



ETMA

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Interactive Multimedia Course on CCE for Principals and Teachers ...P 19

COVER STORY

“What Can I Do for You?” - Magnanimous J. P. Naik

Jayant Pandurang Naik, often called J. P. Naik (September 5, 1907 – August 30, 1981) was an Indian educator.

He founded the Indian Institute of Education in 1948.

He served as Member Secretary of the Indian Education Commission from 1964 to 1966.

He also was Educational Adviser to the Government of India.



*Marmar Mukhopadhyay is Chairman, ETMA Council.
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This ‘moment’ dates back to 1970. A couple of months after I passed my post-graduate examination and joined Katwa College as a lecturer, I decided to visit Delhi during the summer break, for the first time in my life. Dr. G. L. Adhya, then in the NCERT, who had taught me in the Regional College of Education, Bhubaneswar, generously offered me to stay with him in his flat in Hauz Khas in South Delhi.

Though both of us speak the same language, and share common food habits and cultural excitements, we belonged to two very different worlds. Dr. Adhya, a former student of London University, belonged to the aristocratic tradition of erudite tradition and sophistication; a distinguished urban Kolkata scholar. I brought with me my rural ruggedness, though sincere. Dr. Adhya was single; his home life was governed by a fulltime male servant. I landed up in his flat in posh Hauz Khas, near



same language, and and cultural two very different student of London aristocratic tradition of erudite tradition and sophistication; a brought with me my rural Adhya was single; his fulltime male servant. I landed NCERT campus.

On day 2, I was to go out for Delhi Darshan (sightseeing in Delhi). Dr. Adhya, a very caring person, asked me to show him the list of places that I wished to visit. He looked at my list, and singled out the name of Sri J. P. Naik which figured prominently in my list. Dr. Adhya asked me,

Contd. on page 4



INTERVIEW P 15

In Conversation with Gajaraj Dhanarajan

Madhu Parhar



TEACHERS SPEAK P13

Give Me Another Chance...

Bindu Kapoor

EDITORIAL

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National Repository of Open Education Resource - the Latest Feather in India's ICT in School Education Cap

India took a giant leap in ICT in School Education when Dr. Pallam Raju, Minister for Human Resource Development, Government of India launched the National Repository of Open Education Resources (NROER) on 13 August, 2013 in a glittering ceremony at the Taj Palace Hotel, New Delhi. I also had the privilege of addressing this conference immediately after the inaugural ceremony, along with Prof. MM Pant who chaired the session. This is a giant leap because it can transform the face of Indian school education where teachers and students can access high-quality text, video, and other forms of contents for improving the quality of learning.

Every such occasion, takes my mind back to my village, Udang, and a cluster of about 30 villages that nurtured the first 20 years of my life; and with which I have myself been engaged for the last 25 years in holistic development including education. My village is not one of those villages that can be showcased for backwardness. It is neither an advanced rural area. Probably this cluster of villages will figure somewhere in the middle of a development continuum between villages in tribal areas of Kalahandi district and the dazzling metros. My village cluster is my Talisman; will fruits of NROER reach my villages? Will teachers and students have capabilities to take benefit of such massive learning resource?

The function at the Taj Palace reminded me of a poetic expression by Late Sri Chandrashekhar, Former Prime Minister of India on one such occasion on Educational Television. I quote, “*jo bachche, subah se shaam tak jungle jungle me gaye, bhainso ke peechhe bhatakte rahte hain,*

unko doordarshan ke darshan toh hotee nahi. Woh Doordarshan se kaise sikhe?” (those children who, from morning to evening, move from jungle to jungle, running after grazing cows and buffaloes, they have no access to television. How would such children learn from educational television?). Fortunately, between his statement and today, many more children, literally millions, have gained access to educational television. But, the waiting period has been far too long to be inclusive for all to benefit.

I do not buy the argument that because a majority of Indian schools will not be able to access the NROER, it is not important. It is important and necessary; but more important is to ensure that in terms of access, NROER is inclusive. This needs a series of strategic planning and development steps. When a large majority of schools have been equipped with ICT, especially computers, what is needed is Internet connectivity for accessing NROER. Ministry of HRD needs to collaborate with a sense of urgency with the Ministry of IT to spread the Internet with appropriate bandwidth. Hopefully, former Minister of HRD in his new avatar as Minister of IT will help out.

However, all these facilities may remain grossly un-utilised or under-utilized because of resistance to innovations. There is a need to change the mindset of the users at the grass root level. No useful purpose is served by engaging in a blame game; what is needed is to prove that ICT in general and NROER in particular will help teachers and students to learn better without actually increasing the mechanical workload.

- Marmar Mukhopadhyay



*From Research to Practice:
Student Engagement*

Karen V. Bedell

**Transfusing Fresh Life:
Mrinalini Devi Mahavidyalay**

Marmar Mukhopadhyay

IN THIS ISSUE

EDITORIAL



Gender Issues in Science and Technology

It is interesting to note that I have been invited to a number of national and international symposiums like, Society of Women Engineers (SWE), Women in Science and Engineering (WISE), and so on. Though I am not a scientist or engineer by training or profession, I am interested in the status of women in these fields from a gender perspective.

Scientists and technologists claim that science and technology is gender neutral. However, access to technology, application of technology, benefits of technology, impact of technology are not gender neutral. Technology cannot be seen divorced from the associated with socio-cultural factors only a tool. How it is utilised, by whom it is utilised and for what purpose it is utilised determines whether the technology is an example, let us take beneficial or harmful. Just as technology. It can be used for diagnostic purposes detecting the sex of the unborn baby for abortion purposes.

“A simple man, so rare to find, with spirit of Gandhi, saw Indian prosperous villages in global chain”

For various socio-cultural and historical reasons men have dominated in the field of technology. Although women have started making visible inroads in this hitherto male dominated area, men continue to dominate the technology world. Gender issues related to technology cannot be wished away. There is a need to be sensitive to the gender issues in technology. In addition, certain initiatives and interventions are required, so that the benefits of technology can be harnessed to bring greater gender justice and equality for the development of women.

Women's ability to take advantage of the fruits of science and technology and ICT in particular is contingent upon conducive policies, an enabling environment, women friendly infrastructure, and increased educational opportunities. Girls and women need to be motivated not only to enrol in science and technology education, but ICT can also be used effectively to reduce the illiteracy rate among women. Parents and teachers need to be sensitised that women are capable of doing equally well in science and technology education and the required financial assistance needs to be provided. Schools and colleges should organise events and workshops and send women students to professional meetings to give them the much needed exposure and at the same time provide them visibility.

More on this in coming issues.

- Jaya Indiresan

1. Cover Story	1
<i>What Can I Do for You?</i>	
2. Editorial	2
<i>National Repository of Open Education Resource - the Latest Feather in India's ICT in School Education Cap</i>	
<i>Gender Issues in Science and Technology</i>	3
3. Readers Speak	6
4. Talk to Teachers	8
<i>From Research to Practice: Student Engagement</i>	
5. Institution Building	12
<i>Transfusing Fresh Life Mrinalini Devi Mahavidyalay</i>	
6. Teachers Speak	13
<i>Give Me Another Chance...</i>	
7. Book Talk	14
<i>How Children Succeed: Grit, Curiosity, and the Hidden Power of Character - by Paul Tough</i>	
8. Interview	15
<i>Give Me Another Chance...</i>	
9. Tips for Parents	17
<i>Beginning of formal school: Coping with Anxiety</i>	
10. Educational Opportunities	18
<i>Education in the Performing Arts</i>	
11. Interactive Multimedia Course on CCE for Principals and Teachers	19
12. Students Speak	21
<i>New Direction</i>	
13. Showcase	22
<i>Young Talent in the Classroom</i>	
14. Knowing Our Rights	23
<i>Age Appropriate Placement and Special Training</i>	
15. Health	25
<i>Attention Deficit Hyperactivity Disorder In Children</i>	
16. Classroom Innovations	28
<i>The Story of My School</i>	
17. Discussion Forum	29
<i>Teaching and Inspiring</i>	
18. Career Opportunities	30
<i>Around the World, On the Job</i>	
19. Parents Speak	31
<i>Education in India</i>	
20. ETMA News	33



Magnanimous J. P. Naik...

“Have you taken an appointment with Sri Naik?”

Appointment! We had never heard of such a thing in our villages. We just land up. If we don't find the person, we return back. No one has ever refused to meet because we did not take an appointment. If the person was busy, we waited. If the person

could not see us, we returned back without any ill feeling only to return some other day and take another chance. Unlike in the metros, in our sleeping villages, time is never in a hurry. It also waits with us. It's that simple in the villages.

I responded, *“No.”*

Dr. Adhya asked, *“Do you know who he is?”*

I said, *“Yes, author of several books on Indian Education.”*

Dr. Adhya, himself a distinguished Professor of history, realized my innocence and gave me an affectionate smile.

“Sri J. P. Naik is Educational Advisor to the Government of India and Chairman of ICSSR. Very nice man, but a very busy and ‘big’ man. Meeting him without appointment is next to impossible. Also, I don't know whether he is in Delhi today.”

Undaunted, I said, *“Sir, I'll go and take a chance. If I can see him, well and good.”*

Dr. Adhya then advised me to go to the ICSSR. He gave me complete instructions on how to reach.

Following his advice meticulously, I reached ICSSR. Uncertain whether 'Sri Naik is at all in Delhi', I walked up the stairs to the first floor. In the corridor, I saw a person in khaki shorts and white t-shirt casually walking in the corridor. I saw him from behind. I walked faster to catch up with him. As soon as he was

within the shooting range of my voice, I asked, “Excuse me, would you please tell me where is Sri J. P. Naik's office here?” The 'peon' like man looked at my face and asked me to follow him.

Few steps ahead on the same corridor, I could see the name plate of Sri J. P. Naik. Instead of showing me the room, the person entered the room himself, went behind the table and sat on Sri Naik's chair and said, *“I am J.P. Naik. What can I do for you?”*

I was damn shocked. The words that came out of my mouth were, *“Nothing sir. I wanted to see you. Thank you.”* As I turned to leave the room, he called me back, *“Eh, young man, what do you mean by seeing me? Come on sit down. Why do you want to see me? Who are you?”*

I looked back at the smiling wholesome face of my admiration. But I did not sit down. I remembered Sri Naik's new introduction from Dr. Adhya. Sri Naik insisted, *“Sit down, please.”* I obeyed and sat down with my spine straight in meditative posture, but not relaxed.

“What's your name?”

I muttered. I realized that I was meeting the big man and not my doyen author, any more.

“What do you do?”

“I teach in a mofussil college in West Bengal.”

“How do you know me?”

“As a student of Education, I read your books. I just came to pay my regards.”

He ignored my last statement, and asked, *“Which book?”*

I rattled out all that I had read including Nurullah and Naik's classic history of Indian education.

“You seem to have read quite well. What other books have you read on history of Indian education?”

Jayant Pandurang Naik, or J. P. Naik (September 5, 1907 - August 30, 1981) was an Indian educator, a reformer, scholar, unconventional administrator and passionate advocate of education. He founded the Indian Institute of Education. “He was the first Indian educationist to emphasise the importance of social, economic and political relationship in educational planning, internationally”, says his wife Dr. Chitra Naik, adding that all through his life, Naik did not accept anything more than a token salary.

He was also Educational Adviser to the Government of India. He was member-secretary of the Education Commission (1964–66). He was the architect of the modern Indian education; he established several important educational institutions, like National Council of Educational Research and Training (NCERT), Jawaharlal Nehru University and the National Institute of Educational Planning and Administration (NIEPA).

He was in the field of Indian education for more than four decades. His had a great influence in originating and promoting Indian educational research, in institutionalizing educational innovations and reforms, and also in educational planning and policy-making. “He was a prolific writer because he was full of life. His contribution to educational planning around the world prompted UNESCO to include him in the honour roll of 100 educational thinkers selected from among those whose contribution to



*Padmashree
Dr. Chitra Naik
Former Member,
Planning Commission*

**New Direction**

Bhumika Kapoor

**Age Appropriate Placement and Special Training**

Sudesh Mukhopadhyay

I was feeling easy, now. I rattled out, “F. E. Keay, Bhagwan Dayal Srivastava, Altekar, R. K. Mookherjee, J. P. Banerjee, Santosh Das ...”

He stopped me. **“That’s a lot of reading. Are you a student of History?”**

“No Sir, I am a student of Education. But I love reading history of education, how it evolved.” I shifted myself a little deeper into the chair.

educational thought has been proven important over the past 2,500 years”, says, Dr. Chitra Naik

His educational activities started during the early 1930s with the establishment and running of primary schools in the rural areas in the south of the then Bombay Presidency; and mass education, including literacy, adult education and basic education, in the Bombay Province before and after the popular ministries assumed office in 1937. Chitra Naik said, “J.P. started the teachers’ day celebration in 1950-51. He did this to ensure that our country of teeming millions remembers Dr. S. Radhakrishnan and his contributions. He also started the Teachers’ Welfare Fund in the Ministry of Education in the same year.”

Mr. Naik knew medical science better than most doctors, was an ardent fan of literature and equally loved maths. He was passionate about teaching, but not in the classrooms. He would teach young scholars, officers, explaining them intricate aspects about our vast country. His notes during his tenure in education ministry have formed the basis of many development policies. He helped many scholars in different manner like guiding them in their research, helping them any getting fellowship etc. helping them in turn in becoming what they are today. Some of such personalities are our present Prime Minister, Dr. Manmohan Singh and present Chairman, ICSSR, Prof. Sukhdeo Thorat— as told to TOI by Dr. Chitra Naik.

