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Manjelda: *Setting Things Right*



I really don't know much about Manjelda; I don't know which village he came from, what his educational qualification was, how old he was, how much he earned; I know almost nothing. I guess most of the students of Ramsaday College Amta did not know either. So I am not alone in this foolishness. What we all knew is that Manjelda was a master cycle repairer, a very helpful person, and a guardian of all the students of the college. Even those college union leaders and their opponents who fought verbally and physically, who did not obey the commands of the teachers and the principal of the college, obeyed Manjelda.

From his name, we could make out he was a Muslim. We had never seen him with any

piece of paper or pencil in his hand or anywhere near him, so it may not be unsafe to presume that Manjelda actually could not read any written or printed words or write, though he did excellent reading of our faces, particularly when we were in difficulty. Manjelda's body sculpted in carbon was a perfect square; just a glimpse of his biceps and chest muscles would tell you enough of his strength. Ever shirtless Manjelda's only attire was a *lungi*, the original colour often hidden in the darkness of oil and dirt. That's Manjelda, the uncontroverted owner of all the bicycles that we bought but which were in disorder.

I met Manjelda almost six months after I finished my undergraduate examination and left the college. I had just lost my job, the



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first job in my life. I was a daily wage industrial labour in an electroplating factory in north Kolkata, then Calcutta. I earned a handsome salary of Rs.1.50 per day. But the joy of that one rupee fifty paisa (1964) at the end of a daylong hard manual labour had a lot of meaning especially at that age. I was just nineteen. I was both sad and amused; sad because I had lost my first job when I was in dire need of even that small amount of money, but equally amused by the reason for which I lost my job.

The factory wanted to get a poison license, particularly for sodium cyanide using my would-be science graduation qualification. I was doing the electroplating myself. I could not figure out why they needed sodium cyanide. While discussing with some old employees, I learnt that they wanted to buy the chemical in the regulated market at low price and sell it in the black market at a much higher price. I refused to sign the concerned papers. So, I was given my last wage with a lot of admiration promising 'a great future lying ahead of me'. I had to walk on the tar again under the open sky.

Indeed, the only product I knew from my experience in this job was cycle spoke; that was what I electroplated. I made some arrangements to sell cycle spokes from cycle repairing shop to shop. I remembered Manjelda. And there I met the nemesis of my adventurous salesmanship.

It was just past noon, may be about 2.30 pm. The month of July; Monsoon was erratic; it was very sultry. I rode the bicycle quite a long distance to reach Amta. I landed at Manjelda's shop. That was my destination. I used to wear *dhoti* and *kurta*—typical Bengali dress in the villages. All pieces of my dress were wet on my body. Sweat drops were trickling down my face finding the nose as the natural tipping point.

I got down from my bicycle. I was very happy to see Manjelda there at the shop. He seemed to be happier to see me. We exchanged pleasantries. He never forgot to ask about my brother (who later turned out to be a musician, and stage and film actor).

Next he asked, "What are you doing, now?"

I told him the story of my first job and how I lost it, concluding with, "I am now selling cycle spokes from shop to shop. That's why I am here. Would you buy some spokes from me, please?"

Manjelda's eyes changed from affection to sheer rage. "What! You are selling cycle spokes? Shameless fellow, get out of my shop. Is this the reason for which your father with all his difficulties educated you? You know how much people respect your father for his learning and scholarship and what a gem of a person he is? His son selling cycle spokes? No. No. Get out. Get lost. Never see me again."

I was shocked. I tried to tell him our difficult pecuniary circumstances; and that I was doing all these odd jobs for the survival of myself and my parents. My father had already retired and spent up or given away all his retirement benefits (total of Rs. 6500). Manjelda won't listen. He was burning. He shouted at one of his assistants, "take away all the spokes he has in his bag and take them to the three shops in Amta and keep the rest here." He turned to me and warned, "I don't want to see you here in future with cycle spokes; if I see you, I will break your cycle, the one I have repaired all these years. Don't dare to come to Amta with cycle spokes."

I could not make head and tail of his anger and instruction. I was afraid; would I get the money for the spokes?

Manjelda's assistants pounced on my cycle and took away all the spokes from my bag and vanished like vampires on their bicycles.

I could not look at Manjelda. I knew he was still fuming in anger. I heard a different sad voice. It was Manjelda.

"I could not study in my life. All of you, the college students, are my dreams. What I could not, you could. That you call this uneducated cycle repairer as Manjelda— as your elder brother, love me, respect me, do you realize what a proud man I am? My

pride and my satisfaction in life are all because of you people. And you would sell cycle spokes from shop to shop! Marmar, how are you then different from your Manjelda? Tell me, how can I take it? What would I be proud of, what would I tell people? Your brother treats me as his friend. I tell people that Samar, the great singer-actor is my friend. I want to see you some day shining in life. I would take my small pride then in the fact that I repaired your cycle."

I could not respond. For, I had never seen this side of Manjelda. His voice came again, "I know I have been very harsh on you. Please don't mind it. You selling spokes on the streets broke me down. Please forgive me." He put his heavy hand on my shoulder with heartfelt affection, pulled me towards himself, and made me sit on his cot. He called for tea and biscuit. I had no words, just obeyed him like a little child.

In the meanwhile, his assistant came back. All spokes sold; he handed over some money, Manjelda added his share and handed over the total to me. His parting gift, "please try something else that justifies your education, your background. And if you still have to do this, can you please avoid this road?"

I started off slowly, just walked away with the cycle, did not ride in his presence. I was deeply touched with his sensitivity, identification and pride for, not me, but all of us in the college. Back home, I counted the money. It was more than my expected price. I decided that I couldn't break his heart. I would stop selling spokes.

My results were out. I was being persuaded to take a teaching job in my village school. I was not accepting it because my father, though now retired, was the founding headmaster. Manjelda, the giant of a man forced my decision for life. I became a teacher.

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Marmar Mukhopadhyay

Time for 3rd National Policy on Education

Policies are political statements on a subject of serious concern. Policies have also been defined as a set of procedures, rules, and guidelines adopted by an organisation to reach the goals. Whereas all policies are important, educational policies are special; educational policies have direct bearing on national development. In a dynamic world like ours, educational policies need to be re-evaluated periodically and restated to ensure relevance.

India has enacted two National Policies on Education, one each in 1966 and 1986 with a gap of 18 years. Between 1986 and now, more than a quarter of a century has elapsed without enactment of a comprehensive National Policy in Education, though there was a review in 1992 without any serious consequence.

The last National Policy on Education, 1986 was formulated before the economic liberalization in 1991. A lot has happened since then. It's time that India gave herself a fresh National Policy on Education.

There is also a strong case for a new educational policy due to political changes at the Centre. The party in power with a definite philosophy and approach to the 'Idea of India', and education as an instrument of change must make a statement. The new government should take up the job of formulating a new policy on education immediately. Depending upon

the choice of approach, it takes between 2 to 4 years to formulate a national policy. The new government must give itself at least three years to implement the new policy.

Though there are only two occasions when Indian educational policies have been labelled as national policy on education, one each in 1968 and 1986, there have been innumerable policy enactments outside the national policies on education. According to the convention, only such policies which are comprehensive and have been approved by the Parliament qualify to be called as national policies on education. However, the government has adopted various other strategies like Commissions and Committees, Bills and Ordinances, and Cabinet decisions to formulate and implement policies. For example, National Knowledge Commission, the report of the Yashpal Committee, the four bills pending in the Parliament, etc. are some of the recent policy initiatives. Also, so far, both the national policies on education have been comprehensive covering all levels and aspects of education. Compared to that, policies emerging out of committees and bills are specific to a particular area. For example, the Yashpal committee dealt with higher education only; its actual terms of reference were to review functioning of UGC and AICTE.

The difference between the national policies on education and the others is the difference in the level of participation. National policies on education are essentially participative and

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also inclusive. We have witnessed two models. The first national policy on education in 1968 was formulated on the basis of the report of the Education Commission (1964-1966). The Education Commission, on one hand, commissioned a large number of scholarly papers and inputs for the national policy formulation, on the other hand, the members in groups as sub-committees moved all over the country and held meetings with all kinds of stakeholders in education. They brought the collective wisdom of the people through consultations and academic papers to bear upon the formulation of the national policy on education 1968.

The formulation of the second national policy on education adopted a very different approach. At first, a diagnostic document was developed called 'The Challenge of Education'. The document was drafted by the then Education Secretary to Government of India. He had a unique style. Instead of writing an essay by himself, he constituted a group of scholars who worked as the sounding board. I happened to be one of the members. Every afternoon spread over almost 2 months, we sat down with him. He would draft a statement in pencil, or ask a question and each member was asked to comment. Only if there was a consensus, the sentence would find a place in the draft, otherwise alternative sentences will be formed. It was an extremely rigorous exercise.

