



**ETMA**

*Presents*

# Education Matters @ ETMA

*Vol. 3, No. 1, March, 2015*

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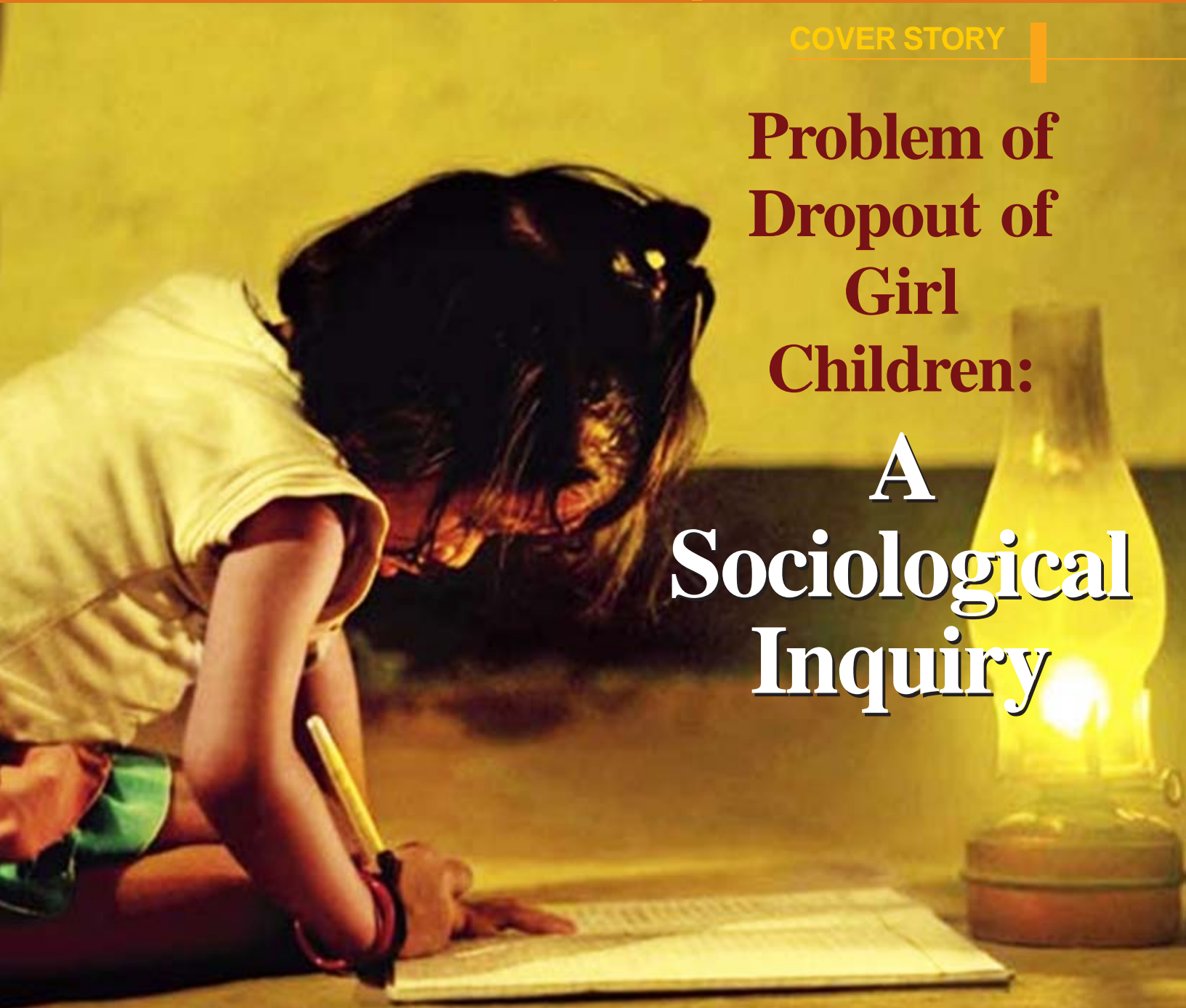
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## Pratibha Jhalani: Art Restorer with a Magical Hand

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# You Can Fly



# What is the justification for the rapid expansion of women's colleges in India?



Jaya Indiresan

It is interesting to consider the situation that prevailed in the mid 1990s, when I carried out a study of pace setting women's colleges in India, about the justification for exclusive women's colleges in India, and compare it with the findings cited in a global study carried out in 2014 by Kristen A. Renn, "Women's Colleges and Universities in the Global Context". Legally, a vast majority of countries do permit women students to attend colleges which were at one stage meant exclusively for men students. This is true of India too. While there were several exclusive colleges for men some couple of decades back, now all these colleges have to admit women students. In other words, there are no exclusive colleges for men students. However, the number of exclusive women's colleges are proliferating very rapidly, exceeding 4200 in 2012-2013 compared to only 650 in 1982-83. Two important questions arise. What is the justification for this expansion? And what is the role of these colleges?

Taking the first question first, looking for a justification for this expansion, several reasons have been cited by Renn (2014) based on her global study. The very first justification is that, these exclusive colleges provide access, particularly for women who face socio-cultural barriers to attending co-educational institutions. In a personal interview, one of the women students from

a very conservative family said, "but for the availability of women's college, my education would have ended with my school." It is interesting to note that to my question, "Should there be separate colleges for women?" posed to students, teachers, and Principals during my study in 1993, 62% of women students, 72% of teachers, and 81% of Principals responded in the affirmative.

A larger percentage of Principals (81%) than teachers (72%) and a lesser percentage of students (62%) had responded in the affirmative. The teachers seemed to be more convinced than the students about the rationale for a separate women's college. The Principals perhaps saw several advantages and were even more convinced of the need for separate women's colleges.

Can these significantly different proportions be attributed to a generation gap? Perhaps, the younger generation feels more liberated than their elders and sees no need for a separate women's college. Women, especially in urban areas, are coming out of their shells and venturing into several male dominated and exclusive male areas. With the rapid socio- cultural

*Perhaps, the younger generation feels more liberated than their elders and sees no need for a separate women's college. Women, especially in urban areas, are coming out of their shells and venturing into several male dominated and exclusive male areas*

changes happening in India, I wonder whether the responses will be different, if this question is to be posed to the students in women's colleges today! Then, how do we justify the unprecedented continuing expansion of women's colleges? This perhaps indicates that while access maybe an important factor for some category of women, it is not the only criterion for the existence of women's colleges. We will explore this further in the next issue. ■

*Prof. Jaya Indiresan, Former Head (Higher Education) in NIEPA, member of ETMA Council. e-Mail: jayaindiresan@gmail.com*

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# The view from the Other Side

*Bhumika Kapoor*

**W**hen I was a young girl, I wanted to be a superhero. I wanted to change the world and right all wrongs.

It wasn't before long when I realized how over my head I was. For starters, I had no superpowers; a realization which made me really despondent. I remember complaining about this grave injustice to my grandfather one day, and he looked at me with faux surprise and exclaimed, "But of course you have a superpower! You can read. That is the first step towards changing the world." "What's the second?" I asked. *Teaching*, he said.

I'd be lying if I said that this conversation immediately inspired me to be a teacher, but it did stick with me. Over the years, I recognized that teaching is exactly what I wanted to devote my life to; an aspiration which greatly solidified itself after my foray into psychology.

It hasn't been very long since I've started teaching professionally, but in this small amount of time I have learned a great deal. Being a teacher isn't just about going into a class and delivering a lecture. It isn't something you *do* for a few hours a day. It isn't just another job. Being a teacher is a great responsibility; one that requires significant transformation of your very being.

- To begin with, be an expert and act like it but don't be blind towards the possibility that you might commit an error or may not know everything. To prevent this, constantly work toward it and do your homework. Remember that we never stop being a student and that includes you as well.
- When you do make a mistake - accept it and correct it. Trying to camouflage your ineptitude isn't going to do any good, neither to you nor to your students.
- Invite participation. A monologue doesn't translate into any kind of learning. You can only hope to have some impact when you are able to facilitate a dialogue among your pupils. Be engaging and invite their opinions, even unpopular ones.
- Be creative. Teaching is one part negotiation and one part improvisation. I teach kids in a college, and it is surprising how limited their span of attention can be. Talk to them in their language, employ the use of popular culture and don't be afraid to try something new. Be flexible.
- Respect your students and treat them as your equals. Do not underestimate

their competence or consider them naive. Being presumptuous and condescending sets you up for failure. Always be open to the prospect that they might teach you something novel or possess an idea which you overlooked.

