



ETMA

Presents

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In Conversation with
Mr. Ketan Shah P- 9

Back to Square One- A Student's
Musings on **FYUP ... p-20**

Career in
LAW p-26

COVER STORY

Private Tuition in University



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*When you are at my home,
you are my guest. I must
treat my guests to the best
I can. This is our Indian
custom and culture. And,
you people are young, and
get hungry sooner than
we do at age. How can
you study if you are
hungry?"*

Calcutta University pioneered full postgraduate degree in Education leading to M. Sc. and M. A. degrees as early as 1949. Students with M.Ed. degree were admitted directly into the 6th year (that's how it used to be said those days) or the final year. Like Mathematics, Geography and few other subjects post graduate qualification – whether M. Sc. Or M.A. depends upon the previous qualification – B.Sc. or B.A. In our batch of 1968, first and third ranker were M.Sc. but second ranker was M. A. In tune with other disciplines in the university, postgraduate programme in education also had special papers for specialization. One of the special papers was Educational Classics. Seven of us offered this paper

because of my liking of philosophical subjects. We were to study Plato's Republic and Rousseau's Emile in this paper.

Prof. Kamalakanta Mukherjee, our Dean and Head of the Department of Education taught this special paper - Educational Classics, besides other regular subjects of the postgraduate program. Because of his administrative commitments, he was unable to take the classes in Educational Classics for seven of us who had opted for the subject that year. We were beginning to worry as the examinations were round the corner. We did not dare talk to Prof. Mukherjee, lest he feels annoyed. My classmates had been persuading me to speak to "Sir". Their choice fell upon me

Contd. on page 4

CONTENTS

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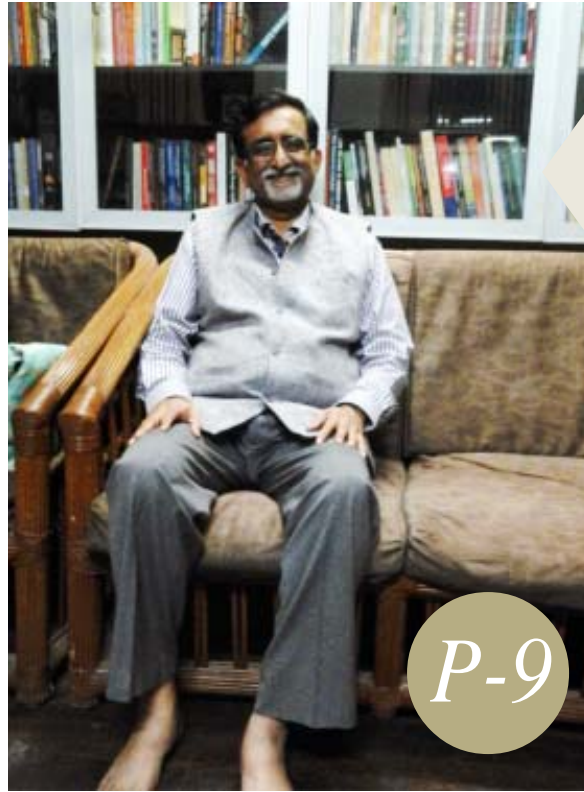
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Interview



In Conversation with Mr. Ketan Shah

*Jaya Indiresan &
Aakanksha Tomar*

Are Exclusive
Women's
Colleges Still
Relevant?

- Jaya Indiresan

P-7

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Institution Building P-11



**Grammar Book Style:
Smt. Parvatibai
Chowgule College**

IN THIS ISSUE



Teachers Speak **P-25**

The Joy of Reading

- Padma Probha Rao

Educational Opportunities



The Journey of a Psychologist

- Mona Yadav

1. **Cover Story** 01
Private Tuition in University
2. **Editorial** 05
Why is Teacher Training Not Effective?
- Prof. Marmar Mukhopadhyay
- Are Exclusive Women's Colleges Still Relevant? 07
- Prof. Jaya Indiresan
3. **Talk to Teachers** 08
Life Skills: A Life Line for Students
- Preeti Dhingra
4. **Interview** 09
In Conversation with Mr. Ketan Shah
- Prof. Jaya Indiresan and Aakanksha Tomar
5. **Institution Building** 11
Grammar Book Style:
Smt. Parvatibai Chowgule College
- Retold by Aakanksha Tomar
6. **Parents Speak** 16
Education in India
- Puneet Kamra
7. **Educational Opportunities** 17
The Journey of a Psychologist
- Mona Yadav
8. **Students Speak** 18
The Mentoring Paradigm
- Somya Jain
- Back to Square One- A Student's Musings on FYUP 20
- Vanika Sharma
9. **Technology and Educational Applications** 21
mEducation@schools
- Karan Kapoor
10. **Innovative Learning Techniques** 23
Peer Education: An Effective Mechanism for Assisting Adolescents
- Bhumika Kapoor
11. **Teachers Speak** 25
The Joy of Reading
- Padma Prabha Rao
12. **Career Opportunities** 26
Career in Law
- Saman Ahmed

Students Speak



P-20

Back to Square One- A Student's Musings on FYUP

- Vanika Sharma

Private Tuition...

because 'you are his favourite student, and have read books written by his teacher (Dr. Radhakrishnan). One day, I mastered courage, sought his permission to meet him and broached the issue of non-completion of the Classics with him. A few days later, on an afternoon, he summoned me to his office. Prof. said, "I'll take the classes at home on Saturdays from three to six in the afternoon. I'll take the classes on all Saturdays till we complete the course. Please inform the rest of the students." I informed all my seven batch mates accordingly.

All of us gathered at the Professor's house a little before three in the afternoon, the very next Saturday. He was not home yet; and any way the class was to start at three only. We were escorted inside by one of the helping hands at Sir's home. We made ourselves comfortable on mattress spread out on the floor; covered with sparkling white bed sheets. Everyone was concerned; we mostly discussed the additional tuition fees we will have to pay for this coaching from home. It was a common practice in Calcutta University. However, we grew silent as soon as he entered; sharp at three.

There was a separate couch placed against a wall. This was also covered in a white bed sheet but had two pillows propped up

against the wall for back support. Our mattress faced this couch. Professor sat down; it was difficult to make out whether we are facing Prof. Mukherjee or Lord Shiva whom he resembled so much. Soon he began teaching Plato's Republic in his classical style. He would read line by line from the book and then explain it to us while some of us listened intently and others scribbled notes furiously. But something better was in store for us all.

At about 4.30 pm, a young man carrying plates on a tray distracted us. As he lowered the tray, we noticed that there were fruits, sweets and biscuits for everyone. Not just any fruits; the best of mangoes amongst other fresh fruits sliced expertly. He served us the fruits, placed the rest in the center and reappeared soon with seven glasses of cool water. The Professor instructed us to pay attention to the lesson while we ate. We pretended to be keenly interested in Plato while our minds were more focused on biting into the juicy treat.

This went on every week till we completed the two prescribed Classics, Plato's Republic and Rousseau's Emile with only ten days to spare before the examinations began. The timing could not have been better!

On the last day of the class, just as we were getting ready to leave, one of us picked up enough courage to ask the Professor the one question that had plagued us through the past few weeks. What were the course fees due to the Professor for the home tuition? Professor Kamalakanta Mukherjee listened to the question most seriously and then burst out laughing. He said, "You are like my children. Where is the question of fees?"

We were puzzled but relieved to see him laughing instead of angry. Thus, reassured, someone ventured, "Sir, but we ate so much all these days..."

"So what? When you are at my home, you are my guest. I must treat my guests to the best I can. This is our Indian custom and culture. And, you people are young, and get hungry sooner than we do at age. How can you study if you are hungry?" Professor appeared to be quite amused with our foolish and naïve questions.

He came to the door to see us off like he had done all other Saturdays. As he was waving us goodbye, he added, "Wish you all the best in the examinations!"