This diagnostic document was designed to assess India's achievements in education, her failures as well as lost opportunities. Instead of getting affected by a self-fulfilling prophecy, the document was considered to be far too critical. This document was submitted for nationwide debate through seminars, conferences, group discussions, individual comments, etc. Innumerable seminars and conference were held on this document in various universities, colleges, schools, in every nook and corner of the country. The conference/seminar/discussion reports were made available to NIEPA, India's think-tank on education policies. NIEPA carried out a detailed

content analysis to derive implications for national policies on education. A policy document was drafted at NIEPA in close collaboration with the Ministry of Human Resource Development, and a few scholars from NCERT. The draft document was sent to the then Prime Minister of India; the draft was received back with his comments (eye witness account – I was involved in the drafting led by Prof. Satya Bhushan, then Director of NIEPA).

ETMA called for a new National Policy on Education and setting up of an Education Commission in its International Conference on Education in 2011. This was officially articulated by the Prime Minister in 2012 in his address to the nation on the 26th January, 2012. There have been some initiatives with regard to the Constitution of the Education Commission.

Educational Technology and Management Academy called for a new National Policy on Education and setting up of an Education Commission in its International Conference on Education in 2011. This was officially articulated by the Prime Minister in 2012 in his address to the nation on the 26th January, 2012. There have been some initiatives with regard to the Constitution of the Education Commission.

The first national policy on education took two years of working of the Commission, 1964-66, and another two years for formulating the national policy in 1968. The second national policy was formulated in less than two full years i.e., 1984 to 1986. However, it's important to remember that Education Commission was not constituted as a prelude to the formulation of the national policy on education.

The difference between 1964 and 2014 is the loss of stalwarts like Dr. DS Kothari, Sri JP Naik, Prof MV Mathur and others who stood shoulders above others. And, a well-meaning government then had no problem putting them together. Compared to that, there has been a degeneration of intellectual as well as ethical capabilities of the people dotting positions of leadership in the education sector. An interesting example is the Constitution of the Yashpal Committee. The committee had 14 members from northern India, two members each from Maharashtra and four southern states, none from either the eastern or the north-eastern regions. There was also a strong gender bias against women representatives indicating the dynamics of the constitution of committees and commissions in recent years.

Compared to that, the 1986 strategy involved everyone but kept out all those who are self-seekers. Many of us have been involved in drafting the policy, but no one can claim their monopoly, as our names do not figure anywhere at all; not even of Sri Anand Sarup, who drafted the Challenge of Education document that gave life to the debate all over the country for a new National Policy on Education.

Be it through Commission or through a nationwide debate on a diagnostic document, formulating a fresh national policy on education is the need of the hour. It should not be left to the knowledge and wisdom of a few, neither politicians nor bureaucrats.

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Jaya Indiresan

We have been discussing the challenges that women in science and technology face in their entry, survival, and advancement in this highly male dominated sector. Available data suggests that all over the world the number of women in senior management positions is very small. They seem to hit a glass ceiling as they advance in their profession. About a year back there was a report in the Times of India that IT companies' hiring of women from campuses has gone up considerably. Women recruited by IBM were 52%, SAP Labs India 42%, Cisco India 22%, and HCL Technologies 25%. It must be noted that all these recruitments are at the entry level and they seem to hit a glass ceiling with very few reaching the top positions.

A small study on gender statistics at a leading electronic manufacturing company revealed that out of a total of 2400 technically qualified employees, nearly 18% were women. Just taking the top four positions, the data showed that no women had ever reached the position of General Manager. There was just one woman out of 39 positions at the level of additional general manager. All the other 38 positions were filled by men. There were just 5 women out of 120 positions of senior deputy general manager; and 16 women out of 176 positions

Women's Entry, Survival, and Advancement in Engineering and Technology

at the level of deputy general manager.

Data available shows that in the higher education sector also there are very few women in top positions like, vice chancellors, proctors, deans, directors, registrars and so on. The question now is, 'how do we empower women to break this glass ceiling?' I personally do not think that reservation is the solution. The UGC had a scheme called "Capacity Building for Women Managers in Higher Education". Under this scheme over 7000 women academics from all disciplines from all over India have been trained in intensive workshops providing sensitization, awareness building, and motivation along with several managerial skills to take on leadership positions. An extensive impact study of the participants has clearly shown that these workshops have been extremely beneficial and several women have moved into leadership positions and have attributed their success to the capacity building workshops. Thus, training is a major instrument that can bring about greater gender equity and fully utilize the women's talents.

Another major factor that can bring about this desired change is to identify women with capability and provide a gender friendly climate, support and mentor them to climb the ladder. The former President of India Dr. APJ Abdul Kalam, a great scientist himself, spoke very eloquently on empowering women in S&T, inaugurating a conference on Women in Science and Technology.

Dr. Kalam discussed in detail the profiles of four women scientists from India to illustrate the dynamics of Indian science with reference to women scientists. In brief, his observation was that, the experiences of Rohini Devi and Geeta Varadan indicate that the organisation gave an environment for growth irrespective of the gender. The work of Dr. Vijayalakshmi led her to succeed in specific areas because of the right type of mentors during her scientific careers. Dr. Manju Sharma's life in science management is unique which provides an important message to the nation, how top management in science and government have to be generous in recognizing and nurturing women scientists. These examples also clearly brought out the fact that successful women scientists are those who demanded their due, were committed, and also fulfilled their responsibilities.

The number of women scientists world over has been growing at a faster pace. Removing any impediments that come in the way of harnessing this vast pool of brilliant, hardworking, and dedicated knowledge power should be the focus of the nation. Dr. Kalam finally concluded that "definitely all women scientists can play an important role in the national development" provided they are given an opportunity to realise their potential. It should be the mission of the nation to create an environment which will enable promotion of excellence among women scientists and technologists for the maximization of their contribution to national development.

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The Joy of Reading

Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers - C. W. Eliot

Reading has always given me immense pleasure. My childhood experiences of reading interesting stories and poems with colourful pictures and the most intriguing characters made books my friends for life. Every individual would remember the excitement of opening a new inviting book in childhood. For many of us, reading still remains one of our most enjoyable activities.

But reading requires certain skills. A young

reader would first need to become familiar with the text medium before they can enjoy reading. The human mind becomes ready to learn literacy skills at a fairly young age. School plays the most significant role in this initiation.

Beginning from play school, young learners are slowly familiarized with the knowledge of letters. Primary classes devote a large part of school hours in making students literate. The standard technique followed in most schools is making students



Shefali Sharma

memorize all the alphabets in the “correct order”, and then the same logic is extended towards teaching words and sentences. The rote memorization of alphabets in the correct order is replaced in higher classes by emphasis on correct spelling of words.

The problem with such methods of teaching is primarily that they are devoid of any meaning or purpose from the point of view of the students. Lack of meaning makes learning to read and write at school a dull and uninteresting chore. It becomes a mechanical task which is not capable of arousing any curiosity or motivation towards what is being taught in the classroom.

One of the reasons for the emergence of this mechanical process of teaching in schools is our definition of what literacy is. Sadly, our definition of literacy is a narrow one. Literacy can just be defined as being able to read, write, spell, listen, and speak a language. From this perspective literacy comprises of a number of sub-skills that can be taught to students. Therefore, teaching a language in early classes is dominated by a focus on developing discrete decoding skills. This is the reason why we were made to memorize alphabets in one class, memorize their sound



associations in another, and then memorize the rules of joining them to form words and then sentences in another.

Approaches to teaching literacy are shaped by the assumptions about what literacy is. Inclusion of purposeful reading would require us to first broaden our definition of literacy stated above. The definition of functional literacy is a better way to look at literacy. Functional literacy requires one to have the ability to not just read and write but also to be able apply this knowledge meaningfully in dealing with the everyday requirements of life in their own society. By focussing too much on the structure of language, its functionality is separated in its teaching in schools. Hence, we must understand that literacy should not just be limited to the ability to read, but to read with comprehension. Not just write, but to write with expression.

The utility of language is to communicate. It is a social activity which begins much before school and without any kind of training. Reading is also primarily a type of communication between different individuals through the text medium, or between individuals and books. If the teaching of reading process is combined with the ability to comprehend and express, it would automatically become an enjoyable activity.

Research has now shown that reading can be acquired naturally at an early age in the same manner as spoken language. Just as speech is learnt by children through their interactions with adults and peers, the written text can also be easily learnt by children through an early exposure to written material. Through such a process children inductively begin to acquire knowledge naturally and more meaningfully. The child when presented with developmentally appropriate material would naturally show an interest in meaning making. And teaching alphabetic sequences are definitely not a prerequisite for it.

One of the most important steps is creating a reader friendly environment at school.

From this perspective, the role of the teacher is that of a facilitator. The school's role is to familiarize students with text medium and provide them ample opportunities to read.

By observing adults and fellow learners, children learn to hold the book right, turn the pages and develop the understanding that text conveys ideas to its readers. Beginners may not be able to understand the meanings of sentences but they would begin to form associations between certain words, pictures, and meanings. For example, children learn to read certain words and labels much before they can read all the alphabets such as "ice-cream", "chocolate", etc. Similarly, children learn to write their name before they can write other simpler words because the word holds significance for them.