- Make an effort to know your students. Something as simple as remembering all their names can make a huge difference. Be attuned to their individual needs; it's difficult but not impossible.
- Seek feedback. Be especially open towards negative feedback. Ask your students if there is anything that you could do differently to help them and bend if need be. You will be a better teacher for it.

Like I said before, being a teacher is a great responsibility. You are not just accountable for yourself, but for many others as well. You hold the power to wield change by shaping young minds, by teaching the right values and creating competent individuals who'd contribute towards a better world. So, I may not possess the ability to read minds, or turn invisible or have superhuman strength, but when I take a class it is so exhilarating that I can feel the wind rustling under my cape.

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INTERVIEW

In Conversation with

# Pratibha Jhalani: Art Restorer with a Magical Hand

*Prof. Jaya Indiresan & Aakanksha Tomar*



*It is a crisp noon in early March and we are sitting in Ms. Pratibha Jhalani's art restoration studio. The place is every bit as fascinating and full of intriguing objets d'art and tools as I imagined it to be when I first heard that we were going to interview an art restorer. And amid all these captivating articles sits the gracious restorer herself, congenially narrating her inspiring and adventurous story while showing us some of her work.*



**How did you get interested in the conservation and restoration of art?**

Well first, since childhood itself I was quite interested in art. And second, even as a child it always pained me whenever I saw something which was torn, broken, or damaged. I thought how great it would be if I could fix it someday somehow. I remember it was ages ago that a woollen coat that my father owned got torn and he was going to discard it but I asked him to wait, explaining that perhaps I could mend it, and I did. But my real interest started once I visited Germany in 1962 after finishing my Masters degree in ancient Indian history from the University of Delhi. I had secured the first position among girls in the university and was gearing up to do a Ph.D. but then my father asked, "Look, with history, do you want to repeat the same thing again and again? Are you really going to be interested in teaching?"

"Not really," I said.

He continued, "Are you going to sit in the archives in one of the holes there, get busy with the books, and spend hours together doing that?"

I answered in the negative again. So then he suggested, "Go see the world and then

experience quite a lot, so much so that they decided that before their children got married they must send them out of the country to see the world. They wanted me to take a year off to just rest and give myself time. But during this supposed 'rest period' I had joined several courses including a Secretarial Course at the Y.M.C.A., a course in German language at Max Mueller Bhavan, doll-making classes, and also painting. Painting is something I had been learning since I was in fifth class, starting with Sharda Ukil School of Art where I learnt Indian art, Bengal School and later moving on to Abani Sen's classes which taught me the Western style of painting, still life and portrait using pencil, pastel colors, and oil paints. Anyhow, with all of the classes and homework I had, my parents realized that I was busy right from 7 a.m. to 7



decide."

When my parents took their first trip to America way back in 1947, they enjoyed the

p.m. So they said, "Off you go to Germany!" By that time I knew a bit of German already.

I went to Germany and it was clear to me



that I wasn't going there for a holiday. Once there, I joined an office where my family had business connections and received training in miscellaneous office works. When I was ready to come back to Delhi, my mother said, "Look, since you've always wanted to go to England, why don't you go there before you come back to India?" So from Germany I went to England where I worked in the Indian High Commission in London for five months. But five months there were enough for me to realize that it was like a mini government of India office and that I was going to forget whatever I had learnt in Germany if I stayed there any longer.

When I came back I got a bit restless. I joined the German Academic Exchange Service (DAAD) and decided that I'll work there, to start with for six months. The six months turned into 42 years. While I was working there I had the opportunity to go to Germany almost every two years and I accumulated my leaves and worked with the museums there doing art restoration work. My first training was in Hannover with a private

restorer called Ms. Peter who trained me in porcelain, ceramic, ivory, and wooden objects. In the eight weeks that I had there I worked almost day and night. The first object that she gave me was a vase about 12 inches high and broken into some 40 pieces. She said that if I could fix it during my eight weeks stay there, then I could be an art restorer of porcelain. And luckily it came out so well that she decided to put it as a memento in her studio. Every Thursday she had her clients coming in and they were thrilled to see an Indian girl in a bright sari there, and I was excited to see how she tackled her clients, what prices she quoted, etc. It was a great learning process for me.

Subsequently, every two years or so I received training at various museums and galleries in Germany and England. Starting at the Bayerisches National Museum in Munich where I thought I would not be given an object to treat and was pleasantly surprised to discover the contrary. I think my German language helped me; as we spoke the same *lingua*, Mr. Haag, the then Chief Restorer at the museum had

confidence in me. I asked him to give me the most damaged article that they had, and he did. It was a painting of a monastery and looked as if someone had wrung it out; it had all possible damages and I chose it as an opportunity to learn different conservation and restoration processes. This painting became a kind of model for the other colleagues in the museum. It gave me some confidence as well as training in the various restoration processes. After that I went for training at Tate Gallery in London and I was lucky as the then Chief Restorer there, Lord Dunluce, said, "Well Pratibha, since you're coming from India I can give you a Daniell to treat" (Daniell had extensively painted Indian motifs including Ganga and the *ghats*). In my subsequent visits I had training in Wallraf-Richartz Museum and Ludwig Museum in Cologne.

**So all of your training has largely been in the form of internships...**

Yes internships mainly but with the relevant educational background as I had simultaneously completed a post-graduate



diploma course in Conservation of Oil Paintings at the National Gallery of Modern Art, New Delhi and got first class first.

### **What are the different kinds of art articles that you handle?**

I handle all kinds of articles, whatever comes to my studio. My first training in Hannover was in ivory, wood, porcelain, and ceramic and since I had been a student of painting, in Munich and Tate Gallery I worked on oil paintings and textile. In Wallraf-Richartz Museum I handled contemporary art as well as old classical paintings. So in general I can say that whatever comes in a studio, I work on that.

### **Are the skills required for each different kind of article varied?**

Yes and No. I think the various skills I acquired in my training as it went one after another, complimented each other.

### **Tell us a little about your clients.**

I prefer working with private clients. I work according to the ethics, but art dealers at times might want everything to look perfect and that doesn't coincide with the ethics. My restoration work should be real; I don't want to hide defects. Some art dealers would want the defects covered up and gone over in order to gain higher profits, but I want to remain true to the artist and the original piece as far as possible.

### **Is it difficult for clients to find art restorers?**

I'll tell you about this one particular time when I had the objects from five different restorers in my studio, including articles of porcelain, glass, wood, and objects where some other restorer had done a shoddy job. I don't take that kind of work anymore as it is very tiring to do that, because you first have to undo what that other restorer has done and then start with your own restoration.

There are restorers and restorers and if one is looking for a restorer it is easy to find one. However, you might not find me on the internet or in the yellow pages as I don't

publicize, I'm known only through word of mouth. I think my work should speak for itself. I can only say one thing that sometimes a restorer spends more time on a particular object than the artist had spent on it.

### **Can you tell us about your most challenging assignment?**

There was a painting that came to me about two years back. It was quite a huge painting which was bought at an auction in London in 2011 and was gifted as a birthday present to someone in India. It was on that birthday I believe that they had put it on the dining table and the guests collected around to take a look at it. Consequently, their dog got so excited, it jumped on the painting. This was an old painting which was already quite fragile and all four of the dog's paws went right through it. It was torn in several places, had big holes in it, and even the ornate frame in which it was cased got damaged. We took several months to mend the canvas and restore the painting. When it was ready and the client came to collect it, she asked me, "Where was the damage?"

I got another such compliment from Rajmata Gayatri Devi who asked me to restore a huge *pichwai*. It was a beautiful Holi scene and when I was done with it I got a compliment from the Rajmata; she said, "You have a magical hand."