Elaborating on Naik’s contribution Dr. Chitra Naik told that because he himself rose from a very poor family, rural emancipation was his concern. It was this concern that led him to realise Dr. S. Radhakrishnan’s dream of Rural University. J.P.Naik was among the pioneers who experimented with this concept and laid the foundation of Mauni University in Gargoti, Kolhapur, which was among the first rural universities in India.

For further reading you can visit:

<http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/J%20P%20Naik%20-%20UNESCO%20A%20R%20Kamat.PDF>

“How was your result in the university?”

Heads down, **“I topped the university.”**

“Bright students like you should go for research. You should do your Ph.D. first.”

Difficult days during the two years of my post graduation flashed through – negotiating between ambition, poverty, and responsibility of the parents. No. Not again.

I said, **“No, Sir, that’s not possible.”**

He knew instantly, what I meant. Without pursuing me further, he said, **“let me know if I can be of any help.”** Honestly, I did not know what he meant.

I was to take leave. I took out my slip of paper from my breast pocket containing my visit schedule for the day. I looked at it. Sri Naik, curious, asked me, **“What’s that?”**

“Sir, I have come to Delhi for the first time. This is my list of all that I want to see in Delhi.”

“Can I see that?” He asked me for the list. I handed over the slip of paper.

He started smiling first and then laughing at the list. The list contained:

Qutab Minar
Humayun’s Tomb
Lodhi Garden
J. P. Naik
Lal Qila
Rajghat

I realized the source of his amusement, J. P. Naik in the list of monuments. I felt a little embarrassed. But J. P. was enough to comfort.

“OK, where would you go from here?”

“Lal Qila.”

“I suggest you go to Rajghat first, then Shantiban, and follow that route further to Lal Qila.” Then he gave me complete direction of the bus route. He stood up to say goodbye with all his warmth and affection.

Honestly, I lost all attractions to other historic monuments to this living legend. I got lost in my thought, ‘why did such a great man spend so much time with an ordinary student like me?’

I got my answer long after when I learnt that this great mind and man was once a happy go cowherd boy in a Maharashtra village. He came up the hard way; indeed, much harder than what I have gone through or could even imagine. No wonder, he instantly understood my nay saying to Ph.D.

Epilogue

I had several other opportunities to meet Sri J. P. Naik later. Every meeting took my impression of J. P. deeper and deeper in my heart. So humane, so refreshing, so inspiring! On the sad demise of Sri Naik, I documented this episode and sent it to Dr. Mrs. Chitra Naik (JP’s wife) another erudite scholar who later became Member of Planning Commission. She translated or got translated this episode in Marathi, ‘*Tum cha sathi kai karun?*’ and published in the IIE Bulletin. My private reminiscence became public.

Back

READERS SPEAK

Dear Prof. Mukhopadhyay

A thumb nail sketch of ETMA e-Magazine reflects your vision of handling education in its holistic perspective, from its conceptual framework to the transformation of classroom dynamics. A well conceived idea! I have no doubt that it will capture the attention of all concerned with education. The Magazine has all the ingredients which can trigger a reflective orientation to the content and process of every aspect of education. Moments from your interaction with a legend of the stature of Prof. D.S. Kothari are indeed touching.

With regards

A.K. Sharma
Former Director, NCERT, New Delhi

Dear Prof. Marmar Mukhopadhyay,

It was nice to receive your mail along with the first issue of ETMA e-magazine. I found it was very informative and goes a long way in fulfilling the long felt need of ending the isolation of schools and teachers, and engaging them in educational discourse. Congratulations and best wishes for your endeavour.

Regards,

R V Vaidyanatha Ayyar
*Former Secretary to Government of India,
New Delhi*

A readable & informative journal. Can there be an authentic primary education at the Panchayat level that can be imparted without having a brick & mortar school building but only with local paid teachers?

Best wishes,

DC Pathak
Dean, Faculty of Law, Amity University

Dear Sir,

It is a comprehensive and interesting magazine. Far from the initial apprehension of finding terms and technical terminologies that are often driven by data based information and research, the magazine is refreshing with an instant connect and appeal. True to Prof. Marmar Mukhopadhyay's editorial, the magazine has multidimensional hues and the reader can choose according to their needs and taste.

The cover story 'Shama and Diya' on Dr. D S Kothari is indeed beautiful, it stirs the strings of the heart. In the 70's and 80's the ferociousness with which people quoted excerpts from the 'KOTHARI commission (1966)' especially to substantiate their stance on education matters was perhaps far greater than the reference to RTE oft repeated in the present education scenario.

I am looking forward to reading subsequent edition of the news magazine. Sir, there is a suggestion – perhaps an article by a student would invoke more interest and even deliberations as quite often the perception of a child in a class can become a pivotal point of further discourse.

Regards,

Dr. Indu Khetarpal
Principal, Salwan Public School, Gurgaon

Dear Prof Mukhopadhyay,

Thank you for sharing this with me. CONGRATULATIONS.

Sam Pitroda
Advisor to the Prime Minister

Dear Marmar,

Congratulations on your publishing of the new periodical. It will be a valuable resource and will play as a bridge between practitioners and policy makers reinforcing education that matters to students, families, communities, institutions and emerging countries. Also, it will be a great common ground for exchanging ideas and feedback as well as a catalyst for promoting professionalism among our change agents, young scholars and gate keeping practitioners. I would be delighted to share my thoughts and contribute time to time.

Best regards,

Prof. Matiul Alam
Vancouver, Canada

Marmar,

Thank you. Just keep the flame flickering with warmth and light. I enjoyed reading the Dr. Kothari episode.

Regards,

Maj. Gen. Vinod Saigal

Dear Prof Mukhopadhyay,

Thank you very much indeed for sharing ETMA e-Magazine with me. It revived not only the pleasant memories of our meetings at Shillong and Delhi but also half-a-century old nostalgic memories of my personal association with the great scientist and the great saintly person that Dr D S Kothari was. He and my father-in-law Prof MP Srivastava were childhood friends and classmates right up to the University with Physics as their common interest and later till their passing away. He treated my wife as his own daughter. We had the privilege of Dr Kothari dropping in at ours every time he passed by (my official residence 1981 to 93 was 33 Shamnath Marg near IP College in Delhi) on his way from his son Prof Laxman Singh Kothari's residence in the Dlh University area with whom he was residing in Delhi) while on his way to UGC and JNU (of which he was the Chancellor). Gandhi and Gita were his favourite topics and we had weekly Satsang at our place where my parents and parents-in-law were also living till the end. Seeing my interest (as Commissioner MCD) in relieving the traditional

sweepers from demeaning work of cleaning latrines by introducing Bindeshwariji's Sulabh Shauchalaya movement in Delhi, he took me to Patna where we were guests of his friend Dr Kidwai the then Governor of Bihar. I met Bindeshwariji, saw and studied his Sulabh Shauchalay concept/design of cheap toilets and use of human waste for generating power, and was able to introduce it in Delhi for the first time in Ajmeri Gate.

I feel privileged to share with you the regard for this saintly personality ever so full of love and affection, knowledge and wisdom both in Science and spirituality, as seen in his random writings (like the article 'Atom & Atman'). Your writings (which you had shared with me some time back) also show similar interest and accomplishment.

Best regards.

Yours sincerely,
Sri P.P. Shrivastava

One of our readers contributed **Rs.5000/-** for the magazine out of sheer enthusiasm and appreciation. At her request, her name is being withheld. Our sincere thanks for the first voluntary contribution/subscription.

[Back](#)

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From Research to Practice: Student Engagement

Karen V. Bedell

*Series Editors: Prof. Punya Mishra & Prof. Matthew J. Koehler
Michigan State University, USA*

Introduction by Punya Mishra & Matthew J. Koehler

It gives us great pleasure to introduce the second article for a regular series of columns that introduces readers to contemporary educational research and its implications for practice. This column addresses the important topic of *student engagement*. This column was written by Karen V. Bedell, a doctoral student at the College of Education, Michigan State University working under our supervision.

Student Engagement Getting Started

Testing, grades, and scores are a key part of education today. They not only function as measures of student learning but are also expected to be motivating. It appears commonsensical that students would engage more with school and the curriculum in order to receive better grades or scores on a test. As it turns out, what appears to be common sense, may not be so. In fact, educational psychology research has consistently shown that external rewards may actually reduce student engagement, rather than enhance it.

For instance, consider the research conducted by Mark Lepper, David Greene, and Richard Nisbett. Back in 1973 they studied some preschool children who enjoyed drawing with magic markers. They brought some of the children into another room and offered them “good player awards” (certificates and ribbons) if they would draw pictures with the markers. Other children were not offered awards, but received them as a surprise for drawing pictures with the markers. Later when these rewards were removed, however, children who previously came to expect a reward were no longer interested in drawing with the markers and they moved on to other

activities. The children who received unexpected rewards and children who were never offered any awards did not lose interest in drawing with the markers.

Similarly, in 1989, Diana Cordova and Mark Lepper gave children a problem-solving task based upon a popular board game in the United States that has children play detective and solve a mystery. Some children were offered a toy for finishing the activity, while others used a version of the activity embellished with a comic-book style story inviting the children to become detectives. The results were impressive.

Students who were offered toys as rewards relied on guesses and unimaginative strategies to solve the mystery. More importantly, they also showed a preference for easier problems in the future. Students who were offered the more challenging, open-ended comic-book task, on the other hand, were more creative in their solutions, more positive about themselves, and more ambitious about future challenges.

These two examples illustrate a remarkable finding – *rewards for completing activities do not help students to learn*. Some students may not even get motivated by grades. How then can teachers inspire their students to engage in learning? How can teachers influence their students’ enthusiasm for learning? We will explore what the research says about some of these issues and offer suggestions for practitioners.

What does the Research Say?

What is student engagement?





Student engagement is the psychological investment in learning. Engaged students are curious, interested, and excited by challenges. They persist through difficult tasks and they take satisfaction in their accomplishments. They are involved in learning because it is interesting, rather than simply doing the work so they can move on. They become *intrinsically motivated* and they do things out of enjoyment rather than to earn a prize or avoid punishment. In other words, engaged students are the kinds of learners we all would like to have in our classrooms!

What does engagement look like?

Engagement is more than just listening, behaving, and being “on task”. A holistic view of engagement considers what students do, what they think, and how they feel.

- *Behavioral engagement* is observed when students attend class, talk about what they are learning, and keep trying when the work is hard. These students are taking notes, doing homework, listening carefully, posing questions, participating in small groups, and

helping others. What happens when the teacher stops talking? Do students continue the conversation among themselves, moving toward the desired learning outcome? Behavioral engagement in early elementary grades predicts later success on test scores, grades, and the decision to drop out of high school.

- *Cognitive engagement* reflects a student’s investment in learning. Students who are cognitively engaged set learning goals, self-regulate their own behavior, and desire to go beyond the minimum requirements. It’s the difference between surface level rote learning and deep level discoveries of meaning and connections. It is effort focused on mastering the material. Teachers can increase this type of engagement by developing students’ higher level thinking skills (analysis, making connections) and encouraging active responding (writing, responding) as opposed to passive participation (listening, taking turns). Teachers can also generate this engagement by making learning fun,

like the comic-book scenario mentioned earlier. This form of engagement is also linked to achievement, deep understanding, and flexible thinking skills.

- *Emotional engagement* reflects a student’s enjoyment of and sense of belonging to a school. It is developed by forming relationships and feeling successful at school. When students enjoy a subject, they are likely to value it in its own right and pursue additional learning on their own. A supportive student-teacher relationship is a primary source of students’ emotional engagement. Strong emotional engagement in school may be related to resilience during stress.

It is quite possible for students’ engagement to differ across the three dimensions and across subjects. For example, students can go through the motions of their coursework without cognitive engagement (i.e. without achieving deep understanding of the ideas) or without emotional engagement (i.e. with

no enjoyment of the process or feeling of achievement). Research suggests that these dimensions influence each other and are important to academic success, satisfaction, and persistence. What's more, teachers can make the difference between minimal participation and full-on enthusiasm.

What are the outcomes of student engagement?

Students' investment in learning has consequences for their academic, social, and emotional well-being. Engaged students learn more, develop greater critical thinking skills, and are more satisfied with school than disinterested students. The research shows that, over time, students who are more engaged in school have better grades and higher achievement on standardized tests. They are also more likely to stay in school and graduate. Behavioral engagement in elementary school has been shown to be a critical predictor of the decision to drop out of high school.

Engagement in school yields social and personal benefits that extend beyond the classroom. Benefits include interpersonal skills, social awareness, and establishing one's identity. It has been associated with moral and ethical development, as well as increased openness to diversity. Students appear to develop a sharper awareness of

their interests, skills, and values; which prepares them for success both occupationally and personally.

These benefits go beyond elementary and middle school to the college level as well. At the college level, student involvement yields commitment-to learning, to the school, to finishing the requirements for the degree, and in some ways, sets the stage for their future success in life.

What influences student engagement?

Engagement is facilitated by activities that are fun, selected by the student, challenging enough to be interesting, and involve relating to other people.

- *Fun* helps to connect learning material with characters and objects that the students are interested in. Instead of drills, turn learning into a game. Embellish plain learning activities with fantasy and characters.
- *Autonomy* develops when students perceive they have a choice over their actions and that their behavior is freely-chosen, rather than imposed by the teacher. For example, students can be given a choice of projects to complete; or the option to design their own. Abandon the notion that

everyone must do the same thing.

- *Competence* develops from feeling that one's efforts are successful. To raise students' sense of competence, teachers should offer feedback that downplays evaluation and shows students how to master the task at hand.
- *Relatedness* is the sense of connection between students and teachers. The student-teacher relationship is important to sustain engagement. Students who perceive that their teachers have confidence in them are more likely to try and are less likely to drop out of school than students who don't perceive teacher support.

Nothing influences student engagement more than a teacher who is passionate about teaching. It's been said that students "don't care what you know until they know you care".