From the beginning itself, young learners should be introduced to meaningful text. Letters and words should not be presented to them as de-contextualised singular codes to be mugged up. Initially children can be exposed to picture stories which can be followed by single small sentences with pictures cues and repeating words which could aid their ability to associate text with meaning. Short stories consisting of colourful pictures and located in the same context as the child can provide not only meaning to alphabets and words but would also provide learning of reading cues which would aid self learning and meaningful reading in learners.

Unfortunately, reading of non-evaluative nature, can only take place at a separate room allotted in the schools: the library. Libraries have their own problems. The general practise in school libraries is to keep books locked up in racks, out of the reach

of students, so that they don't get torn or damaged. Students usually get to issue only one book in a period which they need to study in a state of strict silence. In addition, books generally do not cater to students of primary classes as they are assumed to be incapable of reading at all. Nothing could be more discouraging than these conditions in making reading a joyful experience for young learners.

There is an urgent need to rejuvenate the libraries. Apart from reforming the above discouraging practises in the libraries, there should also be provisions for keeping ample reading material in the classrooms itself so that students can pick up a book to read whenever they want. The teachers can also utilize them for various activities if books are available in the classroom.

Reading material which is developmentally appropriate and is written specifically for young readers would make the task of reading and writing an activity which learners enjoy. Adults and teachers would then not be found pressuring young ones to study, but answering their curious questions stemming from their contact with enriching books.

Providing young learners better ways of becoming familiar with books and learning processes at the initial stages can go a long way in making their attitude towards learning a positive one. If their initial experiences of learning are encouraging their natural enthusiasm and curiosity would stay ignited for life. And as Aldous Huxely has famously remarked, "Every individual who knows how to read has it in its power to magnify itself, to multiply the ways in which it exists, to make its life full, significant and interesting."

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In conversation with

Dr. Savitri Ramaiah

Prof. Jaya Indiresan & Aakanksha Tomar

In a world driven by materialistic goals and ends, much too often we are saddened by the serious scarcity of sincere, young, and honest educators. But in these disillusioning moments, even one single person with the zeal to make a difference helps restore our faith that not all is lost after all. In Dr. Savitri Ramaiah I met just such a person. Here are the excerpts from the interview.

You're a doctor. What got you interested in training?

I have specialized in community medicine and that deals with prevention and control; also, capacity building is very much a part of it. I started off mainly because I didn't like the way I was taught so I wanted to do something about everything that I thought was wrong with medical education. Although a lot of the things were good but most of the things were very didactic and I didn't like that. That's what got me into

training initially, but also because as a part of preventive health everything revolves around changing people's behaviour or building their capacity so that they start behaving in a way that makes them healthier. So I think it was a natural progression.

Can you briefly tell us about the kind of people that you train, in terms of their level of education, awareness, etc.?

I have been very lucky in the sense that I've had the opportunity to train people from very diverse backgrounds, from medical college faculty, to administrators in health who are doctors at administrative positions, to people at the ground root level like peer educators, and to people who have relatively lower levels of literacy. I have trained people across the cadre. Also, a lot of NGOs are trying to do something in health, like implementing developmental programs and taking up an additional focus such as HIV, so I also train them in that.

Do you also train a younger audience such as school children regarding problems such as HIV?

I don't usually directly come in contact with the community, except when I am trying out a new program. But I do a lot of life-skills education and that's when I come in contact with school children and that's more of a passion than a part of my work.

What are the different areas in which you provide training?

Mainly I've done a lot of training in learning designs which deals with training people as trainers i.e. as teachers. Other than that I've done a lot of work in behavioural change communication and that is across the board whether it is HIV AIDS or tuberculosis or any other area where behavioural change is required. I also provide training in HIV and AIDS covering various areas like prevention, care and support, sexually transmitted diseases, mainstreaming HIV, mainstreaming gender,

etc. These are some of the major problem areas in which I have worked.

Could you give us an overview of your approach to training?

Primarily, it is very participatory. I think I am one of the few health professionals who never use PowerPoint and I am also one of the very few people who handle the entire course almost singlehandedly; sometimes I do have a facilitator which is very helpful, but I don't believe in person A coming in for a few hours and then going away because I believe that training has to be a continuous process as participants have their own pace of learning. In addition to the information that I have about the programs and services that are available, the systemic bottlenecks, etc., I need some background of the participants, which I use in training. I use the first couple of hours to find out what are the problems that the participants are facing. I do have a broad structure of training and that probably will not change, but it really helps to know what the problems are so that the training structure can adapt to it. Sometimes there are problems which are either related to systemic training or they are way out of the focus of training, in such cases we don't address them. But by and large, more than 90 % of the issues that people raise, could be addressed in training. That's the first step.

After that, the entire training depends on the learning resources of the participants. Training is like a jigsaw puzzle, the various pieces of knowledge come from the participants; the facilitator generally puts them together as an overall picture, while perhaps adding a few pieces which were missing. I don't give much of knowledge based training because I feel that it is something they can read up. In case the participants have not read up, I give them time in the training itself to read the hard-core theory and then see how they can apply whatever they have learned, how they use the information to solve the problems that they are facing. The last day is usually used so see how they operationalize whatever they

think they have to do because once they go back they generally feel that the problems are very real, they go back into the "real" world. Another thing I do is that I document the major issues raised by the participants and the major learning gaps and provide this information to the supervisor. Ideally these should be focussed on when we are doing monitoring or later refreshing training or even monthly review meetings. Usually that doesn't happen. There are very few projects where people have taken it seriously and they have built in the gaps or have reinforced certain parts of training and given the participants the support to try out the knowledge to be applied into the field. But this is hardly a norm.

What are some of the major challenges that you face in training?

It depends on which sector we are talking about. In the government sector, people get so used to the systemic constraints that they feel nothing can be done about it. In the NGO sector, I think a lot of the challenges revolve around the funds that they receive. But nevertheless, in the NGO sector, I am able to enthuse people better about the difference that they can make because they have on their own experienced the changes that have happened in the community. In the government sector that is relatively less, especially when people are transferred very frequently so they don't stay long enough to own up to the community or own up the changes that have come about and that I think has been a limiting factor in trying to apply the knowledge into clinical practice. Another reason can be that in the

NGO sector the workload is relatively lesser than in the government sector as they are very project focussed. They also work long hours but they are not handling multiple portfolios like the government doctors are handling. In the government sector the doctors have to handle administration, implement national programs, manage staff, provide clinical services, prepare administrative paperwork, while also working the regular 9-5 working hours; so it becomes very difficult especially if they are working in rural areas.

Could you tell us about the impact and outcome of the training program?

I'll tell you about what I have seen in the last day of the training. On the last day, the people felt more empowered, that they can make a difference despite the systemic constraints. If there was a group of 24 doctors, there would be at least half of them

In the NGO sector, I think a lot of the challenges revolve around the funds that they receive. But nevertheless, in the NGO sector, I am able to enthuse people better about the difference that they can make because they have on their own experienced the changes that have happened in the community.

who would go back feeling very positive about what they have to do. There are a few who say, 'ok it is all nice to talk in the classroom but when we go back we face the same problems', but then there are certain others who have sent me information about what they have done after going back. Some have actually made use of the grid analysis that was taught to them during training to find out the best way to do the work they have at hand. Certain others have focused on the priority that they need to give to their time for supervision. And some others decided that they wanted to focus more on

behaviour change communication, identify the key problems, and what they would tell the people who came to them as the key

messages for changing behaviour. At the end it is quite nice to see that some things from the training program have stayed with people many months later. Every year we have do an assessment where in addition to interviewing the doctors who have been trained by us, we carry out a simulated process with an accomplice posing as a patient where he/she would present the doctor with a history of some problem and immediately after they come out we take an exit interview regarding what were the questions that the doctor asked, what was the advice given for treatment, and the prescription. The results have been pretty good. More and more doctors had started talking about safer behaviour, were non-judgemental about the patient and stopped scolding them for contacting sexually transmitted infections, more and more doctors had started keeping condoms in their clinics and they would give the patients their first set while explaining the correct usage which was a taboo earlier and one particular doctor had in his prescription put in a packet of condom, he decided to put it in there to break the taboo of talking about the use of condom. That was a useful practice.

I think what has been one of the important factors in curbing new incidents of HIV in the country is a well monitored system set up by the government where you are able

to track each person engaging in high-risk behaviour. Rather than focussing on mass awareness like in the early 90s, what the government did was that they focussed on people who are engaging in high-risk behaviour. NGOs are particularly working with smaller groups of people so the whole process has become more focused and I think that has paid off. The second thing is that these people also have non-stigmatizing services available. Earlier HIV was equal to AIDS was equal to death. The reduction in fear has reduced the stigma of HIV a bit. I think all these factors put together have made the HIV program successful in India. We can always talk about how things are not as good as they could have been but it is also true that it is one of the better designs working in the country.

In the light of your experiences and outcomes what more do you think can be done?