Another time I got a call and was told that three paintings of "a little bigger size" will be coming to me from Hyderabad. When they arrived, first I was shocked at the size of those paintings; they were huge, 8 feet by 6 feet. Then I discovered that each one of them was packed in jute covering and I am allergic to jute. So with my mask on, I opened them and found that they were attacked by termites. We already had them inside the studio and I had to work overnight to give termite treatment first otherwise they would have infested all the other material in

the studio. So that was another challenge.

### **Would you recommend this as a full time profession?**

I would, anytime. Given that the person is interested in art. The person has to have a little scientific background which I had to develop later. But the important thing is that you have to have patience because you can't be dealing with somebody else's creation and go wrong with it. Also, one needs to have a certain sense of color and an intuition of what the artist wanted with that piece of art.

One needs to have passion for this work. I have always been so passionate about restoration that while I was working with German Academic Exchange Service (DAAD), I used to attend full-time office from 7 a.m. to 2 p.m. and then go for voluntary work at the National Gallery of Modern Art or the National Museum in the afternoons. Later I was invited to give guest lectures to the students at the National Gallery of Modern Art and the National Museum. I'd say that I have been rather lucky as whatever I studied came to use in my life some way or the other, be it painting, history or German language. And then when I completed 25 years with DAAD, I was honoured with the German Cross conferred to me by the President of the Federal Republic of Germany. God has been very kind and gracious indeed.

### **Are courses in this field available in India?**

Yes, courses are available here at the National Museum Institute of History of Art, Conservation, and Museology. Then I believe that the National Research Laboratory for the Conservation of Cultural Property, Lucknow also offers some courses, seminars, and workshops. However, to my knowledge we do not yet have mainstream universities in India which offer courses with rigorous academic curriculum in art conservation.

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# The Story of Bharat Calling

*Written by Sandeep Mehto*

*Compiled and edited by Sunita Kumari*





*“Just study well. Do not go after money. Never get into any morally wrong behavior. Such were the advices by my parents,”* says Sandeep, director of *Bharat Calling*, India. Coming from a modest background, Sandeep learnt the values of life from his parents at an early age. It was their passion and strength that helped Sandeep to realize his dreams and work towards fulfilling them. On many occasions during his schooling Sandeep’s parents were not in a position to pay his full tuition fee. As a result, Sandeep had to face the repercussion either by standing outside the classroom or on the bench, inside. The existing poverty in the household was augmenting as the days passed by; but fortunately, he never lost faith in himself and continued to work even harder in those adverse conditions. But things were to worsen; the shocking incident of his father’s death due to a heart attack left the whole family in a much degraded state. It was during this time that Sandeep (in his final year of Engineering) thought of starting an organization to serve the underprivileged children.

Sandeep was greatly inspired by his father while pursuing his goal to serve the society and work for the same. As a social entrepreneur, one of the most important concerns which troubled him was exorbitantly high rate of school drop-out among the youth and children due to complex social and economic circumstances. Importantly, higher education, being directly linked to high earning and social status, seems to elude most prospective young aspirants from the interior hamlets of central India, reflected in discernibly lower enrollment rates. Moreover, information on opportunities to pursue higher education, despite the fast penetration of digital modes of communication and fast spreading informal resources, seems to be far from being widely disseminated due to fraction that emanate from the digital divide. Cumulatively, some of these disadvantages work to constrain the prospects of rural aspirants to pursue higher education in mainstream institutions. Sandeep was one of the fortunate ones



coming from the backward interiors of Madhya Pradesh who was able to make it to some prestigious universities in the country. But an important question kept troubling him incessantly: “Where does a large majority of the students who study in government schools and villages go?”

Exploring this question, he visited 25 villages in Madhya Pradesh, as a part of his internship during his post-graduation in Social Entrepreneurship from Tata Institute of Social Sciences, Mumbai. To his surprise, the dropout rate of this area was 86% in 10<sup>th</sup> standard. Students who struggled hard to complete their school education, traveling 10-20 kilometers daily (fighting with every kind of barrier, like poverty, lack of nutrition, social status, and so on) were performing exceptionally well till 12<sup>th</sup> standard but were dropping out thereafter. Almost 95% of them became manual labor. Sandeep while analyzing the reasons behind this phenomenon of drop-out stumbled upon two reasons: lack of information and lack of motivation. He believes that getting into higher education was a matter of ‘opportunity’ not ‘intelligence’. A huge chunk of students drop out after 12<sup>th</sup> standard because of ignorance, poor socio-economic conditions, lack of information, etc. Seeing this scenario as a space to work to set a vision for these students who are likely to drop out, he launched an initiative to disseminate information about opportunities in higher education and

motivate them to progress towards the goal of higher education. Initially, the school authorities and local people were skeptical of this initiative, doubting the intent of the mission. However, this phase of cynicism did not last long, giving way to curiosity and then to confiding. This SE was successful in persuading one school to collaborate, resulting in 50 students joining this initiative. Interestingly, with all this support and exposure, a good number of students qualified admission tests and interviews to secure admissions in premier central universities and other eminent higher educational institutions in India. This achievement motivated Sandeep and his friends to scale up the initiative. The initiative became an organization called *Bharat Calling*. Within three years, it became quite popular among students in rural Madhya Pradesh.

Now, *Bharat Calling* is working with the government higher secondary schools in rural Madhya Pradesh. It acts as an information hub to students by providing information about various colleges, application procedures, preparation for entrance exams, logistical hurdles, and also works to generate scholarships, to finally link them with universities. Meanwhile it also ensures that no students would drop out, by monitoring their progress post-enrolment. Further, it focuses on inculcating transformational leadership among students.

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*Sonam Chopra*

# Fight the Tide to Sail your Ship

Someone once asked, “What is the point of being alive if you don’t at least try to do something remarkable?” This isn’t just a question but a calling each of us undergoes at some point in our lives to understand who we are and what we are capable of doing. Set in 2006, this is the story of three school friends, Raman, Roy, and Ritesh; bidding each other farewell from arts, science, and commerce backgrounds respectively with the promise to meet after they complete college and share the remarkable difference they will create with each of their careers.

In 2012, they re-unite to discuss the jobs where they can fit in and use their skills effectively. Raman completed sociology from Ramjas College, Roy studied engineering from Delhi College of Engineering and Ritesh studied philosophy from St. Stephens College. As Raman and Roy narrate their stories of taking up jobs in MNCs, Ritesh seems to have taken the road less travelled and followed his calling for serving the elderly people of the society. He works in a professionally run eldercare startup company creating senior specific products to help them age healthily and happily. Amidst the mainstream options, he traverses a journey which leaves



his friends inspired. He showcases a ray of hope to lakhs of students who could be beneficial contributors in the area of elderly care.

Research shows that India's senior population (persons above the age of 60) has already crossed the 100 million mark during 2011. According to a recent UN projection, by 2050, as India's population will rise by 55%, the population of 60-plus would increase by 326% and that of 80-plus would go up by 700%. The increasing number of elderly persons has a direct impact on the demand for health services. Mobilization of additional resources for geriatric care is emerging as a major responsibility of health care providers in future for countries like India. With the growing rate of seniors, the philosopher in Ritesh felt the need to create a meaningful change in the realm of elderly people and he devoted his energies towards designing senior specific products, thus contributing towards their growth and well being.

He draws from his interest in the development and care of seniors and the values that are imbibed in us as we grow up respecting the wisdom holders for their experience, teachings, and knowledge. As he shares his experience, he offers a timeline of the different aspects beneficial to the larger audiences.

The good news is that the realm of elder care invites students from varied disciplines; there is no specific training qualification that could act as a constraint. As the roles are distinct in their genre, each of the new fields becomes vital in creating an ecosystem around the seniors in such a way that helps them in truly rejoicing in life. With Ritesh's sharing, his friends realized that the rat race and ruthless competition does drain one's mental and physical energy for them to follow their true calling.