[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 advices 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.

Why is Teacher Training Not Effective?



Marmar Mukhopadhyay

The effectiveness of teacher training has been a live question forever. Principals do not find any meaningful difference in teacher behaviour and performance after the training. Research evidence corroborates the contentions of principals and heads of institutions. But why? Why should a school or government spend so much on inservice teacher training when there is no impact?

The easy way out is to blame the teachers—‘they do not want to learn and change’. This is true for some teachers, but not for all. What about those who are keen to learn or those who are reluctant learners? There are actually many reasons. One major reason is

the way teachers are trained, especially in short inservice teacher training programmes.

Teachers are adult learners – keen or reluctant. They bring with them not only knowledge of their own subjects and some allied subjects, but also a huge amount of experience of life - what works, what does not; individualised learning styles and strategies. They carry with them a well nourished self-image and sense of importance that are so very necessary for dignified living (for teachers and all else). Teachers as adults have the experience of taking decisions, and solving problems; and the belief that they know ‘how to do it’. Most importantly, they have a well developed world view, a prism through which they see the world, evaluate and decide what is right and what is wrong, what is worthwhile and what is not, what they



should invest on and what not, and so on. The way adults with all such attributes learn is the domain of andragogy.

An adult learns when s/he is respected and recognized as a matured and capable learner; who is guided to the stage (of learning) but neither dictated nor prompted. An adult learner is a self learning entity; s/he knows how to learn or find out ways to learn. As Einstein said, 'you don't need to know everything. You need to know where to find it when you need it.' This is so true for adult learners.

Compare it with what happens in teacher training. Lectures are pushed down the ears of the teachers more or less the same way children and young students are taught in conventional classrooms, occasionally but rarely interspersed with interactions. There are many instances when trainers fail to answer questions and interact with teachers at par. Trainers bring in small stock of knowledge (read as PPT) especially prepared for the training session whereas teachers raise questions more often from their rugged day to day experiences of dealing with children of differential learning needs and styles. And all that is forgotten with the "Valedictory Address followed by High Tea".

Today, mobile phones have penetrated deeply covering almost 100% teachers. All teachers effectively use this new technology, some more smartly than others. But, none of them went to a

Mobile Phone User Training session. When they needed, they knew where to find the learning resources. They picked up from peers and neighbours. Similarly, whenever a teacher or even a child got hold of a computer or a laptop, starting with fiddling, she starts using it in no time. This is corroborated by my own work with rural teachers and children and Sugata Mitra's now well known 'Hole in the Wall' experiments. Our evaluation of laptops given to higher secondary students in Assam also reinforces this contention of self-learning ability among

adults and young-adults. Teachers consult their spouses, most often their own children and young colleagues in schools or colleges. Again, the Einsteinian formula, 'they know where to find' when they need. Of course, there are differences in the quantum and quality of learning among the teachers. The difference is largely due to degree of inquisitiveness and also with what one gets satisfied. Some are insatiable learners; they go into the depths of matter.

Internet, multimedia, off-the-shelf digital contents, OER, and MOOCs are great learning resources for adults in all kinds of professions including teaching. Almost all digital contents, multimedia, MOOCs, are prepared by experts following certain scientific techniques like content analysis, mind mapping, programming, instructional designing, visualizing and creating animated visuals, sound effects and mixing, etc. Such learning resources, hence, are of much different quality; indeed quality assured. Teachers learn better through such self learning media also because of the flexibility of learning at one's own time, space, and pace. And this learning media costs a fragment of the cost of conventional learning media.

Similarly, peer consultations, development peer-group workshops, reading relevant literatures and book discussions, especially successful case studies, are great resources for teachers' self development.

Government and independent schools spend huge amounts of money every year. It must add value to the quality of education. Teacher training needs overhauling. Teachers have to be trusted as learners; and the onus of learning has to be shifted from trainers to teachers. Multimedia courses, MOOCs, online education are to be the media for teacher training now onwards. Multimedia courses blend digital content with peer group learning techniques. Hence, for a majority of the teachers, multimedia works better.

Innovative heads of institutions adopt these new ways of teacher upgradation to improve the quality of education and save on costs. Laggards continue to be caught on the 'in our times' syndrome and search for the sun in the night.

Government and independent schools spend huge amounts of money every year. It must add value to the quality of education. Teacher training needs overhauling. Teachers have to be trusted as learners; and the onus of learning has to be shifted from trainers to teachers. Multimedia courses, MOOCs, online education are to be the media for teacher training now onwards. Multimedia courses blend digital content with peer group learning techniques.

[Back](#)



Jaya Indiresan

In 1992, while I was a professor of Higher Education at the National Institute of Educational Planning and Administration, (NIEPA) (now known as the National University of Educational Planning and Administration (NEUPA)), I read an article by Elizebeth Tidball (1986) arguing that controlling for all other factors, women who have studied in women’s colleges have done better in their career compared to women who went to co-educational institutions. I also listened to a TV interview of a group of women vice chancellors in the US, attributing their elevation to the top position to the opportunities provided for leadership in the single sex higher education institutions where they graduated from.

I was intrigued and wanted to check how true this will be in India where we have such a large number of exclusive women’s colleges and universities. While the number of exclusive women’s colleges is shrinking in Europe and North America, they are growing in size and number in many other regions of the world. This is particularly true of India. Along with the rapid expansion of the higher education system in India, the number of exclusive women’s colleges has also been growing by leaps and bounds. According to the data available from the

Are Exclusive Women’s Colleges Still Relevant?

UGC annual reports, in 1982-83, there were just 647 women’s colleges in the country, by 2000-2001 there were 1578 women’s colleges, in 2011-2012 there were 4266 colleges, and the number has been growing steadily. In addition, the number of exclusive women’s universities has also been increasing. India has the distinction of being the only country to have a professional college exclusively for women since Lady Hardinge Medical College was established in Delhi as an exclusive college for producing women doctors. Now, there are several engineering and technology colleges exclusively for women. These institutions have provided access to female students who were prevented by legal, religious, traditional, cultural or practical reasons from attending co- educational institutions.

But apart from providing access, were these exclusive institutions serving any other purpose? This was a question for which I was looking for an answer. As there were no sex-segregated data available, I had to start from scratch. I could not even get a complete list of exclusive women’s colleges

established in different parts of the country. I put a research assistant to go through the Association of Indian Universities’ annual yearbook which lists all the colleges and universities in the country and gives a table with details of the existing women’s colleges, state-wise and their location (whether rural or urban). This led to a three year long extensive empirical study which resulted in the book “Education for Women’s Empowerment: Gender Positive Initiatives in Pace Setting Women’s Colleges”.

Recently, I came across the book “Women’s Colleges and Universities in the Global Context” by Kristen A. Renn (2014). This book is based on a study in ten different

countries including India and addresses the role of women’s colleges and what these institutions can teach and how that would benefit higher education worldwide. It would be interesting to examine the findings of the gender positive initiatives in the pace setting colleges in India in the early 1990s with the global context nearly two decades later. More in the forthcoming issues.

In addition, the number of exclusive women’s universities has also been increasing. India has the distinction of being the only country to have a professional college exclusively for women since Lady Hardinge Medical College was established in Delhi as an exclusive college for producing women doctors.

[Back](#)

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Life Skills: A Life Line for Students

Preeti Dhingra

Life is easier than you would think. All that is necessary is to accept the impossible, do without the indispensable, and bear the intolerable.

Inculcation of life skills is of paramount importance if one is to survive in today's constantly shifting and competitive world. Many schools are now recognizing the significance of developing life skills, particularly for students, as they help in strengthening and re-affirming their inner core competencies.

Students, especially those who are in the developmental stage of adolescence, are going through an extremely dynamic and challenging stage of their lives. Hence, many schools have now introduced programs targeted at developing life skills in their students. These programs provide a symposium for children to come up with and share various problems that they face and help them

discover the solutions through discussions and deliberations.