How Can Teachers Cultivate Student Engagement?

In light of the research, what can teachers do to optimize their students' engagement? Instead of incentivizing students to learn through rewards, teachers should recognize that students already want to learn. There are four main ways teachers can tap into students' innate desire to learn.

Foster Relationships

When students make positive connections in the classroom, those feelings generalize to the teacher and school, increasing affective engagement in learning. Create opportunities for students to form interpersonal relationships with other students-with icebreakers, pair and share exercises, small group discussions, and self-disclosure. Getting to know your students on a personal level enables you to offer learning experiences that they will value. When students struggle, reach out to them, point out their strengths, and build their efficacy for the challenges they face.

Foster Collaboration



Many teachers expect students to listen while they do all of the talking. Teacher-led instruction has its place but when students work together and teach other, student involvement and motivation increase. Use collaborative work to minimize the down time associated with large group discussions or calling on one student at a time for answers. Suppose one student is assigned to learn about Thailand, another's job is to study China, and another learns about Vietnam. After they research their countries, they work together to create a presentation comparing and contrasting the three nations. The students depend on one another for information. Instead of just knowing where to locate these countries on a map, they have substantive conversations about them.

Challenge Students

Avoid giving students busy work that calls for memorization, simple skills, or recall. Involve them in problem solving,

addressing real-world issues, creating new ideas, and critically evaluating what they read. As they master concepts and skills, push them to the next level, showing them where they can go next. Abandon the expectation of students doing the same activity in the same way at the same time.

Use Technology

Use the technology that your students use. Blogs, wikis, and class websites can serve to showcase student work, supplement classroom instruction, and facilitate collaboration. In class, students can text their answers to formative assessment questions. Students can teach each other via slide presentations, shared documents, or social media such as Pinterest and Twitter. The interactivity of online tools is not only engaging, it may help students overcome cognitive and psychological difficulties.

Our enthusiasm for teaching will motivate them to meet the challenges we place before

them. Through strategies like these, teachers can create environments that fully engage students and cultivate a life-long interest in learning.

In conclusion

Grades and scores and tests may be part and parcel of the classroom today. But the research is quite clear. These markers of success do not necessarily lead to student engagement. In fact the findings from the research point in another direction altogether. Students don't need to be incentivized for doing what they enjoy, nor should rewards be used in place of educational, fun activities. Instead of rewarding students for finishing their work, we educators should work towards enhancing students' interest in the tasks. This will not only improve their engagement with learning it will also payoff for them in the long run. Finally, speaking selfishly, these efforts at improving student engagement, will make classrooms more fun and enjoyable spaces for us (the educators) as well.

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Back



Transfusing Fresh Life: Mrinalini Devi Mahavidyalay

Story of Dr. Ranajit Basu

What is the first step that any educational institution needs to take in order to achieve its goal of educating people? Hands down, it has to be building students who are motivated to learn. This is the challenge that the Principal at Mrinalini Devi Mahavidyalay dared to take, and succeeded in achieving!

When Dr. Ranajit Basu, a qualified English scholar and teacher, joined Mrinalini Devi Mahavidyalay as the new Principal, the college was in a state of utter chaos. Students seemed to come to college for two main reasons, either for socializing and dating, or for carving a niche for themselves in politics through the students' union elections. Teachers spent minimum amount of time in the college as they were busy in private tuitions. The college had poor infrastructure with ill-equipped laboratories and a library with a scanty collection of books.

Dr. Basu saw an enormous challenge in the assignment. He 'could have tried for a better and well-established college', but he loved the 'challenge and preferred this college', particularly since it was practically non-functioning. Once on the job, Dr. Basu carefully gauged the existing condition of the college and decided to first understand the reasons behind the prevailing disorder.

He found out that the college timetable was divided into two halves. One batch of teachers came in the forenoon, took classes till 1 p.m. and left for their residences. Another batch came only in the afternoon to take classes. This arrangement was designed and adopted to facilitate private tuition which was very common among the teachers in the college. Students did not show interest in attending classes. Very few students attended classes and this arrangement suited the teachers as well.

So Dr. Basu's first and foremost mission was to bring discipline back to the college, where teachers held their classes and stayed in the college for a reasonable period of time, and where the students attended classes. In other words, his mission was to ensure that the college carried out the charted academic activities. Consequent to bringing back discipline in the college and ensuring normal functioning, his next important agenda was to ensure improved performance of the students in university examinations.

He started with involving the academic committee in reconstructing the existing timetable, so that the classes of particular teachers

were not compacted within half a day; instead, they were to be spread over the entire working day with leisure periods in between. A new norm was developed: the teachers had to stay in the college for five hours every day of the week. This was seriously resented and resisted by the teachers who had earlier enjoyed the benefit of staying in the college for a short period, with ample time for private tuitions. Also, students had to stay in the college for longer hours to attend the classes that would now be spread over the whole day. Attendance was necessary to be eligible for appearing in the university examination. Things started improving though with reluctant cooperation. Teachers grudgingly stayed back.

When the teachers and students started staying back in the college, the next challenge was to improve the infrastructure so that everyone could make the best possible use of the time they spent in college. Having had an unsatisfactory experience with the normal practice of handing over the grants for construction to a government agency, Dr. Basu consulted a young engineer who advised him that the college could take up the construction itself. Next, he consulted an architecture agency for architectural design and implementation for a token amount of about five per cent of the construction cost. The college involved a local retired engineer who offered his services free for supervising the construction. The success was indicated by the construction of six all-weather classrooms with a small grant of four lakh rupees.

The Principal made an effort to improve the library facilities, so that teachers and students could engage their leisure hours for academic preparation and enrichment. He mobilized grants from the University Grants Commission and received about eight lakh rupees for books and journals for the library. The reading habits of the teachers improved because of staying for longer hours in the college. Within five years, Dr. Basu mobilized Rs. 37 lakhs for the college. These grants were used to construct hostel, improvement of the classroom facilities, building of an auditorium, improving sports and games facilities, and construction of a gymnasium.

Dr. Basu says, 'We initiated academic seminars in the college where

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Give Me Another Chance...

Bindu Kapoor

“OK CHILD! I would like to know – science or commerce. Think quickly and decide fast” asked my dad curtly.

“Ah...well! Humanities, dad” I replied hesitatingly. “What! No way! Are you out of your mind? Somebody with 10 CGPA wants to take up humanities. What’s everybody going to say?” shouted dad.

I remained absolutely quiet wondering why it was everybody’s concern as to what I wished to do with my life. I was being made guilty as if I was about to disown my God.

Ask yourself what exactly you wish to do in life. Choosing subjects after secondary school is like choosing a life for yourself. Today you may succumb to the pressures from your elders (parents, siblings, uncles, and aunts) who may show you great dreams of what you can be in life if you choose a certain stream. But the question is not what

you can be, but what exactly do you wish to be?

If you pick a life for yourself which has been designed and decorated by others, you may be able to tolerate the kind of unpleasant pressures because you are young and energetic. But later in life when it will be time to continue the same as a career you might feel constricted, restricted, and even suffocated. Suicides by students in engineering and medical colleges are proof enough.

So, listen to your heart and then decide. Today we are going through an educational revolution where you may choose any subject and you can have a blooming career

be it in fashion, music, photography, graphics, multimedia and the list is endless. These are the kinds of fields which were unheard of two decades ago. So if you are not a science or a commerce person, trust me, life is not at all over for you. Rather you may end up having a more enjoyable and satisfying career, which the topper of your own batch from some other stream may feel jealous of ten years down the line from where you both started together.

So, love life and choose a career you are in love with and not the one which others would love you to choose because we never wish to see your sad eyes saying ‘Give me another chance...’

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[Back](#)

Transfusing Fresh Life ...

students and teachers participated.’ Teachers were involved in tutorials and counselling of students. They not only helped the students in improving their skills in solving academic problems, but also in solving their personal problems. This personal help to students improved the mutual relationship between the teachers and students. Students were mobilized through the students’ union leaders for better participation in the classes. Since the teachers were not available for private tuition, the students, despite their initial resistance, started participating in classes almost out of compulsion, eventually also showing interest in the seminars. All these developments led to a significant improvement in the results at the university examinations. Dr. Basu claims that whereas, the

college result in university examinations had been miserably low a couple of years ago, more than 90% students succeeded in the exams once the reforms kicked in.

So what was it that helped Dr. Ranajit Basu in achieving his goal of turning over a college in chaos into an institution devoted to educating? Dr. Basu says that he followed a democratic leadership style characterized by consultative decision-making. His actions and successes indicate a different story. His was a leadership style characterized by persuasiveness coupled with assertiveness. He was emphatic; he did not impose things on others. He preferred to pursue with patience. And that is what made all the change.

[Back](#)

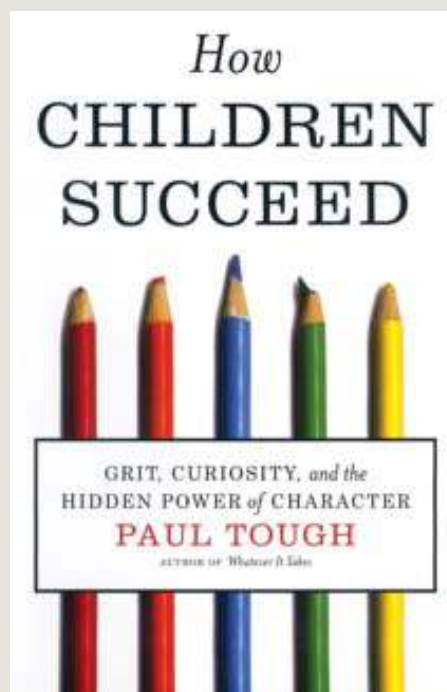
How Children Succeed: Grit, Curiosity, and the Hidden Power of Character

- by Paul Tough

Dharam Prakash

Whenever we hear people talk of successful people, it is generally assumed that most successful people are very intelligent, talented, etc. But is it really so? What are the qualities that some imbibe during their childhoods which help them to succeed, whereas deter many others from succeeding? Paul Tough tries to answer some of these and many more such questions in his book 'How Children Succeed: Grit, Curiosity, and the Hidden Power of Character'.

Written in a lucid style, it provides us with some understanding about the work and experiments being undertaken by a new generation of researchers about how character plays an important role in the success of children. Through stories of children who are struggling to be successful, and of researchers who are trying to help and support these children, the author outlines the efforts being made in the schools to develop various aspects of character. For example, it has been found that self control is an important characteristic contributing to success. The book takes us through the famous marshmallow experiment in which a child has two options. One, to eat one marshmallow lying in front of her when the researcher goes out or the second option in which she is promised two marshmallows after the researcher returns after sometime (maybe half an hour or more). The researcher tracked the progress of the children and it was found that children who



opted for the second option, i.e. controlled themselves for the reward after sometime, had better self control in life and were more likely to succeed.

There are many such research based anecdotes which will encourage the reader to further explore these experiments. Another aspect that has been touched is regarding the role of parents in building the character of children. Research shows that how



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Paul Tough

families and parents at times do or do not prepare their children for the challenges of adulthood can result in complex situations.

In the chapter 'how to think', the author outline the tireless struggle of numerous children, who through learning to play chess, are not only acquiring thinking skills but also learning to cope with failure. In the notes on sources you will find details about the various sources the author has tapped for writing the book which prompts one to look for more.

The stories told in the book overwhelm you, concern you, and make one introspect about one's own children and the school system. With a very refreshing storytelling style, the book succeeds in making its point.

[Back](#)

In Conversation with Gajaraj Dhanarajan

Madhu Parhar

Prof. Madhu Parhar visited Wawasan Open University in June 2013. Interview with Tan Sri Dato' Prof. Gajaraj Dhanarajan was conducted then.

What is your vision of education in the developing countries?

In some ways, our systems of education have followed principles which had been created by our colonial legacy. The effort to change has been very difficult; many developing nations have taken the easy path. The opportunity to change is now behind us because the latter part of the twentieth and certainly early twenty-first century have been very much global centuries. The borders certainly are disappearing. Whether we like it or not, we are now beginning to see a situation where, whether you are a developing country or a developed country, the delivery of education as well as the value thereof is becoming more or less universal. In the process we are being overrun by the power of cultures that are not necessarily our own. So, is there anything unique about education in the developing countries? I don't think there is. Thanks to things like international frameworks, benchmarks, etc., we are all moving towards the same kind of ethics, which means that we will be aping each other, following trendsetters, and we are not necessarily trendsetters ourselves. Have developing countries lost something in the process? My fear is that yes we have! I am not pointing a finger at anybody else; I am pointing a finger at myself. I think we've been conditioned in a manner that we have lost that educational nationalism. Though



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our governments and our countries will proclaim that one of the purposes of education in our countries is towards building national cohesion and national unity with shared values, etc., but that's not the case. There may be some unique higher education institutions, like the ones you have in India which are trying very hard but even they may not be as successful as they want to be. So what would I see happening in terms of a vision? Long ago John Naisbitt published a book "Megatrends 2000". There he said that the regional, multi-national arrangements like the European Union, ASEAN, and SAARC have a very short lifespan and the nation state itself may have to give way to much more linguistic based states, culture based states, etc. That might be a refreshing point, to think about education in the context of smaller cultures, which doesn't necessarily have to cater to larger humanity but which can still preserve whatever is most valuable to the smaller group, more and more looking within your own context, a village, or a panchayat, or your own community.

In your assessment what is the quality of education in developed as well as developing countries?

