Teachers as Learners: A qualitative study of Delhi Teachers’ engagement with and experience of professional learning

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Keywords: Continued Professional Development, Teacher Agency, Teacher identity, teacher training, Teacher Learning

Abstract: The link between pre-service and in-service teacher training, teacher performance and the quality of educational outcomes for school students has long been in recognised policy documents and official commentaries in India. Indeed, concerns about the qualifications, accreditation and continued professional development of India’s teachers has been a consistent theme in education policy, being discussed in documents such as the Kothari Commission (1964-66), the New Education Policy (1986) and the Right to Education Act (2009), and implemented through centralised schemes such as Operation Blackboard (1987), the District Primary Education Program (1992) and Sharva Shiksha Abhiyan (2000). The overarching aim of the policies articulated in these documents and the support of in-service teacher training schemes is to improve the professionalism of India’s teaching workforce and to structure teacher learning as a career long process (Khora 2010). Although Indian teachers are at the centre of such policies and are recognised as essential to the functioning and continuity of education reform, the voice of teachers has been largely absent from the policy making process.

This absence of teachers’ voices is regrettable as Day and Sachs (2005) argue that for continued professional learning of teachers to be effective, it needs to be removed from a policy context and should also be congruent with teachers’ biographies, social histories, working contexts, peer groups, teaching preferences and, perhaps most importantly, the personal and professional identity of a teacher. Understanding the lived experience of a ‘being a teacher’ and how teachers construct their professional identity and negotiates their professional role is therefore integral to the development and implementation of effective continued professional development. It is therefore not surprising that, within the context of Indian education, Dyer et al (2004) claim that there is a correlation between the perceived lack of impact of in-service training and the failure of India’s teacher education policies to engage with aspects of teachers’ local knowledge, context and identity.
This qualitative study aims to add the teachers’ voices and experiences to the debate of teachers’ professional learning by answering the question: “In what ways do Delhi teachers approach, experience and engage with professional learning?”

In order to answer the overarching research question, 12 middle school science teachers from multiple CBSE-affiliated schools undertook an extended, qualitative interview, to explore their perceptions and experiences of continued professional development and investigate how their professional learning contributed to the construction of their professional role.

By answering the research question, the study was able to identify what type of professional learning opportunities are available for teachers in Delhi, and how these models fit with the reality of the Delhi teachers’ classroom contexts. While many of the findings of the study aligned with trends in professional learning literature from around the globe, there were three key findings emerging from this qualitative study which shed light on the perceptions, experiences and realities of the professional learning of Delhi’s teachers.

First, contrary to policy and popular discourse, Delhi’s Teachers see themselves as learners, and understand the act of teaching as an active process requiring continuous learning. This shift in perception has been aided by the introduction of technology into the classroom, and the resulting change in the teachers’ role from a giver of knowledge to a facilitator of knowledge acquisition. This shift in attitude is important in the way teachers approach and engage with professional learning opportunities as those in the study demonstrated they are actively engaging with and seeking out new learning opportunities.

Second, the study confirmed that there is a surplus of formal/organised teacher training programs in Delhi. Indeed, the teachers in the study revealed that they are inundated with in-service training through workshops and seminars offered by both their school/school society and external service providers from government, not-for-profit and private sectors. Despite this abundance of professional learning opportunities, there is little coherence or continuity between them and limited teacher input into the content offered by different sectors. This means that teachers have to select learnings that are relevant to their classroom context. Nevertheless, the teachers found these workshops useful and in line with other professional learning literature, identified formal training programs into which they had input or those incorporating collaboration with other teach

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Keywords: education of migrant children, childhood discourses, migrant childhoods, educational policy and inclusion,

ABSTRACT

Criticality, empathy and welfare are significant concerns of contemporary education realities in Indian context. Perspectives based on which we understand these concerns matter, as it will have implications for academic research, policy and practice. It determines our course of action towards educational change. For example migrant families and children is one group of population whose historical contingencies, socio-political locations and lived realities are least explored and understood in Indian context. This invisibility has shaped the education scenario for migrant children, as education is never a standalone neutral entity disengaged from history, politics, society and the everyday. In this paper I would like to reflect on some of the dimensions of criticality, empathy and welfare in the context of education of children in difficult circumstances (with specific focus on experiences of migrant children)