I think having a proper training system where you first address the need, then train people, and then follow them up is very important. The second thing which will be useful is a team approach to training. What I think often happens is that the ground root level team members are trained but the medical officers are not, so even though there are newer protocols or guidelines they really don't know how to support them. So

I think having a proper training system where you first address the need, then train people, and then follow them up is very important. The second thing which will be useful is a team approach to training.

I think that if they can in some way build up the team approach that will be useful. Again there is a lot of talk about supportive supervision but it is only on paper because we still don't have proper guidance to supportive supervision, people still are not trained in supportive supervision and it is still a fault finding mission whenever somebody goes on a supervision visit. And the entire workforce then feels very demoralized because to them nobody looks at the efforts they are putting in. If a supportive change can be brought about in attitude it would be very helpful.

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Aakanksha Tomar

Building Castle from the Rubbles: Bharatiya Vidya Bhavan

Eighteen years: The student population grows from 600 to 2400; hardly any turnover of the staff members; nine senior teachers go on to become the principals of reputed schools in India and the gulf; staff members are invited as resource persons by other schools, subject associations, CBSE, and NCERT; students go on to have highly successful lives; and the Principal is invited to join as an educational advisor to Navodaya Vidyalaya Samiti, Government of India. This is the story of building a castle out of rubbles; the story of the success of Bharatiya Vidya Bhavan, Delhi.

Dr. Mandlik P Chhaya lost his father at the age of 10. As the family moved to his grandparents' house, he learnt to share, and take responsibility. He helped his younger sisters and cousins with their studies; Mandlik believes that perhaps this was the time when the seeds of his love for teaching were sown.

At the beginning of his academic career, Mandlik worked for 17 long years at Rajkumar College, a 100-year-old residential school in Rajkot. As a teacher in a residential school, with all his enthusiasm and love for teaching and students, he participated and assisted students in a variety of co-curricular activities including sports and games, hobby clubs, etc. Instead of being a usual one-dimensional teacher, Mandlik learnt to be an all-rounder. Later, he took the responsibility as the head of the institution at Mother's International School of Sri

BHARATIYA VIDYA BHAVAN
DELHI KENDRA



Aurobindo Ashram, Delhi. It was when Vidya Bhavan, Delhi, was facing some serious problems that Dr. Chhaya was called upon to take charge of the institution. He took it up as a challenge. Banking on his long experience as a teacher in a residential school and as principal of a leading school in Delhi, he set out to chart a new chapter for Vidya Bhavan by involving teachers, students, and parents in policy making, planning, and managing the school.

Mandlik's vision was to develop the school as a (man-making) centre for development of human qualities in the students. His total focus was on all-round development of students with human values, self-discipline, leadership qualities, etc. Several associated visions were modernization of classroom instruction, capacity building of teachers, and involvement of parents, teachers, and students in school management for achieving excellence. Probably, influenced

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by his experience in Rajkumar College, he wanted to create the ambience and programmes of a residential school in a day school. He had a clear vision, gut feeling, and courage to experiment, backed by his rich experience. His focus was on developing his students in the physical, mental, intellectual, and spiritual domains with values of Indian culture, patriotism, and universal outlook.

Accordingly, the instructional strategies were reconstructed to include cooperative learning projects and problem-solving activities, discussion, role play, inquiry, decision-making, etc. Conventional classroom lecture was reduced to a minimum; wherever necessary, classroom lectures were supported with educational technology. For the development of non-cognitive skills, a comprehensive plan was developed comprising activities including outdoor games, indoor games, athletics, yoga, NCC, scouts and guides and adventurous activities, house system, debates, recitation, declamation, music, dance, painting, clay modeling, dramatics, celebrations of religious, national and cultural festivals, creative crafts, class magazine, wall magazine, school magazine, etc.

Programmes and activities such as morning assembly, nature study, study of philosophy of the major religions, reading of biographies and autobiographies, stories from various scriptures, devotional songs, meditation, yoga, exposure to real life situations, *satsang*, etc. were organized to cultivate the cognizance of the strengths and weaknesses of the self, for constant self-correction, and improvement. Leadership development was achieved through a three-tier leadership training: in the school, in the classroom, and at home. Each class had four monitors who were changed every month, so that within each academic year every student got the chance to be a monitor at least once. Besides this, there were twelve house captains in each house, school prefects, and other leadership positions at the school level, like Head Boy, Head Girl, Cultural Secretary, Sports Secretary, etc.

Where the norm was to use the school premises for six hours a day, Bhavan initiated a large number of after-hour activities like music, dance, painting, photography, dramatics and theatre, computer science, yoga, foreign languages, coaching classes for all India competitive tests, etc. Bhavan offered diplomas after

completion of the course.

Another important initiative taken by the Principal took care of the development of teachers through their involvement in decision-making. Every month at least one staff meeting was conducted with the aim of collective decision-making and ownership among the staff members. This involvement of the staff went a long way in reducing potential confrontations.

Bhavan also planned school-based in-service programmes for teachers spread throughout the year. It covered a variety of subjects like improvement of school programmes, innovation in classroom teaching, professional development of teachers, improvement in school administration, etc.

A special staff meeting used to be organized every year. In this meeting, teachers were asked to identify various functions of the principal and competencies required to run the school effectively. Ideas were generated through brain-storming sessions and were recorded on the chalk board; these were then grouped into various categories such as administrative functions, financial functions, managerial functions, day-to-day functions, etc. Teachers were then divided

into teams to work for each of these functions. A few members were rotated among different committees so that, in some years, they would have the experience of handling various functions of the principal.

To resolve the problem of the preoccupation of some staff members who were new mothers, Bhavan set up a crèche in the school premises in a well-ventilated small room, equipped with necessary things to look after small babies. The social work department looked after the crèche. A trained *aaya* was employed; the expenditure was shared by the teachers who used the facility. Teachers could visit their children during their free time.

Furthering the Principal's vision of inclusive decision-making and management, Bhavan involved parents in school management by regularly organizing parent-teacher meetings. Parents proved to be very useful in collecting funds for new projects,

strengthening the library, organizing school functions, social service activities, arranging educational excursions and tours, career guidance, placement of students, etc. Parents were actively involved in the developmental activities of the children.

Teachers, parents, and students were allowed to visit the Principal freely in their allotted time slots. They could have frank, one-to-one talks with him and this worked so well that Mandlik never had to use punishment or threat to any staff member any time. The bottom-line was a value system right from administrative staff to teachers and parents.

The key to Mandlik's success in implementing such enormous innovations and experiments with negligible resistance lay in a simple practice. Before introducing an innovation, Mandlik used to plan it at his level first and anticipate any possible resistance. He then used to call a meeting

of the teachers to explain the new idea and examine its pros and cons before implementation. With due modifications and consensus, planning for implementation was done. Thus everybody felt that they were implementing their own new idea.

There are several factors that shaped Mandlik's leadership style; his struggle for survival in early childhood, nurturance in a joint family, and role models among elders were some of them. He was democratic in developing new programmes and working methods, but firm (autocratic) in implementation. He built harmonious teams and mentored strong human relationships. He personally practiced and demonstrated human values and self-discipline. The success story of Bharatiya Vidya Bhavan was thus written with an autocratic pen using democratic ink held in the hands of a master leader.

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Human Thinking Commentary on Howard Gardner's book talk on "Five Minds for the Future"



Howard Gardner is an American developmental psychologist best known for his work on the theory of multiple intelligences, as outlined in his book *Frames of Mind* (1983). In 2007, he gave a book talk on his book *5 Minds for the Future* (2009) at the Ross Institute Summer Academy 2007.

The video of this talk can be found here – <http://www.youtube.com/watch?v=ZRUN1F4rWAE>

In this 45 minute video, Gardner talks about the 5 minds described in his book namely Disciplined Mind, Synthesizing Mind, Creative Mind, Respectful Mind, and Ethical Mind. He briefly explains each of these minds and answers a few audience questions.

When I joined ETMA, I had to learn about our work on ICT integrated Blended Learning Design (*iBLD*), which is today seen as an alternate pedagogy for Continuous and Comprehensive Evaluation (CCE).

While *iBLD* evolved from ETMA's 4 years of research, it is primarily based on Prof. Mukhopadhyay's earlier work on an eclectic model on taxonomy of human thinking called The Thinking Tree. This was a derived taxonomy based on 9 schools of thought: Benjamin Bloom's Taxonomy of Educational Objectives; Anderson and Krathwoh's Revised Bloom's Taxonomy; David Merrill's Component Display Theory; Robert Gagne's 9 events of instruction; Biggs and



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Collis' SOLO Taxonomy; Paul Torrance and Edward deBono's works on creative thinking; and Indian scriptural literature on intuitive thinking.

As I watched the YouTube video, I couldn't resist but draw parallels between Howard Gardner's 5 Minds, Prof. Mukhopadhyay's Thinking Tree, and some other books that I got to read recently. For example, Gardner calls the group of 3 – namely Disciplined Mind, Synthesizing Mind, and Creative Mind – as the Cognitive Mind. This relates directly to the taxonomy of human thinking.