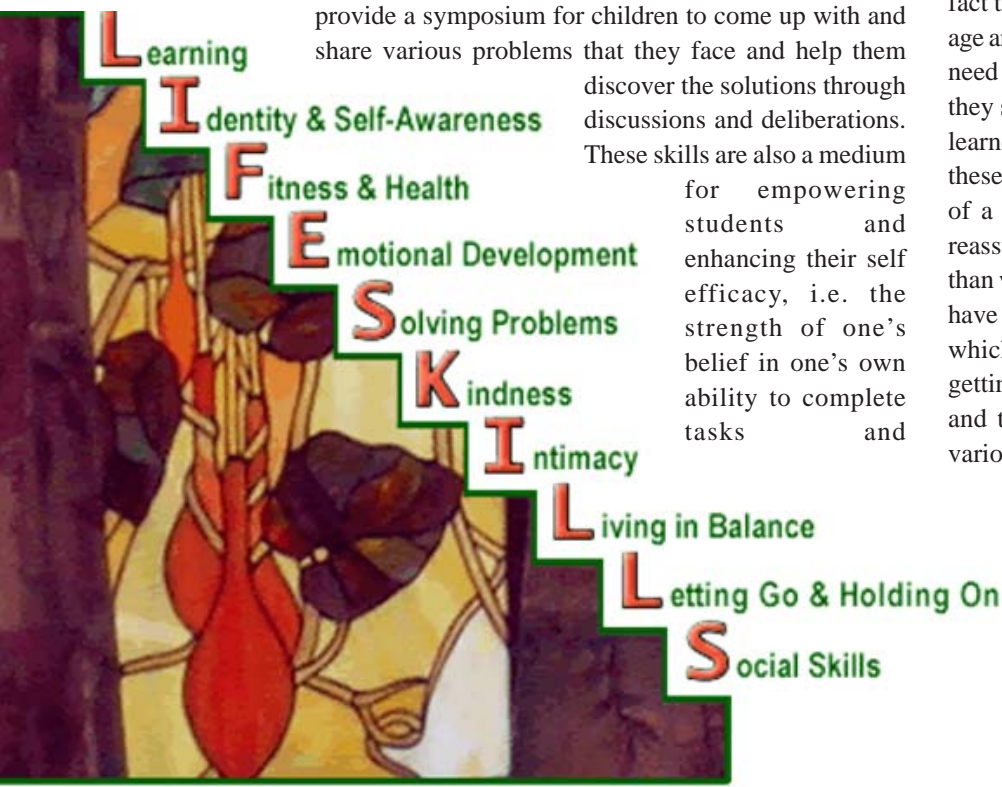
These skills are also a medium for empowering students and enhancing their self efficacy, i.e. the strength of one's belief in one's own ability to complete tasks and

reach goals. Public speaking is often employed as a technique within this paradigm, to help facilitate more effective and efficient communication as words have incredible power. It also manoeuvres the students towards developing leadership qualities, planning, as well as leadership skills. Moreover, understanding of life skills also increases students' attention span, general knowledge, creativity, imagination, and deductive as well as inductive reasoning.

However, it is important to note that for these efforts to succeed, it is absolutely essential that they are carried out in a supportive environment, which is responsible for competency building at the group level and aimed at enhancing the self esteem and confidence of all participants. Attention should be directed towards the fact that skill inculcation would be more effective if the age and interests of the learners are kept in mind. Teachers need to be attuned to the needs of the students. Ideally, they should always try to plan such exercises which are learner friendly and involve participation. The utility of these programs also extends towards the development of a healthy, optimistic perspective towards life and reassuring the young ones that there is much more to life than what meets the eye. In my experience as a teacher, I have noticed that teaching life skills is not just something which sounds good, but really does help students in getting refreshing and invigorating insights about life and they do fare better in taking up and dealing the various challenges that their lives put forward.

[Back](#)

Ms. Preeti Dhingra is a primary school teacher.





In Conversation with

Mr. Ketan Shah



Prof. Jaya Indiresan & Aakanksha Tomar

Most people react to illness either with passivity or with active condemnation of their luck, of God, and everything else in the world. But there are some who treat personal illness as a window of opportunity to wilfully change their condition, help others, and make a real difference in the lives of people in distress. Ketan Shah unequivocally belongs to this latter, truly rare breed of men. The 'Miracle Man' met with us in Anand Lok which is one of the destinations on his monthly healing tour. With patients galore and quietly listening, we had a candid chat with Mr. Shah. Here are some excerpts.

Can you tell us a little about what got you interested in Acupressure as a therapy?

It was my own health problem. About 24 years back I had an appendicitis problem and had to undergo a surgery. I went for the surgery but for my good fortune the surgery was not successful and it got so complicated that I had to be operated twice after that first time. Even after the third surgery there were severe adhesions that were there; adhesions are muscles which become hardened up and prick like a needle in the body; it starts bundling up and gets converted into a tumour. The tumour I had

was bigger than the size of a tennis ball. So if I had to sit and work for one hour, I would have to lie down for two hours. This was my life. When this happened, like any other person I tried all kinds of treatments: Allopathic, Homeopathic, Ayurvedic, Tantra, Mantra, looking at the moon, looking at the sun, but nothing helped. Finally somebody suggested Acupressure and when I started using it my entire tumour dissolved without any medication, just with Acupressure. And that is where it got me interested. First it is self help; second, there is no money involved; and third, it is a non invasive therapy.

Once you got interested in Acupressure, did you systematically learn the technique?

Yes. Once I got cured, I learnt it from the person who cured me, Dr. Bhojraj. I learned the basic introduction to acupressure but I thought that was not sufficient, so I went to Malaysia to learn further. Later I went to Australia and also learnt techniques in Canada and in Kazakhstan and then combined all these techniques together and started bringing about a simpler way of treatment whereby a person can get maximum benefit with minimum treatment. The entire science of Acupressure actually

developed and evolved in India and travelled from here to Sri Lanka. From there it went with the Buddhist religion to Japan and China where they converted it into Acupuncture.

How long have you been practicing this technique?

Since very recently. Only since about 23 years. (laughs)

What are the types of people that come to you for therapy and what are the kinds of ailments that can be treated through Acupressure?

We get all age groups of people who come to us for therapy. My youngest patient is 10 days old and my eldest patient is 97 years. The types of problems that they come for go from common cold right up to cancer. Common colds, cervical, migraine, back pain, knee joint problem, stomach related issues, acidity are the common problems that we deal with. Then we have problems which are a little complex such as high blood pressure, diabetes, gynaecological problems such as fibroids, etc. Then we also have cases with Parkinson's disorder, paralysis, and coma.

Knee replacement surgeries are completely

avoidable. It is simpler to cure knee problems that curing cough and cold. And the root cause of knee problems is a lack of water. More than food, water is important for a person to live because our body is 45-65% water, so more than the food it is water which helps in charging our energy for all the major organs in our body. Many of the patients who suffer from knee problems, when they come to us and we ask them how much water they consume, they say 3-4 glasses of water, whereas the body requires 2.5-3.5 litres of water per day. When we put them on water therapy, 40% of the patients recover just by drinking appropriate amounts of water. So let us learn to respect and use our body rather than abuse our body and create an imbalance.

Are there any precautions that one should take with Acupressure therapy?

Fortunately Acupressure is the kind of therapy in which no precautions are required. It can be combined with any other therapy, any Ayurvedic or Homeopathic therapy that one is taking. The only precaution is that when we press an acupressure point, we should not overdo it. That means, when we do any kind of treatment, each pressure point is pressed eight times and three times a day, 8x3 that is 24 times a day and the gap between two treatments should be minimum four hours because when we are pressing the points we are activating the nerve centres and they take two hours to recover after the pressure so if we keep pressing the points continuously or before the stipulated time, the nerves are not recovered and it can lead to their swelling.