Critical conception on childhood has helped us question the Eurocentric discourse on childhood that has dominated the mainstream for decades (Vasanta, 2004; Raman, 2000; Balagopalan, 2008, 2011). The rights based discourse that guides policy and research has its roots in universal childhood discourse. Social constructionist and multiple childhood approach has actively opposed the way in which western ideas of childhood have made the image of poor children vulnerable and waiting to be saved. Multiple childhood discourse on the other hand has invited criticisms of cultural relativism and valorising the sufferings of children in difficult circumstances. As Nieuwenhuys (2008) rightly points out —both abstract universalism and cultural relativism posit an essentialist approach to social phenomena, the difference being that in one case it is childhood and in the other culture that are perceived as an enduring phenomenonl (p.6). It is here the question of _what kind of criticality‘ one employs to understand the experiences of childhood matter.
The lens we employ influence the kind of childhood and education we envision for ‘poor’ children.

Empathy is closely tied to the notion of criticality. The position rooted in empathy is that of solidarity and not an outsider's objective analysis. ‘Poor children’ as objects of middle class charity and NGO salvation (Nieuwenhuys, 2009) has been rooted in false solidarity. Empathy both in interpersonal relationships and macro level systemic planning is critical to any policy intervention. For example in case of teacher child relationship, it enables the teacher to be the child, to locate the child within oneself with all her historical contingencies and to travel through the possibilities of herself. In this sense, there is solidarity between the selves. After all, it is this human solidarity that education ought to embody and process. Being empathetic necessitates both the individuals and the system to be responsible towards the world in which one lives, both physical and social. Neither there is any escape from its turmoil and injustice, nor from its joyful possibilities.

The welfare policies that we formulate are based on what we think is welfare. And the question of whose welfare becomes critical to the content of welfare itself. For example, in case of migrant children the intervention of residential hostels in the source villages needs the children to be separated from her parents. Which aspect should be given importance here, the child's need to be with her parents or state’s requirement of compulsory schooling? Though these preference need to not be completely dichotomous, the implications of these choices have to weighed under multiple considerations.

While criticality, empathy and welfare are critical pillars of educational change, it needs to be recognized these dimensions are not apolitical. These pillars acquire even more significance when it comes to children in difficult circumstance and the case of migrant children is one among them. Inclusionary perspectives without a moral vision, process clarity and institutional commitment end up reinforcing the existent inequalities and injustice. The approach of ‘bridging’ and ‘mainstreaming’ migrant children is an example of this. Such informal education programmes are not truly alternative and hence far away from bringing social change. The current educational landscape of India has ample examples of such misguided interventions. In this paper an attempt is made to understand the migrant children’s experiences of childhood and education that will enable us to
imagine newer possibilities and perspectives in policy and academic research that impact their lives.

References


Examining our conditionings: a session with post-graduate students on Critical Pedagogy

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Keywords: Critical pedagogy
conditionings
feminist critiques
post-graduate class

Abstract:

While reading the conversation between Freire and Macedo on how critical pedagogy could be used in the classroom in re-thinking literacy (Freire and Macedo, 2003), I was struck by how meaningful this was as pedagogic practice. Freire’s exhortation to educators and students to be conscious of their individual subjectivities while being part of social practice is even more significant with the current crises of different kinds: social, economic, political, religious, etc., all over the world. Understanding the tension between individual and social processes seemed to be key to being a conscious individual. We are alerted as educators, also to our conditionings from our growing up years, and internalization of norms, often without our own knowledge. We maybe oppressors in one context and victims in another, and hence the quiet tentativeness required in our understanding and convictions. Unpacking these conditionings with a class of potential educators and teachers, seemed essential. Reading feminist critiques of critical pedagogy helped me think about this approach in a nuanced manner (Ellsworth, 1989). What seemed to be liberatory in terms of bringing about a critical consciousness, could sound vague and distant if not brought down to specificities of classroom discourse as well as the content of a particular course. It also assumed clear boundaries between ‘them’ and ‘us’ and a common understanding of what oppression meant. In reality, such homogenous assumptions may only perpetuate ‘myths’ about the emancipation achieved from a unified consciousness.