The role of private enterprises in education is a good thing or a bad thing is open to

Tan Sri Dato' Prof. Gajaraj Dhanarajan is Chairman, Board of Governors of Wawasan Open University, Penang, Malaysia, and former President & CEO of Commonwealth of Learning. A brief profile of Raj is available at <http://tinyurl.com/md6jlt>. He can also be reached at gdhan@wou.edu.my.

judgment. However, there is a downside to private enterprises. Downside is that it becomes overpowering, marginalizing the less endowed sections of our population who would pay a price. That creates a bit of an anxiety for me. I grew up in an era where education was purely seen as a social good and a responsibility of the government, and the taxpayer. It was their responsibility to make sure that we make sufficient provisions to ensure that social good happens. In that sense, it has been a bit of an anxiety to someone who has grown up believing that social good and services are a responsibility of the state. I see that being eroded, first in health and now in education. First of all, the measurement of quality in education has always been a contentious issue. How do you measure the quality of a

service the impact of which would take a generation to be realized? I can now retrospectively, and in introspection, say that the quality of education that I received was extremely good because the impact of that education has added enormous value to my life. And, I may be wrong, but I like to think, it has added enormous value to the society that I live in and to the community of educated side I belong to. In modest ways, I have made an impact and I relate all of this to the value and the quality of education that I received. So, it has taken that kind of a generational assessment, inter-generational assessment for me to make a statement such as the one that I have made. So if you come and tell me that the quality of education is a measurable entity at the point of delivering the education, I always ask, 'But how do you measure it?' I sit in a number of assessing panels measuring positive higher education in this country and outside and it is not a reflective process. Most of the time there is a set of criteria whether it's related to governance, resources, the number of Ph.Ds, or input/output measurements. Does it all make quality in a holistic way or are we just measuring bits and pieces, measuring the pixels and missing the bigger picture? The bigger picture is the person who is receiving or to whom we are addressing this conversation.

As a leader of a global standing, what role do you expect ODL to play in fulfilling this vision?

ODL (Open and Distance Learning) is changing. Both the foundation and praxis of Open and Distance Learning are being turned around mostly with the advances in technology and differently thinking innovations. Technology brings to it the power of ensuring that communities can preserve their identities, can perpetuate their cultures, and can enhance their languages, and at the same time allow them to be global in character. So if my vision is education for a village or a community, it doesn't necessarily have to limit itself to that village or the community, it can reach out to and receive from other cultures and communities but not necessarily to be subjugated to that culture. Right now it is very much a Western

thing. I mean we're all victims of that. Technology can change it if you want it to. I was talking to a Japanese Professor and he said, 'we want to be involved in MOOC (Massive Open Online Course), we want to present a MOOC.' I said, 'Good what are you going to do with MOOC? More business courses and more technology courses?' He said, 'No, we want to enable the rest of the world to access the Japanese language, to learn and use Japanese.' Maybe that resonates with what I said. Wouldn't it be good if we could make available Marathi or Gujarati to others, making certain that we would not lose our languages? The present situation is that we are being dominated. In one sense, as a universal person, you say 'humanity is finality.' That is one way of looking at it, but as an idealist, as a very pragmatic person in real life, humanity is not, by a long shot.

As a leader you have built up various ODL institutes. What is the role of leaders in building ODL institutes?

It was not by design or intention that I was put in a leadership position, it just happened. In many ways I found it to be a very fortunate thing because it gave me an opportunity to realise those things that I thought ought to be realised. It is a work in the system. At the end of the day you're here to do something, there are things that you want to do, there are services that you want to serve. And as a work in the system, not unless you have leaders of great vision that's not going to happen, you end up being frustrated. There are various things about distance education; it had the capacity to reach out, and that's still true, the capacity it has for all those who deliver education outside of the compounds of the campuses is huge. All kinds of institution that I know of, put different kinds of restrictions, whether intentional or otherwise. That needs to be changed, and leadership allowed me that. If you're driven by a particular view of life, as a follower, you cannot change; you have the power to change some of it, not through force but through dialogue and conviction. And that was probably the greatest joy for me. Right

or wrong, I felt, 'this is where you want to go, this is the mandate, you'll get there!', and then to be able to convince my colleagues with me. Leaders have to be made of that kind of material and by default I discovered myself. I was not trained to be one; I was trained to be a biologist. So to lead an institution, whether in the context of Hong Kong, or in the context of COL, the principle remains the same that you have been put there because there are expectations of the potential of the agency not the bond, I think the bond is seldom the driver. Those whose ambitions are universal, those whose ambitions are agentic, have bigger dreams. As the Vice Chancellor or as the President, I was chasing after those bigger dreams and achieving them. Have I been able to do much? Not as much as I would like to. But I think I've been certainly very much blessed in being able to achieve quite a lot of expectations. One can do more, I am honest, and certainly one can do more. But we're dealing with individuals, who have their own vision and their own view of life. To bring everybody together and move forward is very challenging, and I'm too small a person to deal with that challenge alone. But every institution that I had the opportunity to be a part of, worked because a larger part of my colleagues shared the vision and the dream and were able to contribute much more than a single person can. I had great colleagues working with me and they delivered more than one could expect within the limitations of resources and in the span of time available to us. I think that is another reason why I believe myself to be a very lucky person, to have had that privilege of working with some great people and great academics.

I'd say that you inspired many people. A lot of people have a vision but they are not able to inspire, and that makes all the difference...

All of us try, I don't think anybody doesn't want to do his/her best, circumstances make it difficult for many but I think those of us who have the occasion should be very grateful for the opportunity to serve.



Beginning of formal school: Coping with Anxiety

Subhash Chander

“...It was difficult for me to leave her hand and go today...it has been fifteen days and she is yet to adjust in her formal school. She has been crying since morning...I thought she will be fine today but it has gone bad today...her teacher tried to calm her down and asked me to go out of the class...but she was not ready to leave my hand...”

This is one of the examples of parents facing adjustment issues during the first few days of their ward's beginning of formal school. As every child is different she adjusts differently in school, some take few hours and some few weeks. But adjustment in initial days may not be the beginning of a good journey throughout the coming year. The above case can be seen as an extreme one where the child is having adjustment problem in the new school. But when a child goes to a new setting she is bound to face some anxiety. Some take it positively and enjoy their new environment by being a part of it. For some it may be due to separation from a protective environment to a place where suddenly she is going to find lot of new faces. Some parents do not have the patience to go through this period of anxiety and their reactions make things bad for their child. Sometimes the reasons for initial anxiety may be completely different among two individuals. One child may not like the teacher's attitude while another may get anxious purely due to the new atmosphere.

As a parent it's important to understand that they be prepared for some adjustment time that varies from individual to

individual. Be patient with your child and listen to her anxiety. But don't show your own to her. You should encourage her to see the positive sides of attending class. For some it may be friends, or for some others it may be new toys. Be assured that



the teacher is also working on your child and is giving some encouragement to the child when she is in class. Coordinating with the teacher can make things easier as you can help the teacher know your child better. Initially the teacher is also not accommodated to your child's habits and reactions thus your inputs may help her get a good idea about them. Sometimes the teacher may avoid your presence near classroom as it may be distracting the child from acclimatizing with the new atmosphere. The following tips might come handy during this difficult time:

- Give some time to your child to adjust with the new teachers and friends.
- Being positive yourself and showing positive sides of the school will help.
- Talk to other parents and you may send a signal that it is a good place to be.
- Do not pressurize your child immediately with too many new things.
- You may invite few students from class to your home and have a small group.

The journey may be a bit rough to begin with, but realizing that all of it is for the benefit of your child helps in the long run.

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[Back](#)



Education in the Performing Arts

Aakanksha Tomar

Oscar Wilde once said that ‘art is the most intense mode of individualism that the world has known.’ The need to express and communicate one’s individuality has been an almost tangible presence in recent times. Perhaps that is the reason why so many young people today are choosing performing arts as a career option.

Performing arts include various forms of art in which artists use their physical ability, such as body, face, and presence, to perform in front of an audience. There are mainly three categories of performing arts - music, drama, and dance. Music is related to singing, playing musical instruments, composing original music, etc. Drama is a mode of expression wherein a story is represented in performance. The artist depicts a story or a thought by combining speech, gestures, music, dance, facial expressions, and sound. On the other hand, one could understand dance as a union of music and drama. While dancing, an artist performs through rhythmic movements of the body, in sync with the background music or song.

In the Indian culture, performing arts have a unique significance, and overtime, they have materialized as professions that can bring name, fame, and money to the artist. A number of institutes and universities in India have come up with courses in performing arts at different degree levels. The motive behind these courses is to train students in various categories of performing arts.

Eligibility:

For a certificate course, a candidate must have passed the 10th standard. However, for the undergraduate diploma and degree courses, having cleared 10+2 examination is mandatory, and for post-graduate courses, candidates must have passed graduation in the relevant field from a recognized institute or university. Although these academic qualifications are required, they are not enough. One must also have an inclination towards the performing art and the passion and presence required for performing in front of an audience.

Job Prospects:

The scope of performing arts has widened over the last decade or so. Especially since the introduction of various talent shows on television, the career prospects for those interested in the performing arts have brightened. Now there are shows that provide a platform for singers, dancers, and actors to showcase their talent while also earning good money. Not only that, but because of such media, artists also have better opportunities now of getting absorbed into the mainstream of the entertainment industry.

Remuneration:

Remuneration in the field of performing arts is more or less subjective. It largely depends upon the artist’s talent as well as the field he/she has chosen. A good singer/dancer/actor can earn up to lakhs per performance, if he/she has excelled in the field.



Institutes Offering:

Even though formal education in the performing arts is still evolving, a number of institutions are now conducting courses in the field. Some of the prominent and well known institutes for performing arts in India are Darpana Academy of Performing Arts, Indira Kala Sangit Viswavidyalay and its affiliated colleges and Awadesh Pratap Singh University (Madhya Pradesh), Sangit Niketan (Delhi), Sangit Research Academy (Calcutta), Lalit Narayan Mithila University (Bihar), University of Mysore (Karnataka), Dr Babasaheb Ambedkar Marathwada University (Maharashtra), Banasthali Vidyapith (Rajasthan), Chhatrapati Shahu Ji Maharaj University and Chaudhary Charan Singh University (Uttar Pradesh) and Sri Padmavathi Mahila Visvavidyalayam (Andhra Pradesh). ■



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Back

IMCC

Interactive Multimedia Course on CCE for Principals and Teachers

Introduction

Continuous and Comprehensive Evaluation (CCE) is a landmark innovation. It was recommended as early as in 1948 by the Radhakrishnan Commission. It found mention and recommendations in all later Commissions (1952 and 1966), National Policies on Education in 1968 and 1986, and Policy Review Document in 1992; and in all the Curriculum Frameworks authored by the NCERT in 1975, 1988, 2000 and 2005.

CCE is potent to transform the face of Indian school education. The demands for scholastic assessment and thinking skills, CCE will actively involve students in learning tasks to discover knowledge and invent solutions. Life skills and some of the co-curricular skills align directly with the Employability Skills which is in great demand. The Article 51A of the Constitution as Value education will provide citizenship education to young people. And, compulsory participation in co-curricular activities will sow the seeds of hobby that enriches life.

But all that will depend upon the teachers and their training. Issue is quality of training. Major issues in training of teachers are:

- **Authenticity** - whether teachers are receiving the same message as CBSE wants to send;
- **Uniformity** - whether training is uniform for teachers working in various types of schools, namely, government and private;
- **Quality** - whether there is any quality benchmark and quality assurance in the training being provided to the teachers.
- And finally, whether cost of training the teachers is affordable by the schools and the system.

Educational Technology and Management Academy (ETMA) a pioneering research institution decided to launch a Multi-media Course for Training of Teachers in CCE as a response to the challenge of authenticity, uniformity, quality and affordability.

Course Content

Module 1: Introduction to Interactive Multimedia Course on CCE

Establishes the need for the Course by the Chairman CBSE. The module then presents the structure of the course.

Module 2: CCE: Perspectives, Challenges and Responses

Chairman CBSE explains the vision of CCE, and its goals and challenges in implementation. He is complimented by Director (ART&I, CBSE) and Principals of a few leading schools who have been directly involved with CBSE in shaping this innovation.

Module 3: Idea of a Child: DNA of Human Mind

Presents a child in the Multiple Intelligence Paradigm, rather than just a learning machine; it also brings in the 4-Planes of Living Framework proposed by Delors's Commission.

Module 4: CCE Framework: Structure

Deals with structure of the CCE Framework and relates it to Multiple Intelligence and 4-Planes of Living frameworks indicating the alignment of the CCE Framework with the most coveted MI Framework.

Module 5: CCE Framework: Substance I (Scholastic and Thinking Skills)



According to science of Psychometry, we cannot measure a mental attribute unless we define and describe the attribute. This module presents educational meaning and psychological constructs of scholastic and Thinking Skills (2A.Life Skills).

Module 6: CCE Framework: Substance II (Social and Emotional Life Skills and Co Curricular Activities and Skills)

Deals with the educational meaning and psychological constructs of Social and Emotional Skills (2A. Life Skills), Attitudes and Values (2B. Life Skills) and Co-curricular Skills, especially literary and scientific skills, ICT skills, organizational and leadership skills (3.Cocurricular Skills) and Yoga.

Module 7: Tools and Techniques I: Fundamentals of Educational Evaluation and Mental Measurement

This module helps teachers revisit fundamentals of mental measurement, namely scaling, types of tools and tests, tests for mental measurement, and qualities of a good test that are necessary for selection of tools and techniques for evaluation.

Module 8: Tools and Techniques II: Choice of Tools for Evaluation

Provides multiple choice matrices to help teachers choose appropriate tools for evaluating different skills under 1, 2A, 2B, and 3 mentioned in CCE Manual. Most importantly, this module introduces to various online and offline standardized tests for measuring co-scholastic and co-curricular skills. Module encourages teachers to take online tests to experience testing of Life Skills.