If one wishes to pursue a career in Acupressure then how will you chart out a plan for them?

The first qualification for the person is the willingness to serve, and serve with integrity and love. Second thing is that the person who wants to pursue it as a career, I recommend, should not become completely commercial because when you start turning into a commercial venture your healing ability is reduced. Besides this, there are basic courses which we conduct to teach Acupressure but mainly this is a matter of

practice. Once you have completed the basic course you can practice it and there are advanced courses also which I conduct for teaching acupressure. I conduct courses in India and in 27 other countries.

You said that one shouldn't take it as a commercial career. But one also needs to earn a living...

True. But don't make it completely commercial like the medical practise. You can make a decent living out of this but don't try to fleece the patient. And more than fleecing the patient I would suggest that give the patient the right line of treatment to make her/him recover fast.

Some people seem to be a little sceptical about the results of Acupressure therapy. Are there any scientific studies with control groups which have shown this therapy to be beneficial?

There is ample amount of research available and part of it is also put on our website. The case studies are there and also in my book. And yes we are joining hands with a group of institutes which are going to conduct case studies and study this on a scientific basis. This is going to be happening in Bangalore with the Yoga institute over there. I think in America a lot of research is being done with controlled groups and the person who is conducting this in a commercial and a professional way is Mr. Michael Reed.

In India does one need to be registered to practise Acupressure?

No, because it is a non invasive therapy.

Can you share some of your most memorable experiences as an Acupressure therapist?

Every experience is unique. But I'll tell you about a very recent experience. Last month I was in Bombay and there is a yoga master there who does yoga therapy and she also conducts yoga treatment sessions at Asian Heart Foundation in Bombay. She called me up and said that she wanted to consult me for a peculiar problem that had occurred overnight. Overnight she lost hearing in one of her ears and the extent of damage was 80%. She went to the doctors and after they

did all the audiometric tests and everything, they told her that her hearing could not be restored and further that to save the remaining 20% of her hearing she will have to take some steroid medication and they prescribed her a six month steroid course. Suddenly she remembered that I was going to be visiting Mumbai and she wanted to wait for me for 2-3 days. So when I reached Mumbai she called me up for an appointment and even though there was no slot available, she requested expressing the urgency of the problem that she was facing. So I said okay; I checked her up and found that there was no major problem at all. I started activating the pressure points for the cervical. This is a new technique that I have developed: the treatment of any part of the body from the cervical area. With that we could identify that the major problem in her case was the blockage of the vertebra on C1 and C2 vertebrae. Then I asked her if she had been exerting her neck area too much and she confirmed that she had been teaching headstand in yoga and she had been practicing this rigorously. I pressed her cervical points C1 and C2 and as I was pressing the points, she felt something like air passing through her ear. But this treatment had to be continued so she said she would like to come for treatment twice a day and on the fourth day she got back her complete hearing. Later she went back to the same doctors whom she had consulted and they said that it could only be a miracle because as per medical terms it is not possible. She is completely normal now.

Such types of cases keep happening on a day to day basis. It is just the right point at the right time which, when pressed, can block the energy. What we believe over here is that we're not buying any sickness from outside. The sicknesses are created because of the energy blocks in our body which are caused because of the lack of communication between the mind and the body whereby we keep wearing a multiple number of masks and those masks create blockages in our body. Health is in our own hands and we can remain healthy by keeping our minds healthy.

[Back](#)

Grammar Book Style

Smt. Parvatibai Chowgule College

Aakanksha Tomar

Some challenges are not meant for the fainthearted; some institutions patiently wait for the most resolutely fearless leader to come and tame them. Chowgule College in Margao, Goa has a somewhat similar story.

When Dr. V R Shirgurkar took over Smt. Parvatibai Chowgule College, it was in a state of complete anarchy: students were undisciplined, results were poor, regular fights ensued among student factions, the teachers were afraid of them, teachers were on a strike and were themselves divided into warring factions, teacher-management relations were extremely strained, and they hadn't been paid their salary for 51 days, landing the matter in the court. A friend of Shirgurkar even advised him not to join the college as 'it was beyond control'.

But Shirgurkar wasn't one to scare easy. As a child who lost his father at the age of 17, he learned responsibility early on in life. His family was considered 'God-sent' by the villagers in their home-town in Karnataka. Helping the poor, sacrificing for others, sharing with relatives and villagers, fighting for justice, showing respect for the aged people, respecting and tolerating other religions were important lessons that he learnt from his grandfather and father. This family tradition and upbringing laid the



foundation of Shirgurkar to be. It was perhaps these early lessons that gave him the courage to take up this uphill challenge.

Dr. Shirgurkar stood firm in his determination to revitalize the college through a series of participative approaches in decision-making and decision implementation. The first major innovative step was to define the mission statement of

the college. Keeping his personal vision on hold, the principal adopted a near perfect grammar book approach; he encouraged all his colleagues, students, parents and members of the managing committee to participate in collectively defining the mission of the college. The central idea was to engage all the stakeholders in the college so that their sense of commitment to translate the mission into action was heightened. 177 people including teaching and non-teaching staff, student representatives, parents, and management worked for three days over several brainstorming sessions and heated arguments, and when the mission statement of the college took shape out of the forging fires it read thus: 'We, at Chowgule College, are committed to Excellence in Education, Empowering Personalities and Developing Responsible Members of Society'.

This feat was achieved utilizing a grant given to the college by the Ford Foundation for participation in the Campus Diversity Initiative programme. The University Grants Commission also identified the college for special grants under its new scheme for

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colleges having potential for growth. Under this programme, the college might get an additional grant up to Rs.50 lakhs and get a place in the list of a few top colleges in the country. Shirgurkar's long-term aim was to transform the college and make it the best higher education institution in the state of Goa and eventually place it on the list of one of the best colleges at the national level.

In 1997, Shirgurkar became a peer-team member of the National Assessment and Accreditation Council. While visiting colleges to assess and accredit them as a peer-team member, he felt that he had no moral right to assess other colleges unless he got his own college assessed and accredited by NAAC and he decided to volunteer to get the Chowgule College assessed and accredited. The college was assessed and accredited by NAAC in 1998 with four stars.

Next came the challenge of effectively implementing the mission statement. To make it operational and result-oriented, a two-day workshop was organized to write the mission manual—a sort of an action plan giving responsibilities to the staff, principal, management and even students. At the end of two-years, the faculty indulged in a day-long dialogue to assess what proportion of the mission manual had been brought to life, how many goals had been reached, and what wasn't working as planned. In light of the experiences of the past two years, the action plan was re-drafted to better suit the immediate needs and be made more practical.

Of the many innovative practices that Shirgurkar brought to the college were Course Registers. Teachers noted down the teaching plans and their execution in these registers. They also jotted down comments on a daily basis which might help them or subsequent teachers in revising and



improving the syllabi of the subjects they taught. Another innovation was evaluation of the teachers by students. A questionnaire was prepared by the principal to collect feedback from the students. Before implementing the same, teachers were assured by the principal that the feedback would not be used against them in the first three years and the objective was to improve the overall teaching-learning process in the college. Everybody accepted.

Chowgule College was the first to introduce micro-scale testing in chemistry. They also organized workshops for teachers in chemistry from all the colleges in Goa. During the earlier Iraq war, the college faculty and students expressed concern for the need to save fuel by lowering their use of personal vehicles. Furthermore, there was a Raddi (old newspapers) collection drive organized by the students and faculty in collaboration with Lions Club to purchase an ambulance for the citizens of Margao.

What defined Shirgurkar's success in bringing such decided improvements in the college was his insistence on taking everyone along. Immediately after taking charge of the college, he made a visible effort to include the faculty in decision-making. He gave freedom and

responsibilities to staff and students; appreciated their efforts when they succeeded; and when they could not succeed, they were not blamed. He gave importance to the staff, students and parents; listened to them patiently; encouraged and appreciated their contribution; entrusted responsibilities; gave freedom to take decisions; and honoured their decisions.