In the Thinking Tree picture seen above, Gardner's Disciplined Mind basically starts from the root (Remember node) and the stem (Facts-Concepts-Procedures-Principles); this is what Gardner refers to in the video as "about-itus". Disciplined Mind also includes the nodes for Apply, Analyze, Evaluate (what Gardner calls "Education for Understanding") and Construct. Gardner's Disciplined Mind touches briefly on the Generalize node in The Thinking Tree. Gardner refers to this as "meta-scientific knowledge", and he talks about building empirical models of the world, testing them, and holding on to those that pass.

With Synthesizing mind, Gardner takes off again from Generalize node of the Thinking Tree, and then relates to some aspects of Constructivism; of forming a world view through experiential learning. He also relates to what Salman Khan mentions in his book *The One World Schoolhouse: Education Reimagined*; that the formation of an understanding being is a physical process

of formation of new neurons and the inter-connections with other existing neurons or already established understanding in the learner's mind.

In Creative mind, Gardner talks about the highest order of thinking; though he does not delve into Intuitive and Heuristic thinking which is covered by the Thinking Tree.



These three minds together, what Gardner refers to as Cognitive Minds, also closely relate to Prof. Mukhopadhyay's interpretation of the spirit of CCE in the Introduction module of ETMA's Interactive Multimedia Course on CCE (IMCC) – <http://www.youtube.com/watch?v=5jfpwrw2q4k>. In that video, Prof. Mukhopadhyay talks about Thinking Minds as one of the desired outcomes of CCE implementation.

Gardner's Respectful Mind and Ethical Mind closely relate to Prof.

Mukhopadhyay's Citizenship Education mentioned in the IMCC Introduction video above, where he talks about empathy, multicultural tolerance, attitudes, and values.

I also found another striking similarity in how Gardner defined Cognitive Minds and how Prof. Mukhopadhyay grouped the nodes of his Thinking Tree.

Gardner classified Disciplined Mind, Synthesizing Mind, and Creative Mind as Cognitive Minds. On the other hand, Prof. Mukhopadhyay grouped the nodes Remember, Understand, and Apply as Academic Thinking, where he said knowledge is accepted as given in the textbooks or by teachers. He further grouped the nodes Analyze and Evaluate as Intellectual Thinking, where he said knowledge is questioned, theories are tested and verified. And finally, Prof. Mukhopadhyay grouped the nodes for Construct, Generalize, and Create into Creative Thinking where he said new knowledge, designs, products or solutions are created. In other words, Gardner's Disciplined Mind resonates with Prof. Mukhopadhyay's

Academic Thinking; Synthesizing Mind with Intellectual Thinking; and Creative Mind with Creative Thinking.

While I must say that the work by Howard Gardner and Prof. Marmar Mukhopadhyay were developed separately, I cannot resist summarizing this article with a cliché: GREAT MINDS DO THINK ALIKE!

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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

Intangible



Sweta Singh Rathore

A friend was recently sharing an anecdote about her daughter. Natasha, a 13 year old is fond of art and spends a lot of time dabbling with paints. She keeps on pestering her mother for paints, canvas, and other painting paraphernalia. Luckily, my friend is a generous mother and indulges her daughter. But she cannot understand her daughter's zeal towards art especially as Natasha's paintings are not too inspiring.

She encourages Natasha but often gets perturbed and asks, 'Why is she not spending her time more *usefully*?' I was visiting my friend and got talking with Natasha. The turn of conversation took us to our favourite things and Natasha said, 'I love creating memories ... like when I am with mummy or while I am painting. I later think back on those moments and feel happy'. Her words made us both pause. My friend had got her answer.

I feel that each one of us should reflect on the question, *as parents what do we value?* The answers to this will lead us to recognize the goals/expectations that we have set for our children and the rewards we bestow. Understanding the things that we value is not so easy. Let us take a simple example... when our children meet a particular goal,

how do we express our appreciation? Rewards, token may come in many forms. So, do we reach for our purses and give money or do we take time to buy him/her a book or do we spend more time with the child? It is not implied that giving monetary reward to the child is not useful. However, chances are that this kind of reward will give the message that money is a highly valued item in your house. A number of intangible things may give your child more happiness than tangible products. Think about the pleasure and happiness that a child may receive from the following:

Getting wet in the rain

Singing out aloud with your child even if both of you are tune blind

An hour spent playing with a neighbour's

pet, especially if your child desires a pet and you don't have one

Let us not lose the capacity to appreciate the simple things in the world and further demonstrate it to our children that these are *valued*.

Similarly in schools and at home, instead of centering on the educative processes, we overemphasize the products. Rather than analyzing whether our children are learning and enjoying the learning experience, we pay attention to the marks and grades that they are getting. Let us take the case of languages. Teaching and learning of language is central to all learning and building relationships. But sadly, our children have lost the joyous essence in the learning of languages. Reading has become constricted to only one language and mostly in the language classes. How often do we find 13-14 year olds turning pages of books from Hindi or a local/vernacular language? Literature should help the students to enter and examine imagined worlds, peep into different cultures, issues, and ideas that span across time and places. It should help students to experience varying emotions, develop empathy and stimulate new patterns of thinking whereby they learn to question different ideas and create new ideas equally well.

Nowadays, there is a new fixation in schools about learning science and mathematics through activities. Learning by doing is only a mechanism and will result in *real learning* if, and only if the child is compelled to reflect on the key issues, investigate and collaborate with peers on the path towards building a personal construct or meaning of the concept. The essence of learning science and mathematics is to learn to reason, think inductively and deductively, seek patterns, and make predictions. It's important to reflect whether we are creating experiences where the child is thinking about these concepts or even valuing the child's curiosity?

Can we do anything as parents to support our children's exciting journey through

adolescent years? We may adopt simple practices to help our children learn from daily experiences. Let us not forget that learning occurs in multiple ways. Who says that a child cannot learn when you take him/her along with you to a park or while watching a movie? The power of simple experiences lies in valuing them as educative and joyous. Some specific measures that you can adopt are:

Create an environment where books are valued!

- This may be done by reading books more often in the house (by the parents too), letting children explore different books, exposing them to different authors and genres, and providing books/reading material in all the languages that they are learning.
- Experience and verbalize the emotions felt while reading a book. For this, take out time to read the book that your child is reading. Talk about the feelings and *what ifs* . . . from the story. Experience it along with your child.

Value arguments and discussions!

- A child's argument does not necessarily imply indiscipline. It is the tone of the voice that implies disrespect. Help the child to learn to use language to convince others with his/her ideas. Giving reasons for your wishes would

also help the child to understand your view as well as respect the power of reason. Make conscious efforts to carry such discourses in all the languages that the child is learning in school.

Value family time!

- Spending time with parents, grandparents and others in the family are occasions where children learn and embrace social values. They learn to negotiate, communicate, share, and also develop a feeling of self worth. Value the time spent with family and friends.

Value health!

- All around us, there are pervasive messages that undermine the health of our children. Processed food, fast food, TV, Computers, Video games, remotes . . . and the list continues. Let us remember to value our and our children's health by not taking it for granted.

To conclude, there are a number of intangibles in life that can give us more joy than things that money can buy. One just needs to live the moment!

I was reading ... in order to hear a voice, to get to know a character, a language, and ultimately an author. Knowing others, of course, is one way we know ourselves; being alone we know ourselves another way. Reading combines the two.

- Oprah G. Winfrey

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Shruti Mushran

Education in Fashion

Coco Chanel once said “Every day is a FASHION SHOW, and the world is your RUNWAY”. A career in fashion can be the most promising and challenging kind of job. Remember Rachel Green from F.R.I.E.N.D.S.? And her constant connection with the world of Fashion– Bloomingdales, Ralph Lauren, Louis Vuitton? She worked as an assistant buyer and then as a merchandising manager. Also not to forget ‘Devil Wears Prada’ based in New York, the fashion capital in America. Focusing on a high-end fashion magazine, the movie was all about the fashion industry.

Education in fashion has seen tremendous growth in India in the last few years. With the



constantly growing influence of the media, people have become fashion conscious and are willing to explore opportunities in this field. Lakme India Fashion Week and Wills Lifestyle Fashion Week are commonly known. Fashion is not simply about glamour and wearing good clothes all the time (yes, that is there too!) but a career in fashion involves tremendous creativity, hard work, innovation, conceptualization, design, forecasting, and management of it all. Opportunities in fashion are not limited to designing but other avenues such as fashion management, fashion technology, fashion journalism, etc. have opened up.

Eligibility:

One can opt for undergraduate and diploma courses in Design right after 10+2. These courses include: Fashion Design, Accessory Design, Fashion Communication, Textile Design, Knitwear Design, Jewellery Design, Fashion Styling, Interior and Product Design. To opt for an undergraduate course in Fashion Technology and Apparel Production one can apply right after 10+2 with Physics, Chemistry and Mathematics.