Eligibility/ Core Competencies	Institutes offering courses in elder care	Remuneration
<ul style="list-style-type: none"> <li>• Graduate/ Masters degree in gerontology, philosophy, psychology, engineering, social work, social sciences &amp; other allied sciences. Certificate courses in social services</li> <li>• Good communication skills (English &amp; Hindi)</li> <li>• Team player, empathetic, self-motivated, dynamic, courteous, patient</li> <li>• Ability to work under high pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Institute of Home Economics</li> <li>• National Institute of Social Defense</li> <li>• Tata Institute of Social Sciences, Mumbai</li> <li>• Indian Institute of Counselling</li> <li>• The Indira Gandhi National Open University (IGNOU)</li> <li>• Indian Academy of Geriatrics, Chennai</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Administrative Roles (2,00,000-2,50,000 P.A.)</b></li> <li>• <b>Executive Roles (3,50,000-6,50,000 P.A.)</b> Candidates with experience will be considered for higher remuneration</li> </ul>



So, listen to your heart, believe in yourself, identify your skills and talents, and choose that which will give you joy

and contentment, even if it means taking the road less travelled.

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# Problem of Dropout of Girl Children:

## A Sociological Inquiry



*Mona Yadav*

**E**ducation has always been understood as a driver of economic growth of any nation. It has long been viewed as a possible contributor to greater social and economic equality (Smith 1937; Kuznets 1955). Human capital theory argues that a more equal distribution of schooling in the labor force tends to equalize worker's earning capability and, therefore, earning distribution. Education is not only strongly correlated with greater employment opportunities, but it also enhances an individual's cognitive abilities and leads to changes in the person's ideas, perceptions, and attitudes. Schooling promotes national development and progress at all levels.

Why is dropout an important issue to study in the context of schooling? Higher schooling is strongly correlated to higher employment opportunities, enhancement of cognitive capacities,

and an overall progress at the societal and national level. A student who doesn't complete his school education severely restricts his earning potential. Such individuals lose out on various opportunities that can help them lead a contented life. Higher rates of unemployment and lower earnings cost the nation lost production and reduced tax income (Rumberger, 2001). Lack of schooling leads to problems such as, unemployment, poverty, poor health, low rates of social and political participation, drug abuse, militancy, etc. Due to these varied reasons dropout is not just a matter of an individual lacking schooling but, it's a problem with deeper social, economic, and political connotations.

Education is to provide security to women, raise their self-esteem and empower them in a way that they can break gender biases. It is well known that returns from women education are exceptionally



high. Women education plays an important role in bringing down infant mortality rates, improving the nutritional status of the children, and overall having a positive impact on child's health and education. Irrespective, of the familial and societal roles, education of women is instrumental in increasing their employment opportunities, enhancing their self-esteem, and their becoming empowered individuals of the nation.

## Factors affecting girl's access to schooling, leading to their dropout- A sociological lens

The structure of the traditional school is based on discipline, strict timetables, and teaching by rote learning; it is textbook based. But the daily school timetables don't take into account the work patterns of the households of children coming from rural areas. It becomes difficult for a girl child to follow the rigid timetable of the school because she is supposed to do a number of household chores before going to and after coming back from school. This results in absenteeism of the girl child from school. Further, the actual content of education can impact the child's eagerness to learn and consequently, their academic achievement. Several studies have been conducted by the NCERT to analyze the linguistic content of school textbooks. The content of textbooks is a powerful medium for perpetuation of stereotypes and role models (Surya Kumari, 1984). A general tendency has been found in most textbooks to portray boys as courageous, high achieving and interested in science and technology. Even though there have been efforts to develop a gender-sensitive curriculum, the broader question that arises here is that when a girl child is exposed to learning material that is exceedingly biased towards the male children what kind of impact does it have on the girl child? What will be her sense of learning and achievement? Can this kind of exposure be the reason for drop out of girl children? This question arises from the implicit understanding that such kind of learning is probably propagated to reinforce the traditional gender norms (such as, males are superior to females).

Several studies conducted in the various states of India have found that there's a gap in the percentage of girls and boys opting for science. It has been found that girl's schools are not always provided with adequate facilities such as, equipment, laboratories,

and teaching staff. There's an additional burden of household chores on the girl child, inadequate nutrition, no access to tuition and these factors lead to limited achievement. Could these be the reasons why girls dropout from higher education or don't pursue it at all?

A number of studies have shown that difficulties in reaching school are a very crucial factor that leads to drop out of the girl child. In U.P., nearly half of the entire population of school girls went to school outside their village. 21 percent of them complained of difficulties in reaching school and lack of appropriate transport (Jetley & Steel, 1993). In another study, Maharastrian girls did not go to high school; this was particularly after they attained puberty (Lingam, 1993).

Exclusive girl's schools and women teachers are vital for parents to send their daughters to school. The underlying belief system that operates within the parents' mind is that their daughters, especially adolescent daughters, will be safe in a girl's school and with female teachers. There is immense fear and insecurity towards the girl child once she reaches puberty. There's a fear that she might get harassed, molested or raped by the boys en route to the school. The easy assumption that girls are natural care givers combined with fears of the sexual vulnerability of girls means that early marriage is still a preferred option among a large percentage of the country's population. The compulsions of early marriage make schooling a poor option (Ramaseshan, 1993).

School going girls are required to combine non-educational activities after school hours with homework and other tasks. The incidence of girls who help with household chores is much lower among school going girls than those who dropped out or had never been to school. Further, girls who had dropped out of school complained of discrimination in food, health care, and in time to play and attend social events (Nayar, 1995:145). Within the familial factors, the extent of sexual abuse of the girl child within the family could also be a reason of dropout of the girl child. But, questions such as, how does the private domain within the family influence the education of the girl child haven't been explored much in academic studies thus far.

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# Change for a CHANGE

*Soma Perween*

I have been quite lucky; I was the first female in my entire extended family who had got the permission to pursue higher education after the completion of school education. Coming from such a background to a metro city like Delhi was such a great experience for me. But having said that, it needs to be stressed that life is not a bed of roses, it is full of challenges. And my life was no different. The challenge that I was facing in Jamia Millia Islamia was that I was unable to mix up with the urban/urbanized crowd here. I had different opinions, a different perspective on things, and especially the reasons behind my thoughts and opinions were completely different.

I had come to Jamia with the responsibility to do my best, so that my younger sister and cousins could also get the opportunity to explore their life as I had. I have always been a very confident person, but yet a question remained perpetually stuck in my mind: “Am I right?” Am I right in the perspectives I take in looking at life? Am I right in my opinions and convictions? I would like to share some recent experiences

to elaborate on this. A few days back, some of my friends enjoyed their lunch at KFC worth Rs 700. When it comes to me I would never spend such a large amount of money on one meal because I know that it is as much as a month’s salary of the domestic help of my house. On the one hand Rs 700 mean nothing to us but on the other hand that same amount of money means a lot to someone else. What I want to say is that our day’s expenses are often greater than the monthly salary of millions of people in India.

Before I narrate another incident, I should state that my shoe size is quite large so I have only a single pair of sandals which I wear wherever I go. It was the day of our fresher’s party last year and I was wearing the same pair of sandals. Everyone laughed and said, “At least today you should have worn a different pair of shoes.” I didn’t feel bad at this, rather I thanked Allah that I was lucky enough to afford a pair of sandals when I have seen so many children roaming around streets, barefoot.

If I change my vision and vantage points

only then I could expect any change in others. This was evident in my father’s decision to educate me further after seeing my confidence and talent. Similarly if we want to change the present scenario of our country, then we have to start with ourselves. Because for a change to occur, we have to be a part of that change. We young citizens should be united to bring out an India which is better than the one in which we live now. I would like to conclude by saying that

**I have wings,  
I am eager to fly.  
my dreams deserve an achiever,  
that is I.**

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# What is in a NAME?

*Padma Prabha Rao*



**W**ell, plenty! It gives us our identity and we usually do not like our names mispronounced or misspelt. As teachers, every year we come across many new students and must make an effort to know, and more importantly, remember their names. It is a sort of first step towards building a bond between the teacher and the students.

Now, I must confess that I am very poor at remembering people and their names and so I have to make special efforts to correctly know and remember the names of my students. I make it a point to find out why they got that particular name and it also opens up topics for interesting conversations in the class instead of just saying, “each of you introduce yourself.” Sometimes some of the kids don’t know the meaning of their name or why they were christened as such, so I ask them to find out from their parents the story behind their name.

