तियों से कुल 150 एब्स्ट्रैक्ट प्राप्त हुए। इनमें से 70 लोगों से पर्चा लिखने का आग्रह किया गया। अन्तिम रूप से लगभग 50 पर्चे संगोष्ठी आयोजन समिति को प्राप्त हुए, जिनमें से 47 की प्रस्तुति इस संगोष्ठी में की गई।

इनमें से कुछ पर्चों में उच्च प्राथमिक/माध्यमिक कक्षाओं में गणित शिक्षण के अनुभव, गणित की विभिन्न अवधारणाओं के शिक्षण में आने वाली समस्याओं, गणित शिक्षण के लिए संसाधनों का प्रयोग, गणित शिक्षण में आइ.सी.टी. के प्रयोग आदि पर विचार विमर्श किया गया। कुछ पर्चे गणित और डर के रिश्ते, गणित की भाषा, गणित शिक्षण के लिए शिक्षकों के प्रशिक्षण से जुड़े मुद्दों पर

केन्द्रित थे। एक पर्चा गणित शिक्षण में महिला शिक्षकों के सामने आने वाली चुनौतियों के बारे में था।

जैसा कि आरम्भ में उल्लेख किया गया है, संगोष्ठी में प्रत्येक पर्चे की प्रस्तुति के पश्चात् उपस्थित श्रोताओं द्वारा प्रस्तुतकर्ता से सवाल-जवाब भी किए जाते हैं। बाद में प्रस्तुतकर्ता से यह अपेक्षा रहती है कि वह इस सत्र में आए सवालों को ध्यान में रखकर अपने पर्चे को संशोधित और परिमार्जित करे।

इन संगोष्ठियों में प्रस्तुत किए जाने वाले पर्चों में से चयनित पर्चों को किताब के रूप में प्रकाशित करने की योजना भी है। ताकि इस विचार-विमर्श को व्यापक पैमाने पर फैलाया जा सके। इसी क्रम में पहली संगोष्ठी के चुने हुए पर्चों के दो संकलन प्रकाशन की प्रक्रिया में हैं।

अज़ीम प्रेमजी विश्वविद्यालय की यह योजना है कि शिक्षा के सरोकार की यह शृंखला साल-दर-साल हिन्दी भाषी क्षेत्रों में अधिक से अधिक विश्वविद्यालयों तथा शैक्षिक संस्थाओं के सहयोग से एक व्यापक शैक्षिक आन्दोलन का रूप ले ले।