Dr. Shirgurkar strongly believed that every member on the campus could contribute meaningfully in shaping the college with new vigour. Accordingly, he followed almost a grammar book approach of democratic leadership. He supported the staff whenever required; gave them directions when necessary; and worked along with them on important projects.

For Shirgurkar, being the Principal at Chowgule College was, in the true sense, an on-the-job learning. He believes that a lot of changes can be brought about in education; and if at all, there is any chance to bring about desirable changes in the society, it will be possible to do so only through the educational institutions in the country.

[Back](#)

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Learning of science, technology and maths becomes interesting and engaging when supplemented with robotics and modelling. Global Indian International School (GIIS) adopts a holistic learning approach towards classroom studies and, therefore, the lessons are interactive and thought provoking. Technical education has been introduced in all the campuses of GIIS India in the form of modules that are mapped to the syllabus.

The introduction of technical education through practical activities, animations, workshops, videos and documentaries help students to learn various concepts and skills using their own hands. Conducting such technical

activities at the school level develops thinking ability and intelligence levels in the students. It also inculcates the spirit of team building through working in groups. Such ground level activities help in forming a mental framework for students who wish to pursue engineering and medicine in the future. Robotics, catapulting, aero-modelling, contraption building, task machines, model making, tool handling etc are some of the activities that have had positive impact on learning.

Learning becomes enjoyable when there is excitement and fun. Robotics class at GIIS provides self-directed, challenge-based learning rather than simply absorbing and regurgitating facts. Each

group becomes responsible for executing the project in hand giving rise to healthy competition between groups. There are no winners or losers in the activity. All groups have the opportunity to improve their designs and knowledge.

The power to innovate comes from hands-on-learning when the students apply theoretical knowledge to practical solutions. The effective outcome of a lesson should generate curiosity in the young minds.



Children have imagination and creativity development provides them with wings!



Evolution of the flying machine from the hot air balloons to the modern day aeroplanes is a story that fascinates every young mind and before you know it the students are busy collecting facts and reaching out for their 'do-it-yourself' kit.

Aero-modelling and glider flying is a hit with the students of Global Indian International School, India. Every student was handed over a take-away kit and they assembled their very own machine upon the instructions of the trainer. This helped them concentrate better and apply their logical mind to the sequencing of each part. The students studied parts of the aircraft, understood their functions and importance of the design and finally the forces acting on them. The next level of the project was to make their planes work. The students

learned to balance the gliders and planes by attaching nose-weight in the form of bolts. The final joy was in flying their own aircrafts. This activity helped them to apply this knowledge and creativity on everyday objects. They can now design their own flying machines.

The curriculum is tailored in such a way that there is an interdisciplinary approach which involves teaching a number of subjects using a theme or topic as a central core, in this case 'flying machine' captured history, physics, maths, logical reasoning and the art of storytelling.

Robotics and model making as a part of the curriculum lends itself to the applied, real-life problems found in project-based tasks. It is a holistic way of learning that reflects a real world scenario.



Robotics instructor at GIIS explaining the parts of the plane



My plane is ready for flight



We can soar up to the sky



At GIIS we have learnt to make and fly our own flying machine

Education in India

Education has been a problem in India since ages and the lack and poor quality of it have been mammoth roadblocks in the growth of this nation. Today students study only to score marks in school exams or to crack larger than life competitive examinations for admission to IITs, IIMs, etc. Students are routinely scoring above 90% marks in schools and as a result even those with 90+ percentage marks are struggling to get admission in the college of their own choice. Most students just end up compromising with their circumstances and embark on a new journey which they will neither enjoy nor learn from. We can already see the result of this vicious cycle in the form of graduates who are unemployable and mediocre professionals who are unable to meet the standards and challenges of the real world.

Newspapers every morning carry advertisements of hundreds of second-rate universities, colleges, and schools that do not even meet the minimum standards in terms of quality of teaching-learning. The vacuum in the system is giving birth to such institutes which are damaging the system to its core. Creating a few more schools or allowing hundreds of colleges and private universities to mushroom is not going to solve the crisis of education in India. These are the times when even spending your life's savings and borrowed money on your kids' education is not enough to ensure that they get value out of the educational experience. Even students from illustrious universities

are struggling to find the employment of their choice. Millions of students are falling victim to the unrealistic rat race which has often driven even brilliant students to commit suicide.

Education in our society is perceived as a means of climbing the social ladder. Rich and affluent people pay enormous amounts of money to selected schools and colleges in the name of "donation or welfare fund" to get their wards admitted, eventually corrupting the system and pushing it beyond the reach of the common man. Look at the scenario of nursery admissions in Delhi where there are 400,000 applications for 100,000 seats, but few kids manage to find their names in the lists of top schools.

The Indian education system is failing because of some very deep seated reasons. We need to pin down the systemic faults that are depriving the current generation from receiving quality education. India has the potential and resources to support a far superior education system but certain stringent actions will have to be taken in order to achieve the not-so-impossible mission. We need to take mediocrity out of the system. Indian education system needs a vision to grow and hopefully one day India will once again be the education hub of the world.



Puneet Kamra

Newspapers every morning carry advertisements of hundreds of second-rate universities, colleges, and schools that do not even meet the minimum standards in terms of quality of teaching-learning.

[Back](#)

Puneet Kamra is the head of syndication and international sales at Ten Sports

Can you read my mind? Can you tell me whether my behaviour is right or not? My son/daughter seems disinterested in studies; can you help him/her? These are a few questions that people ask whenever they meet a psychologist.

In technical terms, psychology is the scientific study of mental processes, experiences, and behaviour. It is a social science but students from any background (Science/Commerce/Humanities) can take up psychology if they fulfil the eligibility criteria set by various universities.

Eligibility:

The academic profile of a psychologist involves completing a Bachelor's degree in any subject, a Master's degree in psychology, and if one wants, an M.Phil. and/or Ph.D. in psychology. Other important requirements which persist across all sub-fields are: possessing an empathic attitude and an unconditional positive regard as personal skills and technical expertise in assessment and counselling as professional skills.

Course Work:

An undergraduate program in psychology introduces students to the theoretical and practical underpinnings of various branches in psychology such as clinical, counselling, and organizational psychology. To dwell further with the subject, students are encouraged to pursue a Master's degree. This helps them develop a focused orientation towards any particular sub-division of their choice. As a part of this program, students are exposed to the much needed field work in a setting congruent with their field of specialization. These can include a school, a clinic, an organization, or an NGO. This experience



The Journey of a Psychologist

Mona Yadav

helps students to reflect on the practical applications of the theoretical perspectives in various branches of psychology. Furthermore, an M.Phil or Ph.D. provides the much needed research training, to engage in independent research and to contribute to the current understanding of human behavior and mental processes.

Reflecting on my personal experience with psychology, the 9 years of studying this subject have been akin to an exploration for me. Apart from studying the technical aspects, most psychology students feel connected to the subject on a deeper level.

Along with developing keen observation and communication skills, one develops a greater sensitivity towards others.

For me it has been an enriching experience to study psychology, crucial both in fostering critical thinking and a better understanding of personal and social behavior. Being associated with the discipline has motivated in me an intrinsic desire to contribute to the society as I am certain that it will in the future generations who decide to study this subject.

[Back](#)

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Mentoring Paradigm

Somya Jain

It has been an almost inborn tendency within us humans to seek guidance for such endeavours that purport to consume immense effort and for which, risks and ambiguities lay abound. The infantile need for a caregiver who makes the path of development and growth smooth for us, stretches into early childhood and at times, to adulthood as well. The dependency has become so penetrating that it has sharply begun to impede our ability to learn, explore, inquire, and mature with experiences of our own. The most significant effect of this has been on the education system and the learning culture across our country. We as students have become increasingly dependent on tuitions and coaching classes for the sake of better grades and achievement in an ever competitive atmosphere. Knowledge and wisdom have taken a backseat as such assistive classes rarely emphasize insightful thinking and reflection.