For postgraduate and PG Diploma courses relevant to design (Design Space, Styling) and business (Fashion Management, Fashion business-marketing/merchandising/retailing, Entrepreneurship, etc.) eligibility requires an undergraduate degree from any institute recognized by law in India or an undergraduate diploma from one of the recognized design institutes in India. However, certain design courses at the Masters level require prior knowledge of basic design concepts. For postgraduate courses in fashion technology a bachelors in fashion technology or B.E./B.Tech from any institute recognized by law in India is a prerequisite. Apart from this, having a creative thought process, good communication skills, curiosity for exploration and any additional skills regarding drawing/sketching/painting come in handy.

Job Prospects:

Career opportunities in fashion go far beyond designing. Many of the jobs entail designing – but that too is not restricted to clothing

and textile. Accessory and jewellery designers are in great demand these days. Even management and technology students venture into the design field. This field has a broad scope. Fashion communication and writing for fashion magazines is another alternative. Apart from these, job openings are found in export houses, buying agencies and renowned brands. Sourcing and Production jobs are associated with export houses where products are made from scratch.

Product Development and Merchandising & Buying opportunities are the most sought after in this field, in which an entire range is developed for a new season. Retail Operations & Planning, Visual Merchandising, Customer Relationship Management and Branding are other associated options. Fashion E-Retail is the



latest growing field with many fashion websites competing in the market.

Remuneration:

Being a broad field the remuneration varies from job to job. Designers who venture out on their own take time to get established but if they manage finding their position, it is one of the best paying jobs. For fashion merchandisers, buyers, employees involved in production and retail the initial pay is between Rs. 20,000 – 40,000 per month depending on the position one is at, the institute one has completed the course from as well as the company for which one starts working. This eventually goes up with one's experience and expertise in the specific field.

Institutes Offering:

Most of us have heard names of some of the top institutes that offer education in fashion. These include National Institute of Design (NID), Ahmedabad; National Institute of Fashion Technology (NIFT) with various centers across India (New Delhi, Mumbai, Bengaluru, Kolkata, Gandhinagar, Jodhpur, Chennai, Hyderabad, Kannur, Kangra, Bhubaneswar, Bhopal, Shillong, Raebarelli, and Patna); Pearl Academy of Fashion, New Delhi; Srishti School of Art, Design & Technology, Bengaluru; Apeejay Institute of Design, New Delhi; IIFT, Delhi; Army Institute of Fashion Design, Bengaluru; and JD Institute of Fashion Technology.

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Mona Yadav

Demystification of Teacher Student Relationship - Its Role in the Learning Process

The individual is introduced in the world by being born as a child in a family. The family is the first environment the child is exposed to. The early socialization of the child is in the form of learning of various behaviors such as eating habits and toilet training. The child initially interacts with the environment consisting of family members to fulfill his immediate needs. By the age of 3 years, the child is supposed to be sent to a school to get acquainted with learning processes. He/she is taught to learn various subjects and ways of social behaviors by the use of disciplinary practice. School is understood as the second home for children in early schooling. When the child enters the school for the first time, it's a transition from home to school and the child expects warmth and the required emotional support from the teachers. Kindergarten is a child's first introduction to formal schooling. It is within the kindergarten classroom setting that children learn the foundational skills for future school success (Ray, Smith 2010). The original purpose of kindergarten was to provide an atmosphere in which children could play and explore (Leseman et.al 2001). But in contemporary times, kindergarten has a structured setting and fewer opportunities for the child to engage in



creative thought and explore the school environment.

Evidence indicates that the teacher-child

relationships in kindergarten should focus on a trusting and warm relationship between the teacher and the child to make a smooth transition from home to school and also help

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in accomplishing positive academic outcomes. Research suggests that children tend to seek emotional security from their teachers as early as 1 week after entry in kindergarten, although most children's feelings of insecurity appear to decrease after just a few weeks (Koomen and Hoeksma, 2003). Children with special needs and problem behaviors need the teacher's support more than the other children. But with those children teachers are seen to be less supportive as they think such children put additional burden on them considering the limited time and resources they have. The children with social skill difficulties who often draw the attention



of the teacher are the children who are identified as bullies, bully victims, and victims (Perren and Alsaker, 2006). Such children have very few friends, low self esteem, and poor academic outcomes.

Exploration of this relationship becomes relevant during adolescence as it's again a transition period from childhood to adolescence leading to physiological changes and the psychological need to have an identity becomes important. So, does the teacher in the school have any role to play in shaping the identity of the student? The middle school years are a critical turning point in young people's lives. Early adolescence is an important time for youth to adjust to a rapidly changing body, learn new cognitive abilities, form positive social relationships, develop a positive sense of self, and forge a personal code of ethics and morality (Eccles & Midgley, 1989; Jackson & Davis, 2000). Eccles and Midgley (1989) were among the first to suggest that mismatches between adolescents' developmental needs and the middle school environment may also

contribute to declines in self-esteem, motivation, and achievement. During early adolescence, young people are becoming more knowledgeable and skillful, more independent, and more focused on peer relations and social status. Numerous

studies indicate problematic relationships between teachers and adolescents as; the teacher tends to play the instructional role in the school which is in conflict with the adolescents' needs. Hughes et al (1999) provided empirical evidence that the quality of teacher student relationships predicts aggressive children's developmental trajectories.

Relevance of The Learner Centered Approach-

While, the teacher centered approach towards learning has its philosophical roots in the Behaviorist/Skinnerian tradition; the learner centered approach has its philosophical roots in the humanistic and constructivist tradition. Theoretically, the classical and learner-centered models come from somewhat different traditions (humanistic and constructivist, respectively) and decades (the 1950s through the 1970s and the 1990s through the 2000s, respectively), and the learner-centered model includes more of a focus on student variables and learning processes

as critical to positive student outcomes (American Psychological Association, 1997; Lambert & McCombs, 1998). Carl Rogers was the founder of nondirective and client-centered therapy and influenced its spread as the person-centered approach to interpersonal relations, nursing, organizational functioning, and education (Cornelius-White & Cornelius-White, 2004; Rogers Cornelius-White, & Cornelius-White, 2005). Rogers (1969) held that "certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner" yield significant learning (p. 106). The learner-centered approach was

understood in terms of the cognitive capacities of the learning and was limited to exposing the learner to a stimulating learning environment.

The macro perspective towards understanding teacher-student relationship is to locate this relationship in the social system and look into the social roles as teachers and students. It becomes essential to look into the interaction between the roles that may lead to role conflict and role deviance.

But, there's limited research on the implication of a learner centered approach. Questions such as: 'Will a learner centered approach provide some agency to the learner in the learning process?', 'How does the transmission of knowledge change when knowledge acquisition is a two way process?' will require much intensive empirical research to provide deeper understanding to the learning process which is essential to the society.

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RTE ACT and Specific Provisions to Serve the Children with Disabilities



Right to Education Act (2009) and its Amendment (2012) along with Model Rules have created provisions for reaching the disadvantaged groups. The disadvantaged as defined by the Act means a child belonging to scheduled caste, the scheduled tribe, the socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification. A child belonging to a weaker section means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate

Government, by notification. The amendment of RTE (2012) specifically mentions (A) a child with disability as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (1 of 1996); (B) a child, being a person with disability as defined in clause (j) of section 2 of the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 (44 of 1999); (C) a child with severe disability as defined in clause (o) of section 2 of the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 (44 of 1999).



Prof. Sudesh Mukhopadhyay



“The lack of specialist teachers, rehabilitation facilities and personnel with the school system are adding to the feeling among schools that they do not know how to teach children with disabilities,”
said the report.

As seen from the recent reports on Nursery admissions in Delhi, it is clear that these children may not exercise their right to education due to administrative issues as well as lack of awareness. It is not about only being a part of 25% (EWS) but many of these may also deserve places on the general criteria as well. Readers may like to read Maharashtra Act and its discussions to appreciate this point.

A Micro Study of RTE Act in Delhi, Uttar Pradesh, and Odisha government schools showing exclusion of disabled children¹ has been on web since December 2013. Taking stock at the end of the third year of the implementation of the Right to Education (RTE) Act, this study reveals that their enrolment in relation to all children continues to be less than one per cent. The study found that though in all three states the administrative procedures were increasingly following the letter of the law under the Act, children with disabilities were

still not being accepted into the system, clearly not making inclusion a goal post.

The report pointed out that children with disabilities still constituted one of the biggest groups of drop outs and out-of-school children. Often their admission was being stalled and the ‘push out’ factor was primarily the attitude of school authorities.

It found that in Delhi and Uttar Pradesh, though entitled, many children with disabilities were not given transport to access school. In Odisha, out of the 50 school going children studied, only 10 were provided escort allowance which encouraged them to take the child to school.

However, parents of children who were under the home-based education program complained that teachers did not show up at their homes.

In all three states, most often children were not admitted to school due to their disability contrary to the provisions of the Act.

In some schools the admission was subject to a family member accompanying the child and sitting in the school all day. Parents interviewed for the study gave several reasons why their children had to drop out including poverty, lack of facilities for special children and inadequate care in the schools.