Module 9: Data Gathering, Analysis, Report, and Feedback

In this module, teachers get practical training in gathering data on each student, analysing and archiving in computers, then generating reports. The entire module presents a Case Study. Most importantly, this module deals with technique of giving feedback using AI (Appreciative Inquiry) Model.

Module 10: Parent Teacher Partnership for Holistic Development of Students

Through a series of video Cases, this module brings home the point of need for parent-teacher partnership necessary for holistic development of a student which is the mission of CCE.

Print and Online Support

1. IMCC Training Manual

Contains Introduction, Objectives, Brief Annotations of the films, and built in activities and exercises and Video formats, e.g. Documentary, Docu-Drama, Real life Episodes, Animation, Multi-speaker Discourse, Case Study, Simulation; also contains how to structure Video Aided Learning session; navigate Internet for better learning, orient Parents and students for better and common understanding of CCE.

2. CCE in Depth

An authored document that provides additional reading on CCE, FA and SA and all the skills listed under CCE. Most importantly, it provides references to other videos on the subject, reading references and online and offline tests that teachers can use to evaluate co-scholastic and co-curricular skills. Indeed, a unique and very useful resource.

3. E-Tutorial

Principals and Teachers under training through MMCC will be provided e-tutorial. They can ask questions and send comments by e-mail, and shall receive response from expert trainers at ETMA. Response will also be posted on a dedicated Blog on MMCC.

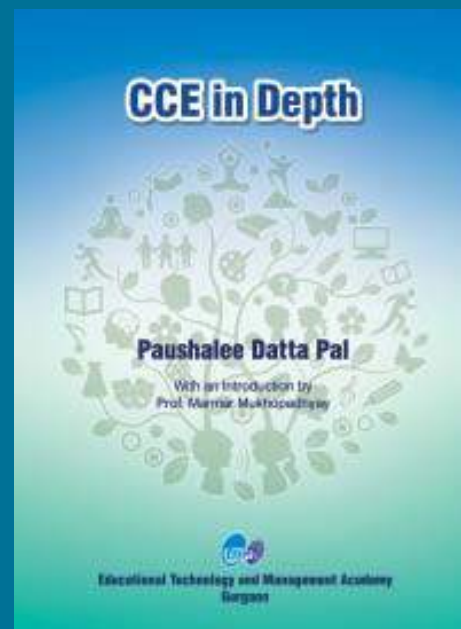
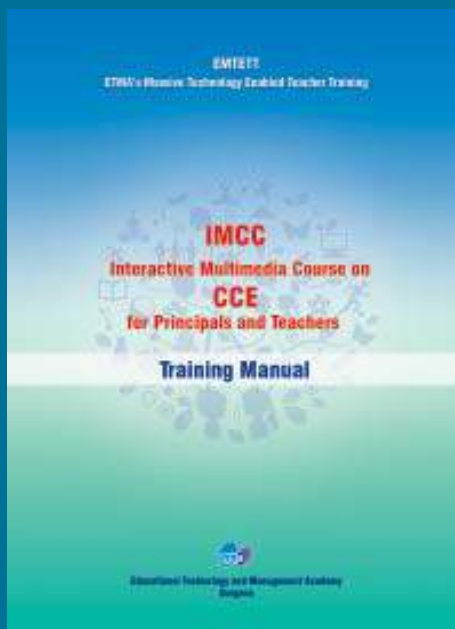
4. Online Support

- Attitude Scale for Measurement of Students' attitude towards teachers, school-mates, school programmes and environment;
- Principals and Teachers can also interact with each other through Google Groups.

5. Certification

There is an online criterion referenced test on CCE. Teachers are welcome to take the test; if they fulfil the requisite criterion (minimum 60%), they should be able to print out a certificate; certificates will be marked by Grades – B, B+, A and A+

[Back](#)





New Direction

Bhumika Kapoor

Coming from a family where education holds a super-ordinate status, one of my earliest memories are of books. I remember before I could even walk properly, my mother had started buying books for me. As a toddler, I already had books on flowers, animals, alphabets, comic stories and what not. Instead of flimsy toys, books became my best friends.

Then came the prospect of school, which for me brought with itself a promise of more books, and thus, as compared to other children my age, I embraced school with so much enthusiasm that I can't help but feel a little smug about it. However, as I grew older, my love for learning waned and a sense of ambivalence set in. As much as I craved knowledge, I also found it to be quite limiting. I was struggling with trying to locate myself and fit my outlook into the stifling walls of syllabi, many aspects of which I perceived to be redundant. It felt to me as if I was losing my sense of 'I', as I rarely found any outlet for that.

Thus through this article I would like to point out how we fail to take into account what matters most when we talk about education—i.e., the student. As students, we are considered to be 'learners' and 'followers', generally treated as being incapable of making independent and effective judgments. Our voices are rarely heard, we are often reprimanded for asking too many

questions, our curiosity is mistaken as insolence, and our creative expression is vastly censored. We are accustomed to follow in the footsteps of others and tread on the path laid down by those who came before us. Most often we lay the foundations of our own lives keeping in mind another persons' vision for us. The prevailing



attitude is, inadvertently of 'the grown-ups know best'.

Sure we talk about student welfare and holistic development and other positive sounding similar things, but what we do engage in is a monolithic unilateral process which overlooks and discards idiosyncrasies, preferences, and caliber.



And I think that this huge sinkhole in the system occurs because we consider education to be simply a means of achieving a more appealing end. It is simply about going through the motions because that's what you need to do in order to be qualified

for a decent job, earn good money, and lead a respectable life. Sadly, thereby it loses all meaning and spirit. But whose fault is it? Who is the source of this conditioning? Is it the child's fault who is smothered under parental and societal expectations? Or does it have more to do with the ineptitudes of the parents and teachers who fail to inculcate the understanding in their children that education is not to be considered just as something which would safeguard one's future, but which in its essence is a source of much joy and surge?

Personally, I've been very fortunate to have been taught by some really wonderful teachers, who in their own special ways have contributed in my becoming who I am now. They have greatly inspired me and made me much more inquisitive and hungry for knowledge and competence.

So, when we talk about effective educational practices and the implementation of the various innovations which are now percolating in our education systems, we must not overlook the need for first bringing about a change in the attitudes and repertoires of people who are to actually carry them out. Instead of trying to keep molding the students, the 'grown-ups' first need to become a little malleable too.

Bhumika Kapoor is a Post-graduate in Psychology from the University of Delhi.

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Young Talent in the Classroom

*Hold fast to dreams, for if dreams die
Life is a broken-winged bird, that cannot fly.
Hold fast to dreams, for when dreams go
Life is a barren field, frozen with snow.*

Langston Hughes

In this edition, we have created a fresh space for our young readers in schools (or even elsewhere), for them paint it with the rainbow hues of their talents. Don't hesitate to let your imagination color this space with bold strokes of words and paint. The writer or artist in you might just be waiting to wake up. And most importantly, don't forget to dream!



Dream by Pearl Preet Kaur (Std. 5)



By Arushi Kapoor (Std. 8)

*Please send us your art,
drawings, poems, stories, etc.
on*

etma.india@gmail.com

Back

Age Appropriate Placement and Special Training



The Right of Children to Free and Compulsory Education Act, 2009 & Model Rules under the Right of Children to Free and Compulsory Education Act, 2009

Sudesh Mukhopadhyay

In the previous article, we talked about the broad parameters of the RTE Act 2009 and also how this ACT has now been enacted by the various states. One also must know that soon after the enactment of the Central Act in 2009, Model Rules for this Act were also announced. However, the state Acts as being enacted already incorporate these model rules as part of the State RTE Acts. In this current Article, we will talk about some specific provisions.

I have selected Chapter II, Section 4 of the Central RTE Act and its corresponding Model Rule. Let us first look at the Act itself:

Chapter II - Right To Free and Compulsory Education

4. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age: Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed: Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

This Section 4 of RTE refers to two important provisions- Age appropriate placement and special training. As of today, schools and children are struggling with these two provisions for meaningful implementation. Challenge is to admit a child of nine years in class 3 even if he/she may not have attended classes 1 and 2 as her peers in class 3 would have done. All are concerned how this child will cope up, what teacher will do, can she/he teach this child with others and will the child really learn. The corresponding Model Rules under the Right of Children to Free and Compulsory Education Act, 2009 observes as under:

Special Training for the purposes of first proviso to section 4

3 (1) The School Management Committee/ local authority shall identify children requiring special training and organise such training in the following manner, namely:

- (a) The special training shall be based on specially designed, age appropriate learning material, approved by the academic authority specified in section 29(1).
 - (b) It shall be provided in classes held on the premises of the school, or through classes organised in safe residential facilities.
 - (c) It shall be provided by teachers working in the school, or by teachers specially appointed for the purpose.
 - (d) The duration shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years.
- 2) The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

Please remember that as part of School Development Plan, this activity needs to be planned and arranged for. It is the responsibility of the academic authority, in most cases being SCERT to facilitate the preparation of age-appropriate materials. These materials can also be drawn from the earlier available materials for Non-formal education classes. NGOs with similar experience can also be used.

Depending upon the location, size and resource availability, special training can be organized in the school. In case of government schools, many interventions may already be underway as part of SSA especially in rural areas. Clusters of schools can develop/ acquire the materials, share and arrange training of teachers identified to impart this special training component. Do recall that now primary schools are to work for 7.5 hrs per day and while 4 hrs are for actual classroom instruction, 3.5 hrs are for such activities that facilitate additional inputs to strengthen the child's learning.

Look at the duration of this special training component; it can be anywhere between 3 months to 2 years. Main responsibility lies with the school where the child is enrolled. It is important to ensure that the child is continuously assessed so as to *move to actual*

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class of placement at the earliest possible with preparation to cope with curriculum. Teachers are to maintain pupil cumulative record (PCR) for every child. Equally important is to note the provision for follow-up after placement. Hence, special training is one-to-one booster with the need to follow-up. An example of such planning from Orissa is given below:

Special Training in Orissa

State academic authority, SCERT has developed the Curriculum for special training and materials for main-streaming children admitted into age-appropriate classes as per the RCFCE Act, 2009. 'Special Training Programmes' are expected to be implemented during the ensuing academic session (2012-2013).

- The State Framework for 'Special Training' of children admitted into age-appropriate classes has been prepared.

- The syllabi and the materials for special training have been prepared.
- The training package for orientation of elementary school teachers on administration of Special Training are under preparation. This shall be completed by the end of February, 2012. <http://rteorissa.blogspot.in/>

WE all can learn from each other as well as from various websites on RTE. Important is to understand the implication of age-appropriate placement for children who will need support under this provision. Look at the Table below to understand that creative planning can help many children without stretching schools beyond a limit.

As can be seen, though we put children in a number of categories, there are similarities in their education needs. We can design effective special training programmes and actualize Right to Education of all children.

Age- appropriate Service Model (Developed by Sudesh Mukhopadhyay, Aug. 2011)

Age Appropriate	Special training Placement	Earlier Expertise areas	Who?	Possible Location near to school	Challenges	Requirements
School dropouts	Catching up with lost competences	EGS, Alternative Schooling	Para Teachers NGOs, KGBV, NPGEL	Cluster Level in case of rural areas, different model for urban pockets	Age appropriate Life skills Maintaining interest Record keeping Monitoring Progress Convincing parents, trs etc. Time-table design Space Resources	<ul style="list-style-type: none"> Competence assessment mechanism Bridge materials Pool of support persons
Never Enrolled	Catching up with lost competences	EGS, Alternative Schooling	Para Teachers NGOs, KGBV, NPGEL	Cluster Level in case of rural areas, different model for urban pockets	-do-	<ul style="list-style-type: none"> Competence assessment mechanism Bridge materials Pool of support persons
Migrants	Catching up with lost competences	Para Teachers NGOs, KGBV, NPGEL	Cluster Level in case of rural areas, different model for urban pockets	Cluster Level in case of rural areas, different model for urban pockets	-do-	<ul style="list-style-type: none"> Competence assessment mechanism Bridge materials Pool of support persons
Working Children	Catching up with lost competences	Para Teachers NGOs, KGBV, NPGEL	Cluster Level in case of rural areas, different model for urban pockets	Cluster Level in case of rural areas, different model for urban pockets	-do-	<ul style="list-style-type: none"> Competence assessment mechanism Bridge materials Pool of support persons
Children with Disabilities	<ul style="list-style-type: none"> Identification of Education Needs Readiness Plus Curriculum 	Individual Education Programmes (IEP) Resource Teachers	Schools Support groups Special schools	Itinerant Teachers NGOs Special Schools	-do-	<ul style="list-style-type: none"> Competence assessment mechanism Bridge materials Pool of support persons



Attention Deficit Hyperactivity Disorder in Children

Udayan Majumder

What is attention deficit hyperactivity disorder?

Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood disorders and can continue through adolescence and adulthood. Symptoms include difficulty in staying focused and paying attention, difficulty in controlling behavior, and hyperactivity (over-activity).

Causes, incidence, and risk factors:

ADHD is the most commonly diagnosed behavioral disorder of childhood. It affects about 3 - 5% of school aged children. ADHD is diagnosed much more often in boys than in girls and is also prevalent in the metropolitan cities, affected by typical metropolitan lifestyle.

ADHD may run in families, but it is not clear exactly what causes it. Whatever the cause may be, it seems to be set in motion early in life as the brain is developing. Imaging studies suggest that the brains of children with ADHD are different from those of other children.

Depression, lack of sleep, learning disabilities, tic disorders, and behavior problems may be confused with, or appear with, ADHD. Every child suspected of having ADHD should be



carefully examined by a doctor to rule out other possible conditions or reasons for the behavior.

Genes

Results from several international studies of twins show that ADHD often runs in families. Researchers are looking at several genes that may make people more likely to develop the disorder.

Environmental factors

Studies suggest a potential link between cigarette smoking and alcohol use during pregnancy and ADHD in children.