Very often they get the name of their grandparents or get named according to the star of the date and day they were born on. Some names are decided by numerologists in which case their name may have an extra “a” for instance, or may have a spelling varied from the way that name is usually spelt. Sometimes the reason behind a name may be very unusual. And sometimes very beautiful.

I had a student called Aarthi, spelt with a double “a” She said that both her parents’ names started with “v” and so when they were

in school, their names were always last during any roll call. So they named their daughter Aarathi with a double “a” so that her name would always be right on top of the list. Another student’s name was Heramba. He explained getting a rarely used name of Lord Ganesha



saying that his grandfather was chanting the 108 names of Ganesha and at the time of chanting ‘Heramba’ the telephone rang to announce his birth and thus the name. Pushpa’s parents came from different religious backgrounds and they wanted to give a neutral name to their daughter and so this name. This exercise of finding the origin of students’ names helps the teacher in remembering their names easily and quickly. Also, it is a good exercise to strengthen the bond between the students and the teacher.

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# Beyond the Examination Fever

It is the end of February; examination fever has gripped students and also most of my friends. And as I mull over the possible directions that this article may take, I take the full circle and come to the same spot- exam times.

Some anxiety related to children's examination is a natural part of parenting. However, if one is captive to inordinate stress then it certainly is not justifiable. If we think rationally, it is easy to conclude that the purpose of assessment is to provide feedback on students' learning and not to arrive at a certain mark or percentage or rank. It is also prudent to remember that academic success alone does not ensure success in career or even happiness in life. The educative process that builds skills and values of hard work, honesty, persistence, social skills, communication, problem solving abilities, etc. are far more important. Finally, one must remember that parental anxiety affects the child. In the face of the above argument it is advised that parents think rationally, allay their stress/anxiety, and explore ways to constructively support their children.

Moving forward, I have tried to address some common concerns pertaining to learning and presented strategies to overcome them.

## The attentive learner

Parents are often heard complaining that their child 'does not study for long hours'



*Dr. Sweta Singh Rathore*

or is 'incapable of sitting focused for substantial periods'. If we look at the world of neuroscience, it becomes clear that the ability to remain attentive depends on a large degree to the physiology of the brain itself. Certain neurotransmitters control attention within the brain and they fluctuate periodically. So the brain cannot work for long periods with focused or concentrated attention. Sitting focused and studying for hours on end may not be under the child's control. It is natural for your child to lose focus or 'tune out' after a certain period. Instead of getting upset at the inability of children to spend long hours studying, parents should remember that short breaks are necessary for the child. It is suggested that the child takes a break after every 20 minutes of study time. This break time may

be of a few minutes only but it will definitely help the learner to refresh and then refocus.

## The Self directed learner

Some parents are concerned that the child does not take initiative and is at a loss if left alone to manage his/her studies. This concern is valid and efforts toward making the learner self-directed must be consciously taken.

Students who develop a sense of responsibility for their own learning are prepared to master rigorous academic content, think critically and collaborate productively<sup>1</sup>. Empirical researches report that the self-regulated learners use some specific strategies<sup>2</sup>. As parents you should encourage your children to follow similar strategies.

- **Guiding learners to prepare and structure an effective learning environment**

The environment presents a number of distractions to our children. They maybe in the form of television, radio, internet, distractions from siblings/peers or even the random doorbell. It is important for the child to understand 'when' and 'where' he/she learns best, and accordingly structure an environment which is quiet, comfortable, and has minimum distractions. As evident, parents play a significant role in helping the child structure such an environment.





### • Organizing material

This involves understanding, transforming, and altering instructional material/content and is an inherent part of effective learning. Learners who are adept in this study skill use multiple modes to do so. Some create concept-maps or mind-maps\* to comprehend the curricular concepts. Others make notes, outlines, and overviews to structure the material. It has been reported that these techniques promote assimilation and comprehension in learners. You should advise your child to actively engage with the curricular topics by organizing and reorganizing the material while studying. Graphical tools like mind maps help in reviewing and retaining the concepts further.

### • Monitoring learning

It has been documented that prompting students to keep records helps in improving their learning, motivation, and self-efficacy<sup>3</sup>. Setting goals and keeping records of one's small milestones and achievements is a good way to keep track of progress and also stay motivated. A record, as small as the number of times the learner picks up a subject in a week that he/she finds difficult may bring forth a realization if he/she is unconsciously ignoring it.

### • Evaluating progress

Evaluation of the work being done is a

step towards becoming self-directed. This involves a comparison of the outcomes with some predetermined standards/set goals. The skills to self evaluate objectively have to be developed over a period of time. Parents may help the child by giving elaborate feedback on the work done by the child. Feedback is effective when concrete and realistic suggestions are given toward goals and hence it is advised that parents give feedback only after spending due time on the child's work. Discussing the work with the child will motivate him/her too.

## The healthy learner

As students get preparation leave to study at home, chances of their earlier set patterns and schedule going haywire increase. Irregular meals, unhealthy snacking, and missed breakfasts are common as the pressure to devote more time on studies increases. These practices affect the capacity to work as well as long term health. Parents can help children to maintain regular patterns of eating in the house. It is important to ensure that breakfasts are not skipped. It is also suggested that the children be encouraged to eat a more healthy diet by serving them a wide variety

of fruits and vegetables. This strategy would provide an array of nutrients. Further, limiting the intake of juices that are loaded with empty calories of sugar, coffee, and fast-food is also advised.

To conclude, I am sure each one of you tries to make this exam time easy for the children. I still associate my exams with kheeras, kakdis, and kharbujas as my mother's way of keeping us healthy and attentive. The suggestions provided above are gleaned from the body of research in cognitive psychology and would help in making your child an effective learner.

\* Mind-maps are visual tools that help one to map concepts/sub-concepts in a creative manner by using colours, sketches, words, or even phrases. They are a compact way of presenting linked concepts that may be hierarchical.

For more information, the reader may refer to the following website:

[http://www.adelaide.edu.au/writingcentre/learning\\_guides/learningGuide\\_mindMapping.pdf](http://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_mindMapping.pdf)

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*Shilpa Rimal*

# Fly You Can

I was just too excited the whole day about this flight. It was probably one of the most awaited moments of my life. I packed my bags and got my uniform in place and was all set. It was a late night flight, so I was supposed to rest the entire day before the flight, but sleeping was the last thing I wanted to do. Finally, my dream of flying was coming true and that too to a place I had always dreamt of seeing, New York.

So with butterflies in my stomach I was now ready to fly my career to a new height. All through this time I too had doubts in my mind regarding my decision. There were never ending 'ifs' and 'buts'. But that day when I put on my uniform and later stood 40,000 feet above sea level looking out at

the clouds and a completely different world, I knew that this is what I wanted for the rest of my career.

If you too are a travel addict and want to experience the different colors of the globe; if the skies fascinate you and an airplane interests you; if you want to start your day while most of the world is busy snoring; if you can smile in the worst case scenarios and meeting new people from all walks of life is something that you find exciting; and finally if the normal is boring to you, then you too my friend have a hidden bird in you waiting to soar the skies.

Welcome to the mesmerizing and exceedingly fascinating world of aviation, one of the most popular and sought after divisions of the service industry. To be a

part of the Ground Handling Team, you need to be a graduate at the least; a diploma or certificate course in aviation would be an added advantage. The recruitment interview is very competitive and high confidence in yourself is usually a critical deciding factor. To become a pilot you have to undergo a Commercial Pilot Training and get a Commercial Pilot License (CPL) and then later qualify an exam, including interviews, with commercial airlines. These commercial airlines will then provide training to the selected candidates on their own airplanes.