This study reveals some of the provisions

under RTE such as admission, transport, specialist teachers and home-based education. However schools, teachers, parents/guardians should also look at other provisions that will ensure quality education to these children. These are special training provisions when these children are placed in age-appropriate classes. Special training can be arranged with an NGO but school will need to monitor the progress and take

him/her back in the relevant class as and when ready within a time span of 3 months to two years.

Hence, facilitating the RTE for Children with disabilities does not mean admissions only but also implies creating facilities and ensuring that they succeed and are not pushed out. Schools and teachers are being supported through Foundation Courses by

Rehabilitation Council of India (RCI) both in contact mode as well as distance mode/ on-line courses. Secondly School Development Plans and School Management Committees as envisaged under the Act can be powerful tools to ensure RTE and quality education for every child including children with disabilities. We will talk about these in the next issue.

Box-1: Provisions for Special Training

<i>RTE Act 2009</i>	<i>Model Rules</i>
<p>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:</p> <p>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, has a right to receive special training, in such manner, and within such time-limits, as may be prescribed:</p> <p>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.</p>	<p>Special Training for the purposes of first provision to section 43 (1)</p> <p>The School Management Committee/local authority shall identify children requiring special training and organise such training in the following manner, namely:</p> <ol style="list-style-type: none"> (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. <p>(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.</p>

1. <http://www.thehindu.com/news/national/report-says-enrolment-of-disabled-children-in-govt-schools-under-1/article5519483.ece> NEW DELHI, December 30, 2013. Updated: December 31, 2013 03:50 IST, The study was carried out by National RTE forum member Aarth-Astha in Delhi along with Sparc-India from Uttar Pradesh and Aaina from Odisha, taking a detailed sample of 50 children from each State to look at the reality at the grassroots.

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Educating the 3rd Child



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

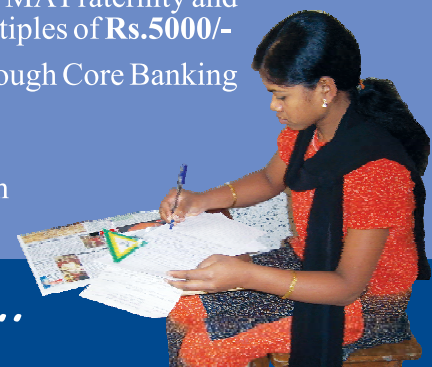
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Aakanksha Bhatia

Innovations in an Inclusive classroom: Moving Away From Traditional Approach

What is Inclusion?

Philosophically speaking, inclusion is a paradigmatic shift from segregation through mainstreaming and integration to inclusion. Inclusive education seeks to address the needs of everyone, including children, youth and adults with a special emphasis on those who are vulnerable to marginalization. It not only means to include children with disability but also those with diverse abilities and backgrounds like geographical location, language, socioeconomic status, caste, gender, ethnicity, color, etc. The major issue underlying inclusion is the acceptance of diversity, and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within an individual.

The inclusive approach suggested by the Salamanca Statement and Framework of Action (UNESCO, 1994), NCF (2005), and RTE (2009) ensures the right to education for all, regardless of individual differences. There is an effort to modify the teaching learning process in accordance with the individual needs, their personal learning styles, and environmental consequences of the learners in order to enrich their lives and draw out the full potential of every individual. However, the problem lies in the gaping chasm between the suggested measures and their implementation. Introducing innovative methods in the classroom can not only bridge the gap but also address the inadequacies of the conventional system of education. However, before employing innovations, it is fundamental for the school and teachers to realize that inclusion is not a compulsive burden which they have to abide by but the right of every child.

My experience of working as a pupil teacher in one of the private schools of North Delhi helped me develop a perspective regarding the much hyped 'Inclusive Education'. I taught Psychology at senior secondary level and social science at secondary level. The 9th standard classroom was typically an inclusive one where students from diverse geographical and linguistic backgrounds, and with hearing disability were enrolled. On my first day of teaching practice, I was aghast to see the insensitive and inconsiderate attitude of their peers towards them. They were called names, bullied, considered as 'different' and were alienated. This made me reflect upon the effectiveness of the inclusive model. Does the inclusive model genuinely serve its purpose? Does it incorporate deeper concerns like recognizing the individuality of each student and celebrating their diversity in addition to giving them a common platform? This article purely depicts the ways I adopted to struggle with my trepidations regarding inclusive education.

Preparing teachers for Inclusion

"It is only when the mind is free from the old that it meets everything anew, and in that there is joy."

- Jiddu Krishnamurti

Teachers must psychologically free themselves from the traditional ways of education which implied a one way flow of information from the "know-it-all" teachers to the "know-nothing-at-all" students, and make a shift towards an interactive teaching learning process where the teacher and the learners collaboratively construct knowledge. Inclusion is a challenge for the teachers as it demands personalized pedagogical approaches in order to address the varying needs of all the learners in a classroom. However, with innovative classroom modifications, patience and sensitivity a teacher can successfully engage all the learners and give them a sense of meaningful existence in the classroom.

Sensitize the Peer Group: The peer group must be sensitized about the varied needs

as well as the strengths of their classmates in order to develop an amiable and trustworthy relationship. They must be made aware of the facts and myths surrounding special needs in order to develop empathy and compassionate thinking.

Create a Conducive Environment using Humor:

There is nothing more contagious than a humorous teacher. Using humor in classroom not only fosters cordial relationship between the teacher and the learners but it also helps the teacher to create a conducive

environment for learning and communication by reducing stress and relaxing the learners.

Altering the physical environment: Apart from the psychological wellbeing, appropriate accommodations in the school building and classroom for the children with physical disabilities, and manipulation of classroom environment for children with mental impairment are essential.

Innovative Practices in an Inclusive Classroom

Teachers are making efforts to put the innovative practices to use in the classroom. They recognize the potential of innovation in individualized instruction, exploratory opportunities, collaborative learning, developing social skills, individualized educational plans, and effective classroom management to include all the students in an inclusive classroom. Incorporating innovative practices is also contingent upon the attitudes, beliefs, and experiences of the teachers which in turn influence the decisions and actions regarding teaching progresses and change.

Following are some of the innovative practices that I adopted in my classroom:

- **Peer Tutoring and Support:** A peer (tutor) of the same status or higher, provides assistance to the other peer (tutee) who has difficulty in learning. Apart from a rich educational experience to the tutor, it facilitates the experiences of the school life and enhances a sense of community among the participants.
- **Cooperative group learning:** I designed appropriate group tasks and taught process skills to deal with problems. This strategy created a positive interdependence among the learners, yet they remained individually accountable for their work. The teacher may provide scaffolding where necessary.
- **Individualized Education Program (IEP):** It is an individualized adaptation of the curriculum for the learner who is not able to cope with the regular curriculum. After assessing the student in all the required areas, IEP is tailored according to the educational goals that correspond to the specific needs of the learner.
- **Learning styles:** Children learn in diverse ways, i.e. visual, auditory, tactile and/or kinesthetic, abstract conceptualization and/or concrete experience. Therefore, it was a

challenge to assess the learning styles of the learners and choose the method which best fits each student's learning style.

- **Make appropriate use of Context:** I included contextual examples in the classroom to create an appreciation for diversity. For instance while teaching geography, a student from a different geographical location was asked to describe the weather and soil of his/her native place, thus fostering an acceptance of diversity.
- **Information and Communication Technology (ICT):** Incorporating multimedia in education leads to better learning as students use multisensory modalities for receiving, processing and retention of information. ICT creates an adaptable and effective learning environment in an inclusive setup especially for learners with visual/hearing impairment and learning disabilities.
- **Other Strategies:** Various other

learning strategies were used including semantic mapping, cognitive strategy instructions, storytelling/drama, discussion webs, key word picture, alternative algorithm, scaffolding, analogy, acronym, music, etc.

It is essential for the teacher to regularly assess the learners and provide explicit and timely feedback. Informing learners about their progress helps them identify areas of improvisation and enhance their performance.

Conclusion

The identity of inclusive education would be reduced to paper if we as teachers don't intervene to end all forms of discrimination and foster social cohesion. We must realize the crucial role we can play for the welfare and sustained improvement in the quality of life of the children with special needs. Nothing gives more satisfaction than nurturing your learners in a way where they develop individual strengths and realize their maximum potential.

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Padma Prabha Rao

We All Must Learn From Our MISTAKE

We all make mistakes but if we learn nothing from them then the whole experience is a waste indeed. This incident happened way back in 1978-79. Deepak (name changed) was in my class and a well behaved boy, normally quiet and cheerful like any 11-year-old. One day, he suddenly developed stomach ache and started crying and howling, said he wanted to go to his mother. I tried my best to calm him down but he kept crying and repeatedly said he wanted his mother. After getting permission from the headmistress I asked the *ayah* to take him home and the boy said he could direct the auto rickshaw to his house.

The *ayah* left him at the gate and the boy simply ran home and the *ayah* came back in the same auto rickshaw and informed me and I thought the matter ended there. The next day as I entered the school, I was confronted by Deepak's mother who was extremely angry.