Brain injuries

Children who have suffered a brain injury

may show some behaviors similar to those of ADHD.

Sugar

The idea that refined sugar causes ADHD or makes symptoms worse is popular, but more research discounts this theory than supports it.

Food additives

Recent British research indicates a possible link between consumption of certain food additives like artificial colors or preservatives, and an increase in activity.

Symptoms:

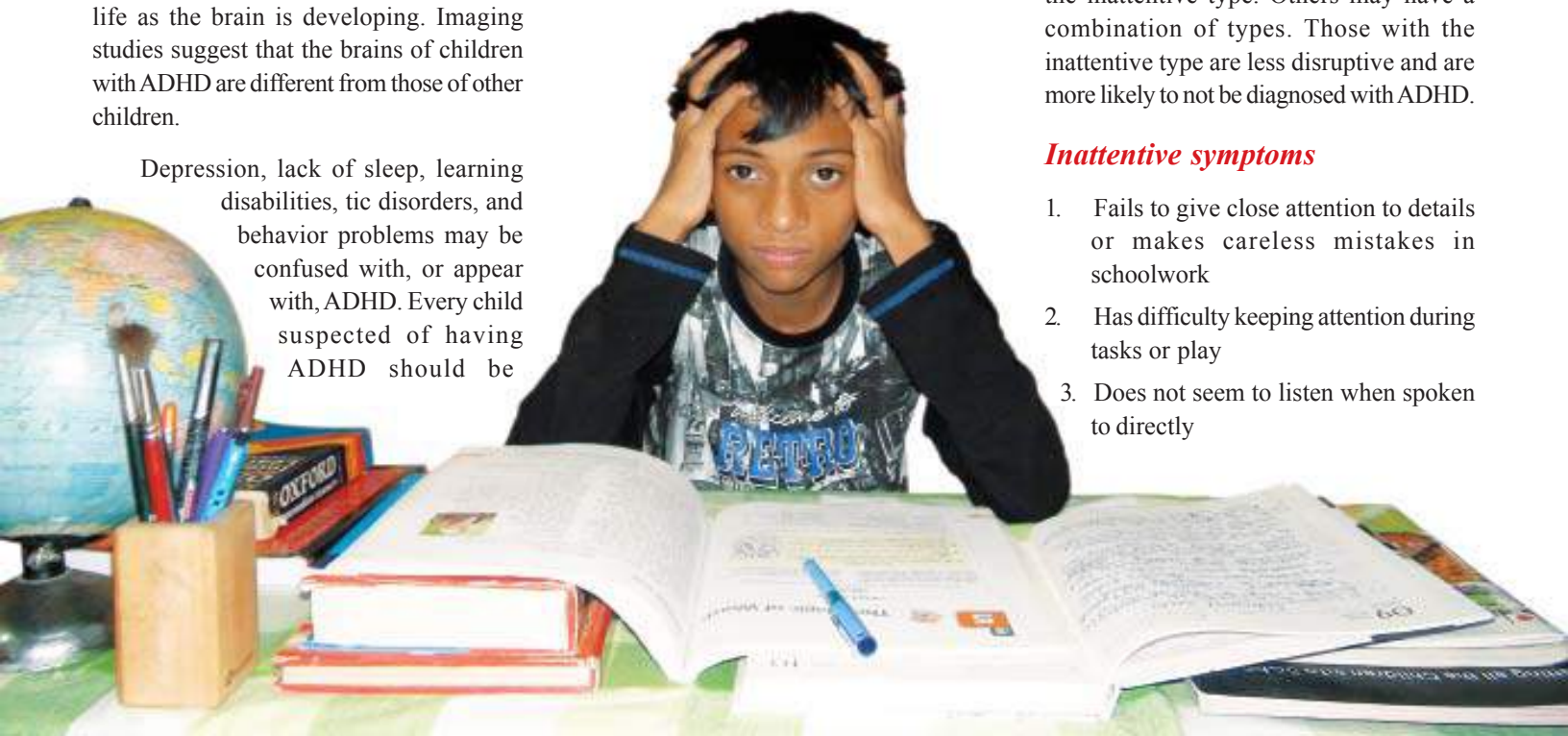
The symptoms of ADHD fall into three groups:

- Lack of attention (inattentiveness)
- Hyperactivity
- Impulsive behavior (impulsivity)

Some children with ADHD primarily have the inattentive type. Others may have a combination of types. Those with the inattentive type are less disruptive and are more likely to not be diagnosed with ADHD.

Inattentive symptoms

1. Fails to give close attention to details or makes careless mistakes in schoolwork
2. Has difficulty keeping attention during tasks or play
3. Does not seem to listen when spoken to directly



4. Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace
5. Has difficulty organizing tasks and activities
6. Avoids or dislikes tasks that require sustained mental effort (such as schoolwork)
7. Often loses toys, assignments, pencils, books, or tools needed for tasks or activities
8. Is easily distracted
9. Is often forgetful in daily activities

Hyperactivity symptoms:

1. Fidgets with hands or feet or squirms in seat
2. Leaves seat when remaining seated is expected
3. Runs about or climbs in inappropriate situations
4. Has difficulty playing quietly
5. Is often “on the go,” acts as if “driven by a motor,” talks excessively

Impulsivity symptoms:

1. Blurts out answers before questions have been completed
2. Has difficulty awaiting turn
3. Interrupts or intrudes on others (butts into conversations or games)

Signs and tests:

Too often, difficult children are incorrectly labeled with ADHD. On the other hand, many children who do have ADHD remain undiagnosed. In either case, related learning disabilities or mood problems are often missed. The American Academy of Pediatrics (AAP) has issued guidelines to bring more clarity to this issue.

The diagnosis is based on very specific symptoms, which must be present in more than one setting.

- Children should have at least 6

attention symptoms or 6 hyperactivity/impulsivity symptoms, with some symptoms present before age 7.

- The symptoms must be present for at least 6 months, seen in two or more settings, and not caused by another problem.
- The symptoms must be severe enough to cause significant difficulties in many settings, including home, school, and in relationships with peers.

Treatment:

Treating ADHD is a partnership between the health care provider, parents or caregivers, and the child. For therapy to succeed, it is important to:

- Set specific, appropriate target goals to guide therapy.
- Start medication and behavior therapy.
- Follow-up regularly with the doctor to check on goals, results, and any side effects of medications. During these check-ups, information should be gathered from parents, teachers, and the child.

If treatment does not appear to work, the health care provider should:

- Make sure the child indeed has ADHD
- Check for other, possible medical conditions that can cause similar symptoms
- Make sure the treatment plan is being followed

Medications:

A combination of medication and behavioral treatment works best. There are several different types of ADHD medications that may be used alone or in combination.

Psychostimulants (also known as stimulants) are the most commonly used ADHD drugs. Although these drugs are called stimulants, they actually have a calming effect on people with ADHD.

These drugs include:

- Amphetamine-dextroamphetamine
- Dexmethylphenidate
- Dextroamphetamine
- Lisdexamfetamine
- Methylphenidate

A nonstimulant drug called atomoxetine (ATTENTROL) may work as well as stimulants, and may be less likely to be misused.

Some ADHD medicines have been linked to rare sudden death in children with heart problems. Talk to your doctor about which drug is best for your child.

Behavior Therapy:

Talk therapy for both the child and family can help everyone understand and gain control of the stressful feelings related to ADHD. Behaviour therapy is as such, most effective in treating ADHD more than medication.

Parents should use a system of rewards and consequences to help guide their child’s behavior. It is important to learn to handle disruptive behaviors. Support groups can help you connect with others who have similar problems.

Alternative treatments for ADHD have become popular, including herbs, supplements, and chiropractic treatments. However, there is little or no solid evidence that these work.

Expectations (prognosis):

ADHD is a long-term, chronic condition. If it is not treated appropriately, ADHD may lead to:

- Drug and alcohol abuse
- Failure in school
- Problems keeping a job
- Trouble with the law

Tips for parents to Help Kids Stay Organized and Follow Directions:

Schedule. Keep the same routine every day, from wake-up time to bedtime. Include time for homework, outdoor play, and indoor activities. Keep the schedule on the refrigerator or on a bulletin board in the kitchen. Write changes on the schedule as far in advance as possible.

Organize everyday items. Have a place for everything, and keep everything in its place. This includes clothing, backpacks, and toys.

Use homework and notebook organizers. Use organizers for school material and supplies. Stress to your child the importance of writing down assignments and bringing home the necessary books.

Be clear and consistent. Children with ADHD need consistent rules they can understand and follow.

Give praise or rewards when rules are followed. Children with ADHD often receive and expect criticism. Look for good behavior, and praise it.

HELP YOUR CHILD TO HELP YOU IN FUTURE

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ETMA Offers Dr. Rajesh Acharya Fellowship for ‘Doctor’s Daughter’

In these times of hundreds and thousands of heartrending stories, heart warming stories of relationships between high profile doctors and patients are rare. Rajesh and Amrita’s story is truly heart warming. So we decided to celebrate it.

When Amrita (then Jha) was four years old, she often suffered from high fever, fits, acute pain, and instances of losing consciousness. Doctors in Patna suspected a cancerous tumour and concluded that she just had one more week left to live. Out of desperation, the family landed in Delhi at Sir Ganga Ram Hospital and reached Dr. Rajesh Acharya. Her operation would have cost a lakh but the family could not afford that much money. Dr. Rajesh took it upon himself and convinced the hospital authorities to begin her treatment.

“Instead of a cancerous tumour, I unearthed a large quantity of pus in the brain in the four-hour surgery. Eventually, the pus was drained out and Amrita regained consciousness after a fortnight. As doctors

we get decorated with prestigious awards, but for me the biggest reward has been this sweet and sensitive girl and her family...”

(The Hindu, 9th September, 2013)

They came to express their gratitude to the Doctor after almost

10 years. The Hindu, that flashed the story reported that Dr. Acharya himself became emotional and had moist-eyes.

Having got her life from the doctor, Amrita, a student of class VIII, is now Amrita Acharya. ETMA decided to celebrate such an inspiring episode with a scholarship to Amrita till she completes her Xth Board examination. Amrita’s Scholarship will be designated as Dr. Rajesh Acharya Scholarship.

ETMA supports more than 20 brilliant students from ‘brilliantly poor’ families



Photo: The Hindu, 9 September, 2013

under its Educating the 3rd Child Project. Scholarship amount is transferred from a donor account in SBI to scholar accounts in local SBI accounts without any administrative cost. The entire operation is managed voluntarily. ETMA runs this project as PSR (Personal Social Responsibility). Donor account is filled by personal contributions from teachers, designers, government officials, advocates, and whosoever wants to join and celebrate personal social responsibility.

[Back](#)

You are welcome to join the crusade. Your donation is exempted from Income Tax under 80 G. Cheque should be drawn in favour of “Educational Technology and Management Academy”.



The Story of My School

Salil Adak

When I joined this school, the school building was being renovated, and consequently it was extremely unkempt. There was no arrangement of cleaning whatsoever and sometimes the students would themselves clean their classes and surroundings. Although there were sufficient rooms in the school, there was no connection of electricity. Toilets were available but, due to the unavailability of water, they were perpetually dirty. No regular cleaning arrangement was in place. There was no way of bringing cleanliness in the school. The sense of cleanliness could not even be developed among the students because of their habits which originated at home. As the school did not have a playground, so the students would play on the “Atchala” (an open courtyard with tin shade with a slant roof on all four sides) of the Shiva temple in front of the school.

But even more precarious than the infrastructure was the teaching-learning process. The students were scared of their teachers, they did not participate actively in the class, and learning was completely devoid of joy. Each classroom had a small blackboard but beyond that no other teaching aids, additional learning material, or electronic devices were used to facilitate teaching. There was no mention of group activities or exercises to add a practical dimension to the learning process. Discipline had gone for a toss, literally! Classes were being held randomly without any fixed time interval as there was no system of ringing of a bell to demarcate one period from the next. Parents didn't have to wait till school ended to take their kids home, they could happily do so at whatever time suited them.

The condition of the other schools in this area is still the same as used to be that of my school until things changed. Even though some schools have their playground, learning is boring, students are afraid of their teachers, and after the lunch break, hardly any classes are held in a majority of these schools.

Looking at the condition of the students pained me deeply. I felt that the manner in which the teaching-learning process was taking



place in my school needed drastic change through active change agents. The students were not improving; their attendance was low; they did not realise that they could aid their own understanding and learning in many ways. The way the thing were going, students would continue to remain introvert and the school would always remain in a mess. When I started, I was following the same process of teaching as was the tradition, but I was utterly dissatisfied because the positive effects that education is intended to bring about in children were absent. It was then that I decided to try something new in my classes. With the help of my colleagues, I introduced the following practices and reforms in the classroom:

- Peer group learning;
- Students' fear of their teachers is decreased and they are encouraged to be active in the school;
- Toys have been bought for them;
- A sweeper has been appointed. She sweeps all the classes everyday and supplies sufficient water in toilets;
- A drawing teacher who visits the school once a week has been appointed;
- A yoga teacher who is available once a week has been appointed;
- Good quality stationery is available in the school, students and parents can buy it;
- Projectors are sometimes used in classes;
- Printed worksheets are provided to the students wherever relevant;

Sri Salil Adak, teacher in a Primary School in Panitras (Howrah), the village that was the birth place of Literature Shri Sharad Chandra Chattopadhyay.

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Teaching and Inspiring

Dr. S.L. Sharma says,

Teaching is not just about imparting knowledge of three hours, i.e. reading, writing and arithmetic. Nor it is just about providing vocational /professional skills. Nor again about initiating a person in the language, culture and tradition of our community. It is as much about instilling a discriminatory ability, inspiring an enlightened vision and elevating consciousness to an ever-higher plane.