I can still recall the shame I felt when I first took math tuition in the 10th standard just because my parents considered it as an imperative to ace my board exams. Despite scoring above average marks in school and being taught by an excellent faculty at an exceptional school, the perception still remained 'it's not enough'. It was a surprise to them that the thought of 'what if my other classmates who cannot cope with such an interesting subject, score more than me with the help of additional classes' did not bother

me. And as I see more and more parents enrolling their 7 or 8 year olds for private tuitions, I wonder if they have the same academic pressure and competition at that age. At an age when a child must be exploring possibilities, developing his own styles of knowing and finding, engaging in a multitude of play-based learning that builds a strong conceptual base; he is fed to a narrow-range of experiences in the confines of scholastic demands. The capacity of a young child to develop a sense

of will, efficacy and autonomy for the entire life is as such, seriously undermined. Noted cognitive psychologist Jean Piaget's theory of cognitive development has found empirical and applied evidence that children must be encouraged to engage in *discovery learning*, i.e. children spontaneously interact with their environment and discover for themselves, instead of being fed with ready-made knowledge (Piaget, 1961). In his psychosocial theory of development, Erik Erikson emphasized that 6-11 year olds establish a basic sense of competence when they are allowed sufficient industrious and independent initiative taking opportunities that help them develop a realistic self-concept (Erikson, 1950).

Most students cite 'insufficient classroom understanding' as the reason for seeking added assistance with the syllabi. However, tuitions have become more of a trend which students and parents feel pressed to follow in order to ensure they aren't left out of the hard working lot. This has been tantamount



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to a compromise on holistic development that prepares a child to master life skills, decision making, problem solving, and aptitude building. The important question to consider is whether the lack of proper mentoring at the school level has been the cause or is it the effect of such an increasing need for assistive classes. If this is the case, the whole concept of the school classroom as a socialization and personality grooming centre stands defeated in such a scenario, for the focus has largely shifted to scholastic achievement and quantitative success. The introduction of grade point averaging, practical examinations, multi-level assessments for admissions, and a greater emphasis on experiential learning (a concept central to intelligence as well) have indeed changed the face of our schooling. However, such rapid institutional and conceptual changes are yet to mould the education system towards a holistic, qualitative development of a human, more than a student. The gap between knowledge and education, or knowledge and learning, shall remain widened if students are not provided with opportunities to develop the discipline and sincerity for self-studying. At the end of the day, long term achievement and success ultimately require hard work

and confidence in one's abilities, which is invariably fostered when one attempts to comprehend the problem at hand on his own. I have seen some of my most competent friends struggle with their undergrad syllabus or job interviews as they are not used to studying and preparing on their own, and tuitions for such levels beyond the school are not readily available. Years of continued assistance that undermined their inquisitiveness to some extent because help was always at hand, rendered them in doubt about dealing with challenges on their own.

Coaching and tuitions do provide a sense of confidence and security of being able to find answers when you can't, to face the challenge of novel exams, provide extensive and thorough practice and the benchmarking that is needed to assess your skill relative to others, especially in cases wherein the parents are themselves not educated to provide the right guidance and tutoring to their children. Individual attention is often not possible in the classroom limitations and added guidance is therefore necessary. However, this in no way implies that only struggling students need coaching or that intelligent students

perform way better with coaching that provides guaranteed results. In some cases, appropriate mentoring can even improve the students' study habits to the extent of developing a keen interest in a topic which seemed boring otherwise. While coaching entails skill based training for specific goals of the student, mentoring takes a more long-term relationship with the student for an overall personal development that extends beyond some short range goals. Therefore, what we need is more of mentoring than a coaching that centres around achieving good marks or cracking JEE/CAT/PMT. Assistive guidance should rather aim to cover the loopholes of the school based curriculum system and not merely extend the whole rat race of scholastic achievement to infinity. Growing minds need to be cultivated and pruned for the entire lives, and not just to excel in examinations. The counselling, motivation and inspiration needed to become an overall achiever and a top performer in life, or a successful person in an ever competitive crowd can only be garnered by responsible mentoring.

[Back](#)

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Vanika Sharma



Back to Square One - A Student's Musings on

FYUP

The Four Year Undergraduate Program introduced by the University of Delhi in 2013 was an interdisciplinary program which let students study a major as well as a minor subject, along with various foundation courses over a period of four years. The idea was to align the University of Delhi with the American system of higher education and giving students the opportunity to pursue a double degree instead of a simple honors degree. The purpose of the foundation courses was to help in the complete holistic development of the student.

All this may have sounded promising theoretically; however in practicality it ensured utter chaos and all hell broke loose on the implementation of this program. On talking with many of my seniors, one of the main things I gathered about the FYUP was how it was a complete waste of their resources with shortage of academic staff unwilling to go along with the program to weekly changes in the schedule and an overload of assignments. Foundation courses teaching 18 year olds about prime numbers and how to write e-mails, was just the cherry on top. On the other hand we had the 3-year honors program that concentrated only on the main subjects with no interdisciplinary courses involved. Sure, there were no minor subject that you could

study along with the major one, but to get the double degree in the FYUP, students would've had to do extremely well in the foundation courses, because basic mathematical knowledge and internet etiquettes were such "good evaluators" of what minor subject students should get to study.

Under the FYUP, extracurricular activities such as sports, NSS, and NCC became mandatory. As per the curriculum, students would have to latch on papers like Integrating Mind, Body & Heart (IMBH) in the first two semesters and Cultural Activity (CA) from the third to the eighth semester. Indoor and outdoor teaching like visiting a museum or showing an informative movie and other fieldwork were some of the

threshold activities included. Where once college allowed freedom of choice to students, letting them choose what societies to join or whether they even wanted to be a part of a particular cultural society, the University of Delhi under the FYUP had taken that freedom away from the students. This further increased the burden upon the students. In the 3-year degree program allowed students to make their own choices. They could choose what they wanted to do and when they wanted to do it.

In conclusion, I believe that the scrapping of the FYUP was a blessing for everyone involved, for teachers as well as for students as it saved a lot of time, effort, and resources.

[Back](#)

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Technology is touching all aspects of human life. Mobile technology in particular has begun to permeate our daily lives, providing unparalleled access to information. It is also raising the quality of education and improving access to it. Early initiatives in mobile education, or “mEducation,” are already enhancing learning outcomes worldwide. As per research reports, by end of 2014, mobile phone users will rise to 4.55 billion around the world with 1.75 billion using Smartphones as compared to only 1 billion Smartphone users in 2014. By the end of 2016, there will be 400 million mobile phone users in India alone.

The more recent and radical transformation is in the way education is delivered. From the ancient one-room school to the 21st century classroom where we have been taught, the classroom, as a pedagogical concept, has never witnessed such a transformational revolution as is the case now with the uptake of Mobile education. Mobile education is a growing trend in modern day classrooms; a trend which is creating a more flexible, collaborative, and interactive classroom environment.

Nowadays more and more schools are moving towards mobile learning as a way to take advantage of a new wave of electronic devices that offer both portability

and ease of use on a budget. With so many free education apps available—and more being developed all the time—there’s no limit to the exciting possibilities for learning. Tens of thousands of education apps on the App Store cover everything from math and science to foreign languages and reading. Students can manipulate mathematical equations using just a finger; they can browse an interactive periodic table of elements; they can even dissect a virtual frog in one class, and then flip through the world’s greatest collection of art in the next.



With mobile learning devices students can use technology in the classroom, in the school garden, in the study hall, in the gym, and on field trips. Moreover students are more engaged in learning when using the latest technological gadgets, because it is what they are most used to interacting with. Today’s students don’t just want mobile learning, they need it.