The most popular part of Aviation however is the Cabin Crew. In order to be a part of the Cabin Crew you would have to prepare yourself well ahead of time. The Cabin Crew selection process is an extremely detailed one, starting from your height/weight proportion, to skin check, to communication skills and personality, everything is crucial. Although the job looks exclusively



glamorous from the outside, it is just as demanding and disciplined from the inside. Apart from all the glamour, it involves a lot of knowledge and study. The good news is that with so many new airlines coming up, the market has a lot of opportunities for Cabin Crew now. Domestic Airlines like Jet Airways, Air India, Indigo, Spice Jet and others require female/male candidates to be at least 18 years of age. There isn't a specific course that one needs to undergo to become a part of the Cabin Crew. People from different industries can qualify for this job, provided they fulfill all the requirements. The candidates are checked on their height and weight, grooming, confidence, and interpersonal and communication skills. An experience in the hotel industry or any customer service industry is an add on. The selection process includes 4-5 rounds of personal interviews, group discussions, and personality tests.

Since Cabin Crew is the face of any airline, a flawless complexion which is free of tattoos, scars and marks is a must. Once you clear all of these the next level is the medical tests. The importance of airline staff to be medically fit cannot be stressed enough, since they need to ensure the safety of others and self. Then comes the initial training. A future Cabin Crew undergoes an extensive training for 3 months. They are taught various duties and responsibilities of a Cabin Crew. Topics like safety and emergency procedures, first aid, food and beverage, and above all, security are of prime importance. Successful completion of all of these now gives you the wings to fly. As a Cabin Crew you have to live up to the airline standards and hence constant trainings, audits, and checks are carried out for your license validation. For international airlines the training is much more rigorous and so are the expectations.

Becoming a Cabin Crew opens a whole new world of possibilities and opportunities. Flying is an addiction people say, and I would say that it is an exacting description. At the beginning of one's flying career, they operate in the economy section of the

aircraft. With time, experience, and promotions they take over the business and first class. More experience eventually leads you to become a supervisor and take charge of the entire flight. As a supervisor, the responsibility of all the crew and passengers is then their domain.

In the later stages, flying gives you the opportunity to train future Cabin Crew. Safety and emergency, cabin service, and first-aid are some areas of training. You can also become an auditor and conduct checks in flights. Management and administration is another lucrative area. You can also be a part of flight operations, standards and procedures, grooming, and many more other departments. Major international airlines like Qatar Airways, Emirates, Lufthansa, British Airways, Qantas, Air Canada, American Airlines, Virgin Airlines, and many more have a variety of sub-departments to work for.

Flying demands a lot of dedication, hard work, and responsibility-taking and at times requires you to be a doctor, fireman, nurse, nanny, policeman, spokesperson, teacher or whatever role the particular situation calls you to take on. Flying changes you as a person; it leaves you smitten with the beauty of the world, makes you think beyond the borders of the countries and the mental inhibitions, prejudices, and stereotypes we all possess as human beings. The important part however is that if you can live up to the expectations of this profession then you can be assured to end up as the possessor of unforgettable memories, innumerable perks, novel experiences, and of course free travel around the world.

So for all those aspiring to a career in aviation, welcome to a world above the ordinary. Welcome aboard!



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# Educating the 3<sup>rd</sup> Child

*A few million brilliant children are braving difficult circumstances with great distinction. We urge you to support and mentor the 3<sup>rd</sup> child. We promise you, it will be an experience that you will be proud of.*

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ETMA urges you to support the movement; sponsor and mentor talents by contributing **Rs.20,000/-** per child for two years and spare about an hour or more in a year over a few occasions to mentor. Your contribution to ETMA is exempted from income tax under 80G. The cheques/drafts should be drawn in favour of **“Educational Technology and Management Academy”**.



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# Integral Education: A Contemplative, Transformative and Transpersonal Approach

Aakanksha Bhatia

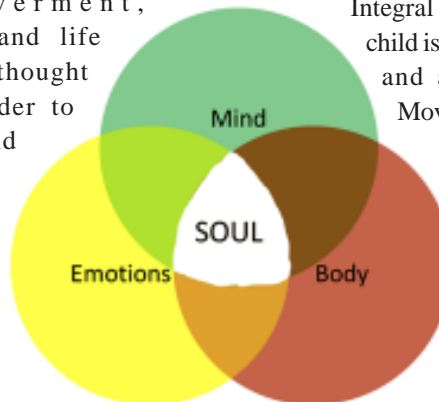
*Everyone has in him something divine, something his own, a chance of perfection and strength in however small a sphere which God offers him to take or refuse. The task is to find it, develop it and use it. The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use.*

– Sri Aurobindo

## Need for Integral Education

Critically speaking, the world seems to be in a state of crisis! The child is born in a society which is defined by complexities and conflicts in every sphere of life – kinfolks, politics, business, religion, caste and class, etc. From this disappointing stance, education seems to be a promising redeemer which asserts holistic development of the children through experiential learning. However, it is dismaying that the current scenario of the education system appears to emulate an industrial mindset. Knowingly or unknowingly, many educational

institutions and educators perpetuate practices of conformity, orthodoxy, disempowerment, oppression, and life alienating thought forms. In order to empower and liberate the minds of the children and facilitate a democratic society, a prudent educational



Integral Education proliferates that each child is a soul in the journey of evolution and already has the knowledge.

Moving away from mere information and skills acquisition, it emphasizes on the self-development of the child triggered from within and further nurtured by teachers and parents. The basic aim is to facilitate the child on becoming the 'whole' or 'integrated' being that he is



design based on the ideals of self-determination, open mindedness, equality, freedom, and justice is requisite.

## What is Integral Education?

In the teachings on education by Sri Aurobindo and the Mother, Integral Education or Free Progress System emerges out as a viable solution to the concerns of contemporary educational system. Sri Aurobindo focused on the transformation and divinization of the child in a manner where the ignorance and suffering of human beings are transformed into an infinite existence of mind, life and body that is inwardly united with the Divine and outwardly expressed as a holistic self. The Mother believed that complete education can never be achieved through academic excellence alone. It should encompass five fundamental aspects of human being - the physical, the vital, the mental, the psychic, and the spiritual.



meant to be by integrating surroundings, society, country, and humanity with his true self.

Sri Aurobindo outlines the three principles of education that can preside over all true learning. The following three principles are assisted by two processes of nature which are: insatiable curiosity, and spontaneous imitation and hero worship.

### 1. **Nothing can be taught:**

Since each child is a soul in evolution, the proper role of an educator is not to impart knowledge but to guide the students in acquiring knowledge for themselves. The true knowledge comes from within and can't be obtained from acquiring outside information. However, the provision of external resources along with an enriching and stimulating environment helps to awaken the individual to his/her latent potentialities.

### 2. **Consult the mind in its growth:**

Every child has a unique dharma, a Divine given duty and talent and it is the educator's responsibility to help the students identify these innate abilities, predispositions and interests, and to further cultivate them. Educators must not impose any arbitrary set of ideas, knowledge, qualities or capacities determined by others as it deflects them from their natural developmental trajectory and estrange them from their souls leading them in wrong directions.

### 3. **From the near to the far:**

The child must be taught in a way where the knowledge grows from the senses to more abstract faculties. Individuals must be guided from what is already known, accomplished and established to the outer extensions that are within their reach but are yet unrealized and undeveloped.

## Progressive Pedagogical Principles

Though the possibilities for the enrichment of the educational process through the creative application of integral principles are endless, following are some progressive pedagogical guidelines which can enhance the teaching and learning process.

- **Acknowledge Multiple Intelligences:** The internal source of reality is the Psychic Being whose external focal point is the idiosyncratic Intellect. Depending upon the diverse learning styles and varying strength of mental faculties, each student has their own path to learning. All intelligence must be acknowledged and nurtured as it is essentially one. Development of one kind of intelligence possibly assists in the development of the other forms of intelligence.
- **Individuality and Human Potential:** Each child is unique and has something



different to offer to the classroom and the world. Treat and respect each one of them as unique individuals. Adopt a personalized approach tailored specifically according to their needs and talents. Encourage the child to progress at his/her pace without any comparison or competition. Educators can design some exercises which could take the form of extra challenges, special creative exercises, extra classes or programs that suit their needs.