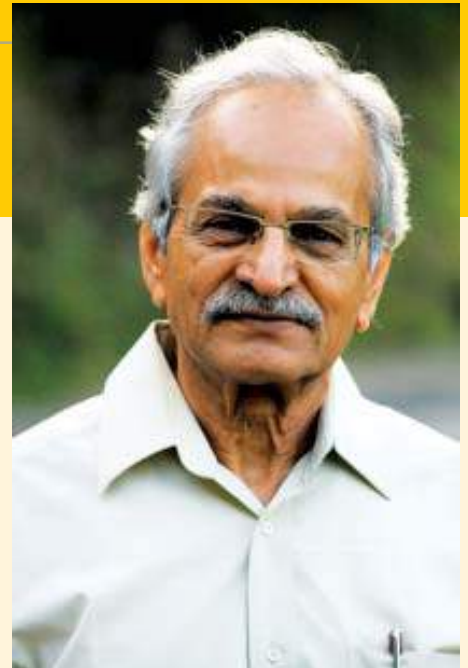
Broadly, there are two aspects to teaching roles, i.e. cognitive and normative. Cognitive is concerned with stimulating curiosity, training intellects and developing thinking of various sorts – analytical, critical and lateral. Normative is concerned with molding character, inculcating human values and inspiring discriminatory ability to decipher the good from the evil.

It is a pity that teaching has begun to lose on both its above roles, especially the latter. As for the cognitive role it is trivialized

largely to mechanical dissemination of knowledge, to the relative neglect of creative act of training intellect for its own sake. More important than that, it has lost on its normative role in a big way. It is now generally shunned as an act of character building a much by the teachers as by students and their parents. As a result teaching is no longer a noble calling it once was.

This distressing scenario notwithstanding, many of the teachers are still performing their profession as an art form with their sterling clarity of thought, simplicity of expression and integrity of vision, they are able to excite the imagination as well as inspire the moral/civil fiber of their students. Hats off to them for for their quality of inspiring teaching against all the odds.

[Back](#)



Dr. S. L.Sharma is Former HOD, Professor of Sociology at Punjab University, Chandigarh; Director Research Haryana Studies, Institutes for Development & Communications, Chandigarh. He is a CFTC expert and has been a Government Adviser to Jamaica.

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The Story of My School...

- Students are learning singing with the help of loud speakers and laptops.

Introducing such drastic changes did not come easy. I had to overcome various challenges to reach the destination. I have mentioned some of the problems I faced and their solutions:

- Electricity problem – My Head Teacher arranged for an electricity connection with the support of the local M.L.A.
- Monetary problem – Our drawing teacher takes Rs. 500, yoga teacher takes Rs. 400, and the sweeper takes Rs. 225. So we needed an additional Rs. 1125 a month. We arrange this money on our own. In my school there are three male teachers and one female teacher. We each contribute Rs. 300 from our salary. Thus we collect a total of Rs. 1200 per month.
- Mothers' problem- Since the school has become active with extracurricular activities, some mothers think that their children are only playing and not learning at all. After repeated meetings with parents this problem has been solved.

- Projector- We do not have a projector in our school. But our drawing teacher has his own projector. We approached him for his projector. As he does not use his projector much, he has lent it to us to use in the school.
- Computer - I have a personal computer and a netbook and my colleague Mr. Avay Mondal has a laptop. We use these for our pursuits in the school.
- Printer - I bought a HP laser printer this month. Thus the printing problem has been solved.
- Internet connection- Mr. Avay Mondal and I have our personal internet connections and we use these for school purposes also.

Our actions had the following effects:

- Students' interest in coming to school has increased; attendance has increased.
- Skipping classes has reduced dramatically.
- Students are learning with joy and without fear.
- Backward students are improving.

[Back](#)



Around the World, On the Job

Aakanksha Tomar



Do you love to travel? Do you feel especially exhilarated while planning a trip? Do you believe that “travelling the world” should feature on everyone’s list of things-to-do-before-I-die? If your answers are in affirmative, and you want to extend your passion into an income generating job, then you’ve got yourself a career of your dreams!

Yes, a career in travel and tourism is a real thing. Travel and tourism industry is fast emerging as the world’s largest foreign exchange earner, providing employment to millions of people worldwide, directly and indirectly through related service and hospitality industries. A very wide industry, it includes government tourism departments, immigration and customs services, travel agencies, airlines, tour operators, hotels, etc. and many associated service industries such as airline catering or laundry services, tour guides, language interpreters, tourism promotion and sales persons, etc.

The basic job of people in the travel industry revolves around planning and executing the best possible holiday for the customer, with the given resources. This would include transporting people to new places, assisting them with accommodation, and helping with sightseeing and other activities. Work at every functional level in the industry involves dealing directly with people and thus, to succeed in this industry one needs certain essential qualities like good communication and interpersonal skills, team work, and customer service skills.

Travel agents need to consider the requirements of tourists and businessmen and help them make the best possible travel arrangements from the many travel options



available. People in the industry need to stay updated on the latest rules and regulations and documentation required, in areas like cargo, ticketing and passports, visas etc. so as to correctly advise their clients, and to take care of the paperwork when necessary. Besides this, they should also be knowledgeable about the places their clients wish to visit, in terms of the general background and climatic conditions of the destination, how it is connected by air, rail, and road, and the other facilities available.

The travel and tourism industry in India had earlier been slow to take off in comparison to its international counterparts. However, the Government has been making amends lately, encouraging and helping with the massive expansions and developments, giving the industry the push that it needed. It has been a long time coming but people are now beginning to realize and comprehend the huge financial and cultural benefits associated with increased international exchange in terms of travel and tourism.

People who are zealous about travel can reach up to the very highest positions in this field with the right amount of drive and hard work. Those with an entrepreneurial



bend of mind can even head their own agencies. There are graduate level, post graduate level, diploma and certificate courses available to pursue in the industry. A post graduate degree can be helpful in getting to the managerial and administrative level positions in the industry.

A job in this industry gives good monetary returns along with added perks such as the opportunity to see the world at discounted prices.

So, if you are passionate about travel, and are committed to help other travellers make the most of their holiday, then don’t just sit and wait, get out there in the playing field, and help people make some truly awesome memories!

Read more at:
<http://www.icbse.com/careers/careers-in-travel-and-tourism>

Education in India

Ran Vijay Singh

Education is a very vast subject with multiple layers of meanings, contexts and levels of operation. While primary education is the building block and hence most important, this article is for the students and educationists in colleges, hence the treatment has to be of interest to this target audience.

Everyone has a view on various aspects of education. Some want reservation in perpetuity, others oppose it. Some say that they have education but no jobs, while the employers say they do not get people with the right skill. Some say that we are cyber coolies while others say there are increased value additions taking place and we have moved up the value chain. Some want primary education to be emphasized, while others want higher education to be given more importance. Some want higher education to be privatized, while others want the state to play an important role in higher education. Socialists want egalitarianism in education while the libertarians want elitism. Who is right and who is wrong is very difficult to adjudicate and it would be foolish to tread where angels fear to tread in such a small article, though all these issues are important and one must logically arrive at a view on each of these issues. There are areas which are less stirred even as they remain as contentious. These are the quality and type of education being imparted In India.

The quality and type of education are intertwined twins. Learning by rote is the acme of achievement. The teacher is happy as he knows what to teach and is content to remain within the boundaries of the syllabus.

The student, taught mindless, unquestioning obedience, is happy because he has to only remember the printed word in the prescribed book. He can limit himself (An un-intended social consequence is the silent acceptance of molestation of children by close relatives. Taught mindless, unquestioned reverence of age, the child on being molested by the same revered elder does not know what to do. Touch feet in public and get molested while alone and nowhere to turn!). The parents are happy as they are getting the wards “educated” in a measurable manner and the wards will get admitted in good courses ultimately leading to well paying jobs because the testing syntax is the same as the teaching and taught idiom. CBSE has dumbed down its English so that knowledge of English is actually a major disadvantage while scoring marks! The teachers associations are fighting tooth and nail against the semester system. Education has no link to the real world. The employers find that the students off the conveyer belt of education are unemployable. Students are unable to communicate. Mediocrity rules. Experience and knowledge masquerade as intellect. Our steel-frame has been found to be made of rat eaten cheese honeycomb. Even a minor original problem is insurmountable. Solutions offered by students of our most vaunted institutions fall short on originality, effectiveness, and completeness. None of our universities are in the first 200 in the world! People are employed based on degrees they hold or the colleges they attend. These are proxies for good education to hire hardworking students. In the 1990’s, Infosys was hiring a large

number of IT professionals. A student from IITs was asked how many languages he knew. The student answered three. He was hired. After all he was from the IITs! His friends, knowing he did not have any IT background, asked him which three languages? The student informed Hindi, English, and Bhojpuri! The interviewer probably wanted to know about computer languages!

Too much emphasis is on degrees. We revere them even as we know they are of dubious quality at best. Every organization wants its own entrance exams because even if the syllabus is good, the conduct of exams leaves a lot to be desired (This is a polite euphemism for avoiding calling a spade a spade. Organized cheating is the appropriate word). There is no credibility of results. But still, unless you have a degree, you are not qualified. And anyone who has dealt with interviews and tests will tell you that most of the degrees are of very indifferent quality. Mr. Russi Modi of Tata Steel used to famously say, he would hire engineering students if they knew how to speak English and wear a tie; they would be taught engineering while in Tata Steel. Even in good colleges, except for honorable exceptions like maybe good colleges in Delhi University, there is very sparse attendance. It is common to have 50 or 100 students attending class in a college with a batch of over 2000 students. B Ed is a compulsory minimum standard for employment of teachers. Anyone who has attended or obtained a B.Ed Degree would vouchsafe that there is NO value added in these courses; but without this degree you cannot become a teacher or at least a legitimate teacher! So B. Ed Colleges of the most dubious quality proliferate and the

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education mafia benefits. You cannot get permission to open a B Ed college without the right connections. But having opened one – you have an unending line of eager students willing to pay the fees and obtain the degrees. The students don't want or have the time to attend the courses. The abysmal quality of teachers can be judged from the fact that less than one percent (4,849 to be precise) teachers from the 7.96 lakhs who appeared passed the Central Teachers Eligibility Test (CTET) conducted by CBSE in November 2012, and the percentage has fallen since 2011. The surprise is that educationists are surprised at these results! They have been fiddling while Rome was burning. The fear is that the test may get diluted and the offal will be allowed to float. A District Collector asked a teacher in Arunachal Pradesh where was the human heart located in the body. The teacher admitted that he knew where Mithun's heart was located, but was not aware about the human heart! Employment should be based on the demonstrated ability of the individual rather than the dubious degree one holds. Do you require an MA or BA to teach class one or class two students?

Why has B Ed become compulsory for a teacher? There obviously cannot be a laissez faire approach. Some standards and tests will have to be administered. But then apply stringency in tests not degrees. Good international software firms have started hiring people based on speed of solving and/or writing programmes. That's the way to go. CTET is the way to go. Demonstrated ability is the way to go.

In the Indian system, the brilliant suffer the most. The Tathagat Satpathis, endowed with extraordinary natural talent are not heard of later, if left in the Indian milieu. There is no nurture of these gifted human beings. There is no interdisciplinary approach. These extraordinary individuals develop tunnel vision due to narrow focus on one field. Myriad factors combine to chain them to mediocrity.

There is a huge paradox in India. At the school level, private schools are way ahead of government schools. It is the complete reverse at the college level. Some of it can be sourced to the pay and terms of engagement of teachers; but that is not enough to explain this paradox.

Where do we go from here? Is it all gloom and doom? Human deliverance lies in hope. We can start by acknowledging the existing problems. Once the problem is acknowledged, a solution can be attempted. Human genius is to adapt and prosper. We are capable of evolving. It is possibly taking time due to our current level of development and economy. To the hungry, bread is God. With time and increased economic development, we will develop altruism and take steps to improve the quality of education. The economic pie is presently very small. And every small advantage fought for. We are sharing poverty and not maximizing prosperity. A better education system may be muddled through or arrived at as per plan. We do not tire of extolling the virtues on our ancestors having thought of zero, Aryabhata, Charvak, etc. But we have lost our thought leadership. A story one heard was about a king saving gold for five years to pay for a scholar from Nalanda for his weight in Gold. We must search for such thought leaders and nurture them.

[Back](#)

Educational Technology and Management Academy (ETMA)

ETMA is a non-government, non-profit registered Trust Institution working in technical and management education, higher, school and vocational education. ETMA pioneers in research and development in education; helps and advises governments on educational policies and reforms agenda; collaborates with private enterprises in establishing and managing educational institutions and quality management; offers capacity building programmes to management, principals, teachers and non-teaching staff; and offers life skill programmes to students.

Vision: Pioneering innovations for improving quality of education at all levels

Mission: ETMA's Mission is to create a synergy between latest developments in science of education and leaning with culturally embedded modern management. ETMA is Quality Focused, Research-Based, and a Creative Spirited Institution.

ETMA News

Dr. Kalam at the P.V. Indiresan Memorial Lecture at IIT Delhi



Dr. Kalam delivered the Indiresan Memorial lecture at the Leadership Conclave organized by the IIT Delhi Alumni association on 20th April 2013. He paid rich tributes to Prof. Indiresan as a teacher of teachers and innovator. Dr. Kalam said, Prof. Indiresan was very transparent in the expression of his ideas and opinions. He was a professor who worked with integrity and succeeded with integrity. He always provided unique thoughts and ideas.

This being a leadership conclave of IITians, Dr. Kalam inspired them to pay their tribute to their Professor by taking the leadership role in contributing to the development of India which was very close to Prof. Indiresan's heart. Indiresan always said engineers should not complain but find solutions.