Another aspect to which Mobile Technology has remarkable contribution is in the field catering to children with special



Karan Kapoor

needs. Application Proloquo2go is an assistive technology app available on iTunes wherein students with autism spectrum disorders and others who may

have difficulty in speaking, can use the app’s library of symbols and text-to-speech conversion to communicate easily and naturally with others. This type of assistive app helps broaden students’ horizons both in and out of the classroom.

Students are more engaged and motivated to learn when they use mobile devices, and research shows that it can lead to significant improvements in

academic performance. We as educators need to take note of this. The goal of education is not to incorporate technology for technology’s sake but to create a meaningful learning experience for the student. With proper training, and time to explore these high-tech gadgets, teachers will soon be able to make rapid strides with them, and be able to support and instruct the use of such devices in the classroom on a regular basis.

[Back](#)

Educating the 3rd Child



*If you had a 3rd Child,
wouldn't you educate her/him?*

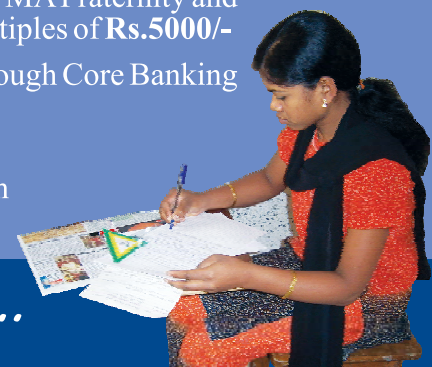
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Someone somewhere is waiting for your hand...



Peer Education:

An Effective Mechanism for Assisting Adolescents

Bhumika Kapoor

The developmental stage of adolescence is marked with rapid changes in almost all spheres of life. Adolescents not only mature physically, but also undergo a plethora of cognitive as well as psychological changes. Consequently, they face as many risks as opportunities, making adolescence a very crucial period of life. In order to successfully steer through this life-period, it is important to be attuned to the many intricacies of adolescent experience. Keeping this in mind, schools are now developing various programs aimed at assisting their adolescent students, targeted towards enhancing opportunities and recognizing the nature of vulnerabilities in order to successfully dodge them. One such mechanism that is increasingly being adopted in many schools today is called Peer Education.

Peer Education

Since adolescence involves grappling with a range of bio-psycho-social phenomena such as sexual maturation, a quest for identity, heightened risk taking, etc., for most adolescents, their friends end up being the key to understanding their own experiences as they are going through the

same issues. Also, since adolescents might feel apprehensive about seeking certain sensitive information from adults, a shift occurs in their reference point (from family to friends), paving way for a high susceptibility to peer influence. Banking on this knowledge, peer education proves to be an effective way of channeling this influence towards healthier outcomes.

The concept of peer education is fairly simple to comprehend. It basically involves a number of well-trained and motivated students who assume the role of peer educators and help facilitate their peers in a variety of situations, whether academic, relational or personal. It is important to note that involvement in a peer education programs is voluntary for all parties involved.

Areas of Application

The actual subject matter of facilitation varies across schools. Some schools include only academic issues under peer education, wherein the task of peer educators is to help students enhance their grades, skills and knowledge in matters related strictly to academics. On the other hand, some schools are more inclusive and cover relational as well as personal issues; the former includes problems such as interpersonal disputes, bullying, social media transgressions, thieving and the like, while the latter covers providing awareness about topics such as sex, substance use, reproductive health, gender education, etc. However, for more severe problems which are outside the depth of peer educators,

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appropriate authority figures need to be roped in. These often include activities which violate law. Examples include- physical assault, sexual abuse, weapon possession, suicidal ideation, and drug use.

Setting up a Peer Education Program

- Setting up a peer education program is dependent on a number of considerations. The first being: defining the objectives and consequently the time period over which the program would be held. Occasionally these programs are organized on an ad-hoc basis, to facilitate very specific objectives (for example: to spread awareness about HIV/AIDS); whereas in other schools the program is functional throughout the school year.
- A team of people constituting the school counselor, some teachers, and possibly other professionals, comes together to engage in careful planning and developing of a clear vision regarding the practical considerations of the program.
- Students are asked to volunteer for the position of peer educators. Suitable volunteers are then carefully selected from the pool of applicants. This decision is based on factors such as the students' academic performance, conduct, teachers' recommendations, etc.
- This is followed by rigorous training and debriefing of these students wherein they are exposed to the required knowledge and skills which would better equip them to serve as educators for their peers. To this end, a number of strategies are incorporated, such as role-playing, problem-based learning, informative workshops, counselling, exposure visits, etc.
- Once these selected students are

adequately trained, the phase of action begins. They now assume the role of peer educators and commence with their responsibilities. It is important to note that the training phase of educators does not end here, they continue to seek guidance and refer to the school counsellors on a continuous basis.

Role of the Peer Educator

Peer educators extend help by conducting workshops on adolescent-centric issues, providing the right information, sharing anecdotes from their own experiences, settling disputes between students, enabling decision making, assisting in development of life skills and so on, depending upon the subject of inquiry.

They serve as good role models and adopt behaviors which they wish to impart to others. Peer educators are required to possess a number of qualities in order to be efficient at their role. These include: being motivated, non-judgmental, sensitive, discreet, responsible, approachable, good listeners and communicators, warm, and a lot more.

Benefits of Peer Education

Research has discovered the following benefits of peer education:

For the Students

1. Peer educators are good role models and a credible source of information. They help expand the knowledge-base, skills, attitudes, and competencies in other students.
2. Students are often more comfortable, trusting, and forthcoming with peer educators than with teachers or even counselors. They experience less fear of being judged and being reported.
3. Studies show that peer education programs often lead to reduced chances of indulging in risk behaviors

and increased chances of promoting healthy outcomes.

For the Peer Educators

1. The experience of being a peer educator is especially empowering. It correlates with the development of high self esteem and self efficacy.
2. Peer educators often become adept at skills in many areas, such as in basic counseling, leadership, facilitation, conflict resolution, and communication.
3. Studies show that peer educators often exhibit high self discipline, more positive attitudes and knowledge, and fewer risk behaviors.

For the School

1. Peer education is cost effective and has proven to be beneficial for developing a healthier school environment.
2. It is especially preventive with problems like bullying, sexual health, and substance abuse.
3. It also positively contributes towards lower absenteeism, better academic records, and students' increased participation in extra-curricular activities and school events.

Conclusion

Although fairly recent in India, peer education has proven to be an effective behavioural change mechanism. It is based on several illustrious theories from the fields of psychology and sociology- Social Learning Theory, Theory of Reasoned Action, Role Theory, and Diffusion of Innovation Theory, each of which offers insights about the utility of this program. If conducted properly, it is greatly beneficial not just for students and schools, but also for the community as a whole. ■

[Back](#)

The Joy of Reading

Padma Prabha Rao



I used to work in a small school serving the local community mostly comprising of lower middle class workers. The only reason why the parents admitted their children to our English medium school was because they thought that only if the children studied in an English medium school will they progress and be able to move to a higher stratum of the society. Unfortunately, many of the parents had not had formal schooling; they were illiterate and from a rural background. As a teacher, I thought it was my responsibility to somehow compensate for the deficiencies of the home background.

For example, the families did not get any newspapers in the morning, and except for the school books there were hardly any books at home. It was not possible for the students to buy story books or any other material that would improve their general competency in English language.

There was a small library in our school but only one book was issued to each student for one week and if they did not return the book on the due date, they were either fined or punished by not being allowed to issue another book for two weeks. Consequently, many of the students did not make use of the library.

To overcome this problem I initiated what is known as a 'class library'. I brought old copies of children's books like *Chandamama*, *Tinkle* or any other simple story book either in English or in the local language. Anyone was allowed to bring any book and keep it in the cardboard carton which served as the 'library'. The only condition was they were not allowed to take the books home.