- **Involvement of Children:** Educators must actively involve children as imperative contributors in their journey of self-development. More freedom, choice and power should be placed with the students in terms of what and how they want to learn. Educators must attempt to relinquish the role of “sages on the stage” to become “guides on the side”.
- **Friendly Atmosphere and Ethical Classroom:** Holistic development of children can be exquisitely undertaken by nourishing them in a non-threatening, serene and natural environment. Classroom is the learning laboratory for life and hence must encourage compassion, sensitivity, care, respect, dialog, and self-discipline. It should model community building and quality relationships.
- **Self-evaluation as a Pathway for Lifelong Learning:** Emphasize on cultivating introspection and self-reflection in students so that they become conscious and aware of their cognitive faculties, and understand values at a deeper level. This will initiate a lifelong learning process as skills like innovation, expertise, wisdom, and leadership develop and deepen over adult years.
- **Meta-learning:** Encourage children to “learn how to learn”, “think about thinking” (metacognition), and understand the nature and limits of

knowing (epistemology). Education should fortify the learner’s ability to monitor, reflect and choose the appropriate problem solving strategies for paramount outcomes.

- **Awakening creativity:** In today’s complex modern world, success requires creativity which includes considering multiple perspectives, hypotheses, or alternate solutions and not pledging rigidly and swiftly to any single way. Students must be encouraged to bracket their logical minds and open to other forms of intelligence as and when required.
- **Culturing of Emotional Wisdom:** The Mother emphasized on education of the ‘vital’ and suggested that it should commence at an early age. In addition to teaching children to observe their own impulses, reactions, desires, and their causes; observing others, accurately interpreting others’ feelings and influencing others’ emotions through one’s own emotions are fundamental to one’s emotional wisdom. Educators must introduce their learners to the rich legacy of human emotions that are exhibited in poetry, music, art, and literature.
- **Sensitize with Music:** Music is not only one of the joys of life but can also be one of the joys of learning. With the effective use of music, educators can create a desired atmosphere and establish a positive learning state in order to accentuate learning activities. Music facilitates a multisensory learning experience that can enhance attention, memory, and imagination, develop rapport, align groups, and inspire students.

- **From ‘concrete’ to ‘abstract’:** Till the age of around twelve, the child’s mind is hardly open to any abstract notions, ideas or concepts. Educators can still teach them using concrete images, symbols and fables. A narrative, story, enactment of situations, introspection, collective games, etc. can be more impactful than any number of theoretical explanations.
- **Pedagogy for Authentic Learning:** Most authentic learning happens in social contexts, and often through peer tutoring, apprenticeship or mentoring relationships, and collaborative learning. Encourage learning by doing, case based learning, situated learning, discovery learning, and inquiry learning. Learning inspired from curiosity and personal engagement is far superior and in depth than rote memorization.

Educators following the integral pedagogy make a conscious effort to balance the inner realities (visions, feelings, values, motivations, relationships) and the outer realities (action, measurement, physical health, infrastructure etc.) of their learners. They give themselves as much freedom to develop as they give to their learners.

## Conclusion

The integral approach to education addresses many aspects of being a human including spiritual growth, flowering of human potential, and evolution of the meaning-making capacity. The thoughtful, introspective, and transformative learning experiences tend to shape the learners into responsible and sensitive global citizens.

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# ETMA News

## 3500 teachers successfully trained in CCE through Multimedia

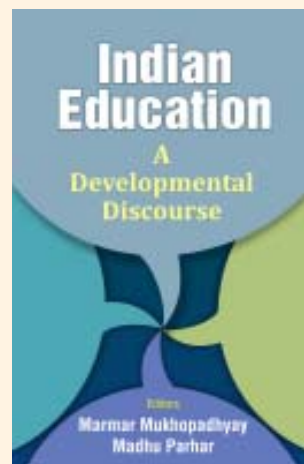


More than 3,500 teachers have been trained through multimedia training in CCE. The multimedia training kit was developed by ETMA in continuous consultation with the innovators in the CBSE. It was duly evaluated by a group of experts appointed by the CBSE. It was commended and approved by CBSE as a 5-day equivalent of face-to-face training program that does not require a face-to-face interaction.

As CBSE introduced CCE, ETMA innovated on training of teachers to make training authentic, uniform, high-quality, ICT assisted and yet at affordable cost. An apprehension loomed large among school heads whether teachers can be actually trained through a multimedia without a human trainer. To test out, ETMA launched a pilot project involving 50 Kendriya Vidyalayas and 20 private schools. Criteria for assessing programme effectiveness were learning outcome measured by take home ideas, concepts and practices by the teachers. Success is overwhelming.

The net countable benefits were high quality training at the hands of the best of experts (in virtual environment), uniformity of content and transaction across schools, coverage of 2500 teachers in less than a month because schools ran the programme parallel during the same time. And above all, each school saved a lot of their staff development funds, because the multimedia training cost less than 20% of the cost of face-to-face training.

## ETMA's New Publication Indian Education: A Developmental Discourse



India has come a long way since independence. She inherited more than 81% illiterate population in 1947 with skeletal institutional framework and wide spread poverty. With massive expansion at all levels of education, she has significantly advanced access to education for vary large mass of people. With several schemes and programmes for the educationally deprived people in the country coupled with enlarged institutional network, India has enhanced equity. Quality continues to be a serious concern in mass education though there are islands of quality that matches global standards. In such an arduous journey through the difficult terrains of educational development, there is a need to count the milestones – where have we arrived, and how far to go. This book is the third effort by the editors in this direction since 1997.

The book presents a Developmental Discourse on Indian Education in 17 chapters. Chapters cover multi author discourses on elementary, secondary, higher and distance education. With an expanded concept of inclusion, the book also deals with adult education, education of the disabled, women's education and training of youth. It also brings in discourses on ICT in Education and a case study on educational reforms initiatives in Gujarat. The chapters have been contributed by 21 distinguished scholars and specialists in their own respective fields. Some of them have given involved in shaping India's policies and programmes in education themselves. Multiple authors on the same theme have given the flair of symposia in print.

The book has been edited by Prof. Marmar Mukhopadhyay and Prof. Madhu Parhar. It has been published jointly by ETMA and Shipra Publications in New Delhi in 2015.

*[Copies are available from Shipra Publications]*



# Study of Primary School Effectiveness (Sponsored by BEI)



ETMA undertook a study on school effectiveness on the 28 primary schools covered under SIP. The parameters of School Effectiveness were chosen to be

1. Students' (grade IV) Reading and Writing Skills in Bengali (mother Tongue) and English;
2. Students' Academic Achievement in Bengali, English, Environmental Studies, Mathematics and General Knowledge.
3. School Cleanliness (HRTF started Swachchha Vidyalaya as early as in 1998);



4. Student Dropout; and
5. Students' School Attendance.

Data were also collected on enrolment, number of teachers, classrooms, kitchen, toilets for girls and boys, playground, teaching learning materials, etc.

Based on this study, top three schools were given certificates of performance.

The study was conducted by Prof. Marmar Mukhopadhyay with the help of a team in Udang. ETMA-HRTF propose such study to be done annually.

## Low Cost Video Programmes for Low Budget Schools

A team in ETMA is working on a project, developing video for low budget schools. The videos are being developed with a well scripted audio with slides and video clippings. Necessity is the mother of invention. How true it is! ETMA has decided to setup a high quality school for the deprived rural children in its worksite in rural Howrah. It plans develop it as a K to12 school to be affiliated to CBSE. It has, hence, to be an English medium school. In rural areas, it's difficult to find science and maths teachers especially those who can transact curriculum through English. ETMA decided to fill this gap by creating video. First set of videos are on Environmental Studies curriculum. In 12 to 15 minutes, these videos would cover the basic concepts and contents of the syllabus. Teachers will use this video and build on it with different set of activities and interactions with students. These educational videos can be a boon to a large number of Low-Budget Schools dotting the landscape of the country that also lack resources for quality education like ETMA's rural school.

## Employability Skills of Teachers: Study

ETMA is currently engaged in an all India study on employability skills of teachers. The study will be carried out on about 4000 teachers from 20 districts spread over 10 States of five regions of India, namely Eastern, Northern, North-Eastern, Southern and Western regions. In the form of collaborative research project, research team comprises a senior professional each of the selected states. Based on detailed analysis of available list of life skills and employability skills, ETMA identified a set of 11 skills. It is currently working on developing an instrument for measuring the skills. Project has been sanctioned by ICSSR.