Dr. Kalam then gave a flow chart of creative leadership and asked the IITians to exercise leadership to change the traditional role from commander to coach, manager to mentor, director to delegator, and from one who demands respect to one who facilitates self-respect.

Note: For the full text of this speech please go to: <http://www.abdulkalam.com>

A brief note on Prof. Indiresan

Prof. Indiresan was very proud that he taught for 40 years producing several leaders in technology. He was involved in several applied research projects in the area of electronics leading to a number of innovations and was awarded the invention awards. As director of IIT Madras for five years he brought a number of reforms in both the academic area and administration. For his contribution to Technical Education and Research, he was awarded the Padma Bhushan award in the year 2000.



Above all, he was deeply committed to social and economic issues and wrote a series of articles under the title Vision 2020 on "what India can be and how to make it happen". He was passionate about Rural Development and conceived the idea of PURA, Providing Urban Amenities in Rural Areas.

Prof. Indiresan was associated with several organisations and ETMA had the privilege of having him as the Chairman of the ETMA council from 2010 to 2013 till his sudden demise on February 24, 2013. As the Chairman he took a lot of interest in the growth and development of ETMA.

Seminar on IMCC

ETMA held a seminar on Interactive Multimedia Course on CCE (IMCC) in Kolkata on 5th August, 2013 at Apeejay School, Park Street. The seminar was attended by about 40 Principals/Senior teachers of CBSE schools in Kolkata, Kalyani, and Howrah.

Prof. Marmar Mukhopadhyay gave an introductory talk on Continuous and Comprehensive Evaluation (CCE) as a landmark innovation. He compared the innovation with an iceberg. He

described the reformation of examination as covering 10% of the iceberg. He emphasized the need to unravel the mystery of the remaining 90%. He mentioned ETMA's effort to develop an Interactive Multimedia Course on CCE (IMCC) in collaboration with CBSE for training of teachers and principals.

The salient features of the IMCC course were presented by Ms. Rashi Narula, ETMA. The presentation was followed by an interaction session. The response of all the principals was very positive. Mrs. Rita Chatterjee, Principal of Apeejay School, Kolkata hosted the event.

Seminar on MOOCs

A discussion on the potential of MOOCs to transform education was inaugurated by Prof. Asha Singh Kanwar, President Commonwealth of Learning on Friday, 9th August 2013, with an informative presentation on MOOCs and launch of “The MOOC Primer” by Prof. M. M. Pant, of LMP Foundation and Member, ETMA Council. The launch was followed by a survey of the present and future technologies impacting MOOCs as well as of skills to make MOOCs successful. A panel discussion followed in which the potential of MOOCs in science and technology, medicine, management, law, teacher education, and school education was discussed, and attention was drawn to leverage the internet and allied technologies to learning through languages other than English, in particular Hindi. A full session was devoted to the launch of a MOOC on the importance of Open Education Resources. Chaired by Prof. Marmar Mukhopadhyay, Chairman ETMA Council,



and presented by Prof. Sanjay Jasola, Vice-Chancellor, and Dr. Sharma (IGNOU), the session highlighted the potential of Open Education Resources for democratising education by reducing to zero the price of course materials. In the last session, announcements were made regarding four more MOOCs on curating of learning resources, Mathematical Modelling for Maths teachers, parenting for pre-school children, and ‘The Independent Educator’.

It was projected that MOOCs may, in the future, come in different forms like nano-MOOCs, micro-MOOCs, and mini-MOOCs to cater to the needs of ‘Learning 221’, a term appropriate to describe learning in the second decade of the 21st century. The acceptability of the MOOCs is recognition of the fact that the ‘ugly duckling’ called distance learning has not evolved into a ‘swan’.

National Portal on OER in School Education Launched

Dr. Pallam Raju, Minister for HRD launched the National Portal on OER in a Conference on ICT in School Education jointly organized by the Ministry of HRD and CIET, NCERT on 13th August, at Taj Palace Hotel, New Delhi. The conference was also addressed by Dr. Sashi Tharoor, MOS, Ministry of HRD in presence of Union Secretaries for Higher Education and School Education. Director, NCERT was also present. Prof. Marmar Mukhopadhyay, Chairman ETMA Council also addressed the Conference immediately after the inauguration in a session chaired by Prof. M. M. Pant, Member of ETMA Council.

In his address on Teachers in Digital Times, Prof. Mukhopadhyay trifurcated digital contents into social media, curricular contents and apps. He recommended use of social media like Blogs, Wikis, Face Book, etc. for learning rather than discarding them as ‘necessary evil’ or distraction. He focused on the curricular digital contents.

In analyzing the science of making of Digital Contents, he referred to seven verticals, namely Content Research, Media Research, Academic Note or basic messages, Script and Story Boards, Visuals, Sound and Audio, Editing and Finish or Impact. All these verticals are backed by Learning Design. In fact, quality of a digital content depends heavily upon the learning design behind each of these verticals.



These learning designs are derived out of at least four schools of learning, namely Behaviourism, Cognitivism, Constructivism and Connectivism through a blended learning approach. Any individual or group or a company engaged in producing digital contents must be deeply engaged in study of all these schools of learning psychology and Blended Learning Designs. Prof. Mukhopadhyay flagged, based on his personal experience of directing and producing educational films, the adamant problem of finding good script writers for educational films.

According to him, teachers should be actively engaged in social media creating their own Blogs, Wikis and e-tutorials. They should learn to use internet competently to search open source software on digital contents and learn to produce apps and use.

Seminar on “Internal Quality Assurance: Developing Process for Positive Outcomes”



A two-day NAAC (National Assessment and Accreditation Council) sponsored seminar on “Internal Quality Assurance: Developing Process for Positive Outcomes” was conducted by Chitkara University, Punjab. Prof. Marmar Mukhopadhyay, Chairman ETMA, was the Chief Guest; he inaugurated the Seminar, chaired by Dr. Madhu Chitkara, Vice Chancellor, Chitkara University.

Prof. Mukhopadhyay mentioned NCTE (National Council for Teacher Education) as the quality control agency, NAAC as quality assessment and diagnosis agency, and Internal Quality Assurance Cell in the institutions as quality assurance units. Quality assurance in teacher education needs special attention because of its unique positioning within the system and its role in education.

In this context he pointed out the gap

between what the teacher educators know and what they do. He referred to his KPA (Key Performance Areas) Model comprising guiding, planning, teaching, examining, managing, maintaining human relations, providing extension and social services, and maintaining professional development of the self. He pointed out the mismatch between KPA and NCFTE (National Curriculum Framework for Teacher Education) Curriculum. He further elaborated his formulation in a 3-D model comprising technical skills and qualifications, e.g. B. Ed., and Employability Skills vis-a-vis KPA. He emphasized that for professional development of a trainee teacher, teacher education should also focus on employability skills like communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, ICT skills, computation, etc.

He presented his Organizational Micro-analysis Model superimposed on teacher education institutions and explained the tapestry of effectiveness and excellence by establishing the link between content, pedagogy, classroom technology, and personal qualities. According to him, thinking and learning are mutually supportive cognitive processes. He highlighted and explained his Eclectic Taxonomy of Human Thinking which is a blend of various taxonomies of learning with an emphasis on development of higher-order thinking skills which is based on extensive research done by ETMA.

Finally, he concluded exhorting teacher education institutions to wake up, understand the need of time, and use technology for upgradation and quality assurance.

Other News



Ms. Ritu Saxena, M.Sc.(Home Science-Gold Medallist), B.Ed. (Gold Medallist). M.Ed. has joined ETMA as Project Associate Fellow.



Ms. Rashi Narula, former Principal of The Indian School is now associated with ETMA. She has formerly headed institutions like Chiranjiv Bharati, Gurgaon and Mahadevi Birla Girls’ Higher Secondary School, Kolkata.



Prof. Madhu Parhar, Professor of Distance Education IGNOU and also Trustee, ETMA, recently visited Wawasan Open University, Penang, Malaysia for a workshop on OER-based eLearning from 10th - 14th June, 2013.

ETMA is currently working on a white paper for Microsoft on “ICT Skill Certification for Employability”.

Seminar on “Swami Vivekananda - the Sole Embodiment of India”

Sivnath Shashtri College, Kolkata in collaboration with Ramakrishna Mission Institute of Culture, Gol Park Kolkata organized a seminar on 6th August, 2013 on “Swami Vivekananda: the Sole Embodiment of India”. Prof. Marmar Mukhopadhyay was invited to speak on Swami Vivekananda and Human Resource Development. In his lecture, Prof. Mukhopadhyay pointed out that human resource development has an economic undertone and points towards human capital formation. Compared to that, Swamiji’s vision was ‘man making’. According to Prof. Mukhopadhyay, Swamiji’s philosophy was Human Quality Development (HQD). Human quality development is essentially an aspect of

education. Swamiji always put education at the centre stage for human excellence - **“There is only one purpose in the whole life – education. Otherwise what is the use of men and women, land and wealth?”**

For Swamiji, the focus of education is concentration and mastering the mind. In this line Swami Vivekananda said, “What a man learns is what he actually discovers”. Prof. Mukhopadhyay referred to ETMA’s research on alternative pedagogy that sets out the mission of education as “discovering knowledge and inventing solutions”.

According to Prof. Mukhopadhyay, Swamiji was a social activist concerned about poor people in the country. Instead of getting into what he said, we need to take to activism and follow Swamiji’s footsteps as social activists. Swamiji said, **“I call him a traitor who, having been educated, nursed in the luxury of the heart’s blood of the downtrodden millions of toiling poor, never even takes a thought for them.”** Prof.

Mukhopadhyay narrated the story of how he has been inspired by Swamiji’s exemplary development works, and took a leaf out of Swamiji’s inspiring example to transform a rural cluster of villages around the village Udang where he was born and educated. He referred to the work of Howrah Rural Teachers’ Forum on rural education, women’s development, rural health, culture, and rural infrastructure. He invited the audience to visit his work site and see how small personal contributions can make a difference to people’s lives. He called upon the members of the audience to take to social activism and contribute towards social development. He urged people to think whether ‘we need to rework, redesign, and rededicate ourselves to actions through which others can benefit’. The session was chaired by Swami Suparnanda, Secretary Ramakrishna Mission Institute of Culture (RMIC). He endorsed Prof. Mukhopadhyay’s formulation on social activism.

Pan India Competition on Classroom Innovations and Leadership for Institution Building

ETMA is organizing a Pan India Competition for Teachers and Principals of Kendriya Vidyalayas on Classroom Innovations and Leadership for Institution Building respectively. This competition is in collaboration with

Kendriya Vidyalaya Sangathan (KVS) on its 50th year. For classroom innovations the competition has been invited in a matrix structure comprising primary, elementary, secondary and higher secondary grades and science, mathematics, humanities and language.

We have received 67 write ups from Teachers on Classroom Innovations and 20 on Leadership for Institution Building from Principals. Each write up will be evaluated by at least three evaluators against a set of criteria developed by ETMA. Write ups are in the process of evaluation by a Jury composed of eminent Professors in different fields of Education and Management.

E-9 Meeting

A two-day E-9 meeting was organized in Hotel Ashok, New Delhi on 27th – 28th June, 2013. The meeting was regarding ICT in education. Prof. Mukhopadhyay and Prof. MM Pant, Member ETMA Council were members of one group. The ministry has circulated the draft outcome of the E-9 meeting seeking comments.

[Back](#)

ETMA Council



Prof. Marmar Mukhopadhyay
(Chairman, ETMA Council) A distinguished research professor and author in Educational Management and Technology and an institutions builder, served as Director of NIEPA, Chairman of NIOS, Vice-President of ICDE, member of CABE and Chairman of CABE Subcommittee on USE.



Dr. Kailash Khanna
A committed teacher, educator and mentor of the budding teachers led the Department of Education, Lady Irwin College (Delhi University). She is regularly consulted by CBSE, NIOS, IGNOU and other major national educational institutions.



Prof. Madhu Parhar
Specialist in Instructional Design and Professor of Distance Education, IGNOU, she is an established author of educational literature with several research papers and books to her credit, an effective and sought after trainer of teachers.



Prof. Jaya Indiresan
Former Head (Higher Education) in NIEPA and an author, she is a leading exponent of women empowerment with several major research and development projects to her credit; she has also worked on campus diversity.



Prof. M.M. Pant
An Information Scientist of distinction, he has served at IIT Kanpur and IGNOU in senior positions. Ideation, development and delivery of educational products, processes and services for the next generation learning space is his passion.



Dr. Indu Khetarpal
An institution builder and a natural leader, she represents rich experience in organization and management in education; she leads Salwan

Education Trust, Gurgaon Public School Conference and is a regular consultant/facilitator of CBSE programmes and projects.

Sri Amit Kaushik

Richly experienced in educational policy making, planning and implementation at the highest level in government of India, he has equally rich experience in working in directing high quality school network, education in NGO and corporate sector.



Prof. Satish Kalra

‘Most Popular Professor’ of management students and a leading expert in behavioral sciences and organizational development, he heads Corporate Relations at International Management Institute, and has significant interest and expertise in educational management.



Ms. Rita Kapur

Executive Director, Delhi Public School, Ghaziabad Society, Ghaziabad, Uttar Pradesh. She received National Award for Teacher in the year 2005. Her area of specialization is school leadership.



Dr. Sweta Singh Rathore

Assistant Professor in the Department of Education of Lady Irwin College, New Delhi. Her current research focuses on school life experience of pre service student teachers. Other areas of interest are science education, educational technology and educational psychology.



Dr. Subhsah Chandra

Assistant Professor, Lady Irwin College, Delhi. He has done his Ph.D. in the field of inclusive education with an emphasis on science education and visual impairment. He is actively involved and associated in various projects funded by UNESCO, MHRD and ETMA.