She said, "You are such a stupid teacher. How can you leave a child at the door? Your *ayah* did not even check if I was at home. The poor child stayed out crying till I came back from the office in the evening. How can you be so careless and stupid?"

I was aghast and felt so sorry and stupid. I called the *ayah* and she said that the boy just ran into the compound and the auto rickshaw driver wanted to get back in a hurry as he had to pick up some other child from school. I felt bad beyond expression; the child sitting on the steps of the house and crying hunted me for days.

What were the mistakes that I had made? For one thing, I should have asked if anyone will be at home. I simply assumed that the mother will be at home. I should have retained him in school and not sent him without confirming. I should have asked the *ayah* to properly hand over the child to someone at home. Our school was a start-up school and we did not have a sick room. More importantly, I was

young and inexperienced and that was my first year in school. We at the school did not have a policy predefined what to do with a child who takes ill all of a sudden.

I informed the Head Mistress about what had happened. A staff meeting was called and a brain storming session followed. The school decided the following:

1. We will have a sick room, immediately.
2. We will tie up with a nursing home or a doctor close to the school to attend to such emergencies.
3. Each teacher would maintain personal details of every student, like his father's and mother's home and office address, telephone number (back then very few people had personal phone at home), etc.
4. If the student had any allergy or other health condition we should know about it.

We had a long list of details that was to be collected and recorded (I may have forgotten to mention some of them here). Most important of all, all these details must be available immediately. So it was decided that these will be written in the last few pages of the attendance register and also a neatly written copy must be submitted at the office and they in turn must keep it in a handy and easily accessible place. One thing I must record at this point is that we played no blame games. What can we do to prevent such mistakes from happening again was the focus. It is not that some untoward situation did not arise at all. But I suppose that is life, and we learn as we go. Just remember this: don't make the same mistake again and again; make new mistakes!

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A Career in the Indian Army:

A Soldier's Perspective

Ran Vijay Singh

What we discussed in the previous issue is only the nuts and bolts of how to apply to and enter the Indian Army. It was a very brief and rough and ready list, not designed to be elaborate. The pay and allowances have been deliberately omitted as the information is available on-line. Although it would suffice to say that it is good after the Sixth Pay Commission. This information alone does not, however, enlighten a person on what he/she should do on joining or whether he/she should join or which arm or service one should join on being commissioned. In fact, a newbie would be hard pressed to even understand what is an arm and service and how would life and service unfold in the Indian Army. The Army is not a welfare organization. The advertisements extol the adventure, pay, perks, nice life, etc. But the *raison d'être* for the Army is to defend the country from external and internal dangers and threats. These threats are real and imminent. The Indian Army represents the last bastion and barrier to all threats to India. India has been in a state of siege since Independence in 1947. Violent insurgencies are raging in various corners of the country. While the Infantry Officers will face a direct

and very high level of threat to their lives, all personnel in the uniform of the Indian Army face a direct threat from all inimical forces because the uniform epitomizes the authority and strength of the Indian Union and Indian Constitution.

Joining the Indian Army is entirely voluntary. People join because they want to be in the Indian Army. The Indian Army is not only or just a job or a career. It is a noble profession, a way of life that requires a passion to serve India, protect the borders and the way of life of its citizens while upholding the Indian Constitution. But this nobility is put to very base use. The Army

takes what is best and noble in humans and uses it in the worst possible way. When the situation demands, India or by extension the Indian Army, may ask soldiers to give the supreme sacrifice. Of course, the Army would much rather that people with interests inimical to India, gave the supreme sacrifice themselves! If a bit of profanity would be permitted, Patton famously said "NO bastard won a war by dying for his country. He won it by making the other poor bastard die for his." But it is important to remember that there are a lot of guys who are training, planning, and scheming to target you, if you plan to don the uniform of the Indian Army.

The Army is a brotherhood like no other. Even death does not part an individual from the Army. When an individual joins the Indian Army, the family also becomes a part of the Indian Army. The individual is part of a brotherhood where people have to be prepared to give their life for their brothers at arms as they will unquestionably give for them. Such camaraderie only exists within men-in-uniform who face grave dangers together, especially in the Indian Army.

All soldiers have to be prepared to be deployed at the borders to guard our territorial integrity. India is possibly the only country in the world that has never invaded any other country to secure additional territories or resources. While India covets no one else's land, we are prepared to defend what is ours till our last breath and if/when we die, others will take our place. The traditions of valour will be upheld whatever the costs. It may surprise many that Officers are taught that to stem a retreat without orders, they must shoot the recalcitrant man/men if necessary. Traditions of valour are not for the faint hearted.

The Indian Army is one of the finest Armies of the world. It provides this unique opportunity to live with honour. It has very exacting and high standards. The entire country looks up to the Indian Army in times of adversities. It is the last wall in all adversities. As a part of this elite, Officers are judged very harshly and rightly so. Officers will be under the glare of the society, media and peers. The highest standard of probity, professionalism, and behaviour is expected of Indian Army Officers. In counter insurgency operations, misdemeanor of one Officer has strategic implications. Before joining the Army, one is known by his name or as son of so and so. After becoming an Officer of the Indian Army, the main identity is Soldier of the Indian Army or the regiment or unit. Another caution - do not expect recognition



for bravery or valour, which is destined only for a select few. For every one awarded, there are hundreds if not thousands of Officers, Junior Commissioned Officers, and Men whose deeds are unsung. You have to take solace in knowing that deeds are not less valiant just because they are less praised. It is salutary also to remember a poem found on a sentry post in Gibraltar:-

*God and Soldier, all men adore,
In time of danger, not before.
When danger is passed and all things
righted,
God is forgotten and soldier slighted*

- (Francis Quarles poem "Of Common Devotion" paraphrased by John F Kennedy)

Be prepared for slights, especially in India today. And do not for a moment think that it is only civilians who will slight you. You may suffer greater slight by military personnel while in the Army!

Life in the Army is not a walk in the park. There are real dangers. But it has its benefits. There is no other service or job where you become a leader responsible for the lives of people who will trust you unquestionably with their lives from the time when you are just out of your teens and still wet behind the ears. You want to walk as a living God, join the Indian Army in the infantry. You are promised a very

tough life. Be brave, honest, and sincere and the men will be willing to walk into certain death trying to protect you from the hail of fire that confronts them.

At the same time, do not think that just because you are brave, professionally competent, and brilliant, you will become a General. There are no such guarantees. The Army is a social organization during peacetime and changes only during periods of general conflict. General Patton may have been court marshaled for his behaviour in a peacetime Army. He survived and flowered only due to the circumstances of World

War Two. There was a news item on 23 Jan 2014 that an NRI scientist AJ Paulraj won the tech 'Nobel.' He was awarded The Marconi Prize just three years after he was honored with the other major Telecom technology award - the IEEE Alexander Graham Bell Medal for his work on theoretical foundations of MIMO (Multiple Input Multiple Output). Every wifi router and 4G phone today uses MIMO technology pioneered by him. He was conferred the Padma Bhushan by India in 2010. He is with the Stanford University USA at present. Few would know that he served for nearly a quarter century in the Indian Navy making yeoman contributions to the country's Navy and rose only to the rank of Commodore. He is an alumnus of NDA.

Join the Indian Army, but with your eyes wide open, for the correct reasons. Economic reasons are an important but not sufficient cause for joining the Indian Army. There are no right and wrong decisions here. But there are consequences for every decision. You have to be ready to bear the consequences of your decision taken at a fairly young age for your entire life. God Bless India. God Bless the Indian Army. God Bless you.

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Interactive Multimedia Course on CCE [IMCC]

Approved by CBSE for Training and Certification
Acclaimed by Leaders among schools

Self-Learning Interactive Video Modules
(with group learning exercises)

- Mod 1: Introduction to Interactive Video Course on CCE
- Mod 2: CCE: Perspectives, Challenges and Response
- Mod 3: Idea of a Child: DNA of Human Mind
- Mod 4: CCE Framework: Structure
- Mod 5: CCE Framework: Substance I
- Mod 6: CCE Framework: Substance II
- Mod 7: Tools and Techniques I
- Mod 8: Tools and Techniques II
- Mod 9: Data Gathering, Analysis, Reporting & Feedback
- Mod 10: Parent Teacher Partnership for CCE



Supported by Printed Reading Material – CCE In Depth;
A step by step Training Manual; e-Tutorial and CCE Test for summative certification

Unique features – Authentic and Uniform – communicating CCE the way CBSE wanted it uniformly to all schools;
Quality with flexibility – designed and presented by best of the experts in education and media in collaboration with leading schools allowing schools to implement CCE training on its own terms and convenience;
Cost and Value Addition – the IMCC costs less than 25% of face to face cost adding values – no 2nd year cost, no refresher cost, no remediation learning cost, ... and many others.

Hold five day course in your school. No need to send your teachers for training.
No need to invite experts to your school to train



World Learns Through Multimedia Today...

Educational Technology and Management Academy
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ETMA Council

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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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