The students were encouraged to read any book of their choice in the lunch break. Initially there was not a lot of positive response, but as days went by, some students took the books and started looking only the pictures. Eventually they started reading the captions under the pictures. For example, they would see the picture in the *Amarchithra Katha* and try to understand the story. Some groups of students would sit together and try to read the stories. They tried to guess the meaning of words from the context.

I left them a dictionary and explained how it can be used. More and more students were reading the books now and there was a visible increase in their English vocabulary and improvement in their general awareness. This activity was carried on with minimum supervision. If not all, many of the students developed a healthy reading habit. After all these years, when I meet old students sometimes, they remember fondly and reminisce about the 'class library'. All the mathematics and social studies I taught them might be forgotten, but they remember the 'class library' and the joy of reading.

[Back](#)

Career in LAW



Saman Ahmed

The legal profession in India has undergone a strategic and substantial change over the last few decades. Now-a-days, law aspirants not only figure themselves in courts but mark their presence in various corporate houses, law agencies, law firms, litigation, administrative services and many more. Law is intrinsically a multi-disciplinary endeavour and is one of the most sought after professions in India. It has an immense potential to absorb intellectual, hard working and ambitious persons. Any student who wishes to have all their options open after the completion of graduation can opt for law.

Law should not be seen as a means for making money; rather one should look at law as an instrument for securing justice to people. The career needs to be taken as a mission. It can offer a promising career and fetch good fame, if you have it in you. The course helps to groom, sharpen communication skills, drives one to think logically and put points rationally. Since it's an honourable career, it will surely return a promising future.

There was a time when the only options we heard of with regard to law were whether to

choose civil or criminal law. Now things have changed tremendously; the options after gaining a law degree are immense, and are continuously growing in India as more and more multinationals are opening here. Students can now study corporate law, mediation and negotiation, international law, intellectual property law, environmental law, women's law, human rights law and labour law, just to name a few alternatives. One could do PhD in international law, and work with the United Nations, or could step out as soon as after graduation, and start practicing in courts.

ELIGIBILITY- You can either pick a three-year LLB program or a five-year integrated BA LLB course. If you have qualified 10+2/ higher secondary school examination/ intermediate examination or equivalent and have an urge for the legal field, you can look in for the five year integrated BA LLB course. Otherwise if you want to pursue law after studying another discipline, you can go for the LLB program after graduating.

The interested candidates who wish to take up law as a career need to qualify any one of the entrance examinations listed below:

CLAT- Common Law Admission Test, commonly known as CLAT is the national level law entrance exam.

DU LLB/LLM- The Faculty of Law, University of Delhi conducts a separate law entrance exam for admissions to various law courses namely LLB and LLM courses.

SET Symbiosis- Symbiosis Entrance Test commonly known as SET is a common written test conducted for taking admission to undergraduate law programmes offered by various institutes under Symbiosis International University.

ULSAT- UPES Law Studies Aptitude Test commonly known as ULSAT is conducted by the University of Petroleum and Energy Studies (UPES). The competitive entrance test is conducted to grant admission to Bachelor of Laws (B.A. LLB) and LLB in Corporate Laws, Cyber Laws and Intellectual Property Rights.

Common Entrance Test (CET)- is a test conducted for taking admission to undergraduate law programmes offered by Guru Gobind Singh Indraprastha University, New Delhi.

Institutions Offering:

National Law School, Delhi; National Law School of India University, Bangalore (NLSIU); NALSAR University of Law, Hyderabad (NALSAR); National Law Institute University, Bhopal (NLIU); the West Bengal National University of Juridical Sciences, Kolkata (WBNUJS); National Law University, Jodhpur (NLUJ); Hidayatullah National Law University, Raipur (HNLU); Gujarat National Law University, Gandhinagar (GNLU); Dr. Ram Manohar Lohiya National Law University, Lucknow (RMLNLU); Rajiv Gandhi National University of Law, Patiala (RGNUL); Chanakya National Law University, Patna (CNLU); National University of Advanced Legal Studies, Kochi (NUALS); National Law University, Orissa (NLUO); National University of Study & Research in Law, Ranchi (NUSRL); National Law University & Judicial Academy, Assam (NLUJA); Faculty of Law, University of Delhi; Government Law College, Mumbai; ILS Law College, Pune; Ambedkar Law University, Chennai; Symbiosis Law College, Pune; Guru Gobind Singh Indraprastha University, New Delhi; Amity Law School, NOIDA.

Saman Ahmad is an advocate



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Prof. Marmar Mukhopadhyay (Chairman, ETMA Council): Former Director of NIEPA, Chairman of CABE Subcommittee on School Education; consulted by UNICEF, UNESCO, USAID, British Council, INTEL, Microsoft, etc. Marmar trained principals and teachers from India and abroad. His books on Leadership and TQM enjoy global readership.



Dr. (Mrs.) Kailash Khanna (Chairperson, ETMA Trust): She was head of Department of Education, Lady Irwin college, Delhi University; regularly consulted by CBSE, NIOS, IGNOU and others. Kailash is a reputed teacher educator.



Sri Amit Kaushik (Vice-Chairman, ETMA Council): Amit is an independent consultant and former Director in the MHRD (GOI). He has been consulted by UNICEF and UNESCO. He has been involved in Indian educational policy making. He has led several school networks.



Prof. Madhu Parhar (Founder Member, ETMA Trust): Professor of Distance Education, IGNOU. She has been consulted by UNESCO, CEMCA, NIOS, CIET-NCERT and many other organizations. One of the reputed instructional design scientists in India. Madhu offered many training programmes on IT Skills and ICT integrated education.



Dr. Indu Khetarpal (Member, ETMA Trust): Principal of Salwan Public School, Rajinder Nagar and Secretary, Salwan Education Trust. She is a National Award winning teacher. Indu has addressed many learned gatherings in various countries in the world.



Prof. Satish Kalra: Professor at International Management Institute (earlier with MDI, IIM Lucknow) is a thought leader in management; and consultant to many corporate and business organizations. Satish has been seriously engaged in capacity building of principals.

Prof. M.M. Pant: Founder of PlanetEdu and former Pro-Vice Chancellor of IGNOU, Pant is an information scientist of distinction; he has been involved in several ICT Policy initiatives in India. His passion is education of the Facebook Generation.

Prof. V. S. Raju: Former Director of IIT, Delhi and Professor and Dean at the IIT, Madras, Raju specialises in Civil Engineering and consulting in Geo-technical engineering. Associated with several social organizations, Raju has deep engagement in social activities.

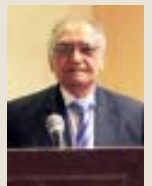
Prof. Abad Ahmad: Chair Professor of RA Kidwai Chair, Centre for Management Studies in JMI; He was Dean of the FMS, University of Delhi. A reputed management trainer and author, Abad is consulted by BHEL, NTPC, ITC, ONGC, Hughes Software, etc.

Prof. Jaya Indiresan: Former Head (Higher Education) in NIEPA. An author and management trainer, Jaya spearheaded the project on Women Managers in Education; and trained large number of principals from schools and colleges. She has been consulted by many institutions and organization.

Dr. Rajesh Acharya: A distinguished Neurosurgeon, he is a Professor and Senior Consultant at Sir Ganga Ram Institute of Post-graduate Medical Education and Research, New Delhi. He has published several research papers in various international journals.

Dr. Subhash Chandra: Assistant Professor, Lady Irwin College, Delhi. Subhash is a teacher educator with specialization in Educational Technology and Inclusive Education. He is actively engaged in various projects of UNESCO, MHRD, CBSE and others.

Sri Amitava Ghosh: A practicing management and leadership specialist, Amitava is Principal of BVB's R.K. Sarda Vidya Mandir, Raipur. He has rich experience of teaching and management in Chinmaya Vidyalaya, Lawrence School, Sanawar, Vidya Devi Jindal Schools.



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