## ETMA World School

ETMA is setting up India's First High Quality Public School for Deprived Rural Children. Rural children are as talented as those in the urban areas. In absence of access to high quality education (HQE), a large majority of them lose out in life. HQE helps optimizing talents to perform as well in life. As citizens of India they deserve HQE. More than 70% students are from rural areas. Because of lack of opportunity of HQE, the country is deprived of 70% talent pool in the rural children. HQE will contribute larger mass of high quality manpower necessary for national development.

ETMA-HRTF is engaged for more than 20-years in arresting primary school dropout and improving quality of primary education in rural Howrah. Less than 4% dropout in its project site is best in the country. The project has been evaluated by TISS, Mumbai, and flagged by Government of India at the HLG Meeting in Brazil. ETMA-HRTF runs a pilot high quality K-5 school in the same rural area. The learning outcome of students have been commended by visiting teams of experts from India including state government and abroad. The pedagogy is characterised by "No Teaching". Its motto is "Discovering Knowledge and Inventing Solution". Students learn computers, music, sports, dance, Yoga besides the usual subjects.

In this school, teachers are assessed on the basis of average scores of students' in each subject; and no teacher scores less than 80%. Teachers are trained through practical experiences and experiments, and through video conferences. The school currently houses 100 students from the local villages. School is housed in a 3-Hall all weather building of Howrah Rural Teachers' Forum in Udang. The nursery section is housed in another all-weather Hall inside a children's park in the village. School is well equipped with ICT facilities including laptops and net-books and printers, internet connectivity, LCD projector, video and still cameras, duplicating machine, lamination, etc.

Poor students are provided free education; others pay nominal fees for the high quality education. It costs approximately Rs.12000/- per year for a student. Persons interested in education of the poor children are welcome to contribute for scholarships. Donations to ETMA are exempted from Income Tax under 80G of IT Act.

## Science through Experimentation

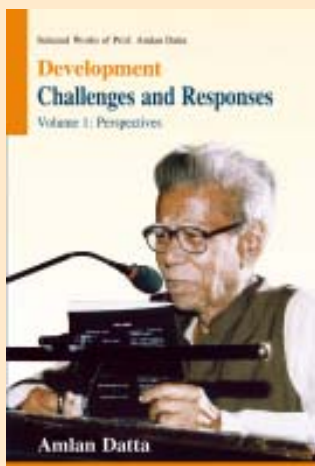


Science education and quality scientific manpower is key to national development. However, science education continues to be the weakest link in Indian education. Share of students in science in higher education is only 22%; annual enrolment is approximately 14% - 7% in case of West Bengal. This small enrolment in science education can be accounted to weak science education at the school level. Further, science is taught in the same manner as history is taught – reading out from textbook and paraphrasing and explaining them.

The agenda of Science through Experimentation is to encourage students to discover scientific knowledge and invent solutions. Primary teachers (#116) teaching in 28 SIP village primary schools created a list of experiments to be conducted by students in grades 3 & 4. They also identified the equipments and materials required for the experiments. Each school has been provided with all the equipments and materials identified by the teachers. Though science is not a subject in primary schools, science through experimentation has been accommodated in the school time table. Students are greatly enthusiastic about the experiments. In some schools, parents turn up to watch the experiments being done by their children. All in all, there is a great enthusiasm among teachers and students.



## Selected works of Prof. Amlan Dutta



ETMA has been collaborated with Divya Jeevan Foundation in publication of first two Volumes of Amlan Datta Books. So we are very grateful with collaborating with Dr. B.B. Dutta, Chairman Divya Jeevan Foundation to contributing in this project for publication of next Volumes of Prof. Amlan Datta Books and articles again. Our fellow apprentice Ms. Sharda Bhattacharya is engaged in

this book project by Prof. Amlan Datta. Her responsibilities were to get the manuscript ready; get page making done and then handover to Sabyasachi for printing and production work which is going to be done by Shipra Publications Pvt. Ltd. She does the classification and collection of articles, speeches of Prof. Amlan Datta in Universities and papers from Visva-Bharati University, located in Santiniketan, West Bengal for the remaining three Volumes which are going to be published soon and also first two Volumes are going to be printed again with some new changes or add-on.

## YNG Media collaborating in Web Skill development

In the highly specialized and explosively growing field of the Web, it becomes increasingly difficult to objectively quantify people's skills. The Web has opened up a new avenue for creative and multimedia specialists, all with a unique set of skills. Therefore, YNG Media Pvt. Ltd. is helping ETMA in web skill development of Ms. Sharda Bhattacharya through collaboration, so that she can help ETMA to share its ideas in the virtual community and fulfil its social needs.

ETMA works on 5 strands, namely, Research and Development and Innovation; Capacity Building of Educational Personnel; Consulting; Conferences and seminars; Publication and Dissemination; and Outreach Programme for deprived Children (Educating the 3rd Child and High Quality Education for Deprived Rural Children). The objective of this collaboration is to accurately determine our social needs so that people come to know about ETMA's Researches, Projects, Publications and People contributing to Indian Education and its development. The collaboration is also for enlivening ETMA's Website; to make it alive and active and Sharda is working as a bridge between these two organizations for it

# Educational Technology and Management Academy (ETMA)

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

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

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



**Educational Technology and Management Academy**  
**Gurgaon, Haryana**

*Round Table-cum-Short Seminar on*  
**Gen-Nxt ICT IN Education:  
Implications for Schools and  
Colleges**

**Date: 5th May, 2015**  
**Time: 3pm to 6pm**

**DELNET, JNU Campus, Nelson Mandela Road**  
**Vasant Kunj, New Delhi**

There are very fast and serious developments in ICT that are changing the known face of ICT in social transactions and education. Large number of educational apps that students are already accessing, learning analytics, virtual libraries, online learning, MOOCs and OERs, educational software repositories and OERs, etc. are already knocking at the doors.

Moot questions are how would students prefer to learn? What shape would learning assessment take? How would students' talents be identified and nurtured? How would a library look like? What will be the implications for teacher preparation? How would schools and colleges absorb the current and future shock and be resilient to the developments. These are the issues for short seminar by experts followed by Roundtable by Heads of Schools and Colleges.

**Seminar Facilitators and Participants**

1. **Manish Gupta**, Vice-President, Xerox Research Centre India, Bangalore
2. **H. K. Kaul**, Director, DELNET, New Delhi
3. **Sangeeta Kaul**, DELNET, New Delhi
4. **MM Pant**, Member, ETMA Council, Gurgaon
5. **K. Srinivas**, NUEPA, New Delhi
6. **Dharam Parkash**, ETMA Gurgaon (Retd. Prof. CIET, New Delhi)
7. **Mamar Mukhopadhyay**, ETMA
8. **Indu Khetarpal**, Principal, SPS, Rajinder Nagar
9. **Anita Makkar**, Director, HDFC Schools, Gurgaon
10. **Rupa Chakraborty**, Principal, Suncity World School, Gurgaon
11. **Shashi Banerjee**, Principal, Shiv Nadar School, NOIDA

**International  
Conference on:  
Learning  
Efficiency and  
Effectiveness  
Emerging Science  
of Human  
Learning**

Educational Technology and Management Academy (ETMA) was supposed to do an International Conference on: Learning Efficiency and Effectiveness Emerging Science of Human Learning (ICLEE) February 2015 in Raipur. But, because of some possible reason ETMA had postponed the conference, which will now held on last quarter of 2015.

**Seminar on:  
Women Leaders  
in Education**

To generate a discourse on women's leadership in education when women are outnumbering men in school leadership

**Date: 5 - 6 October, 2015**  
**(Tentative)**

**Venue: Delhi-NCR**  
**(To be decided)**

[Back](#)





# Training of Teachers in CCE

- Are you concerned about quality of implementation of CCE in your school?
- Would you like your teachers to make assessment more scientific and accurate?
- Do your teachers have problem with managing so many records?

*What's the best way?*

ETMA has the solution. Train your teachers through

## 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



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# ETMA Council

## ETMA Council



**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.



**Educational Technology and Management Academy**

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