The proposed paper is to include analyses of observations and reflections from a classroom exercise, with the aim of unpacking these conditionings. This was part of introducing critical pedagogy to students in a Curriculum Studies core course within an M.A. Education programme. I had asked students to note down and bring up for discussion, ways in which each of them felt ‘conditioned’. I also highlighted some examples to illustrate how I too felt conditioned as a teacher and as a woman, being perhaps from a privileged background. Students were to think of examples of situations,
experiences and conversations where they felt conditioned. The explanation could refer to, for instance, political or historical reasons. They could also think of examples both within and outside the classroom where they felt that the person or group they were interacting or having a conversation with, were conditioned. I mentioned that each of them may write their experience down in their notebooks, which were later collected as part of a larger assessment of class notes and reflections.

I distinctly remember the sudden disquiet as well as excited murmuring in class soon after the exercise was announced. What emerged was a fascinating narrative: some from individual students, and others in groups. They cut across varied and significant themes: caste, religion, region, physical appearance, bodily functions, public and private schools, values, success as being of monetary worth alone, dominant school subjects, gendered professions, class consciousness, messages conveyed by the media, political ‘connections’, assessment structures and associated failure, growing up, mental health, hierarchical structures in society and institutions, etc. What transpired from this free-flowing discussion, were often painful, personal anecdotes. I came away from this experience increasingly aware that each of our students had made long and painful journeys, even to come to our M.A. Education programme, handling and overcoming various biases and conditionings. I was also struck by their courage and conviction to be able to write, share and discuss these experiences with diverse peers in class.

References


Curricular Impact and the Role of Pedagogy: A comparative study across various social science curricula

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Keywords: Sub-theme Enrichment MAEE, social-Science, Insight, Traditional, Textbooks, Study, Impact, Desk-study, Curricula, Literature, Pedagogy, Content, New Focus, Civics, Comparison, Goals Comparative, Understand, Curriculum, Patriotism, Role, Success, Failure, Sangati, Avehi-Abacus, Mumbai, Methodology. First, field-study, Sites, MSb, CBSE, BMS, Sample, FGD, Questionnaire, Second, Observations, Reflections

Abstract:

I would like to present my paper under the sub-theme: —Approaching educational enrichment from within disciplines, across and trans disciplines.l
I recently did my MA in Elementary Education from TISS, Mumbai. Post the optional course that I took in the Pedagogy of Social Studies in my second semester of the MAEE program at TISS, I got an insight into how the curriculum pedagogy of social studies had traditionally been and how actually it could and should have been. We were also given a chance to have a look at various textbooks and compare them. The thought of this field study was born therein, the idea being to understand the impact of these various curricula on the students. When I suggested this idea to my faculty mentor, she also suggested me that a desk study to compare and contrast these various curricula could also be undertaken as a part of this project, as this aspect had not been dealt with earlier. Additionally, while doing a literature review, I also felt that it was important to understand the effect of pedagogy on the chances of a curricular content to succeed or to fail. I felt there was not enough work done in this regard. As the domain of social sciences is extremely vast, my focus throughout this field research was on the teaching-learning of 'Civics' in schools, in upper-primary classes. The desk study that I undertook in terms of comparing the various curricula also centered on a comparison of Civics curricula.

Keeping the above aspects in mind, the goals of this field study were envisaged as the following:
1. A comparison of various existing curricula, namely, NCERT (CBSE Board), Maharashtra State Board, Ekalavya and Avehi Abacus (Sangati) – Desk study
2. To understand the impact of these various curricula (NCERT – CBSE Board, Maharashtra State Board and Avehi Abacus Sangati curriculum) on the students – Field
study on upper-primary students (Classes VI-VIII), through their understanding of what 'patriotism' or nationalism meant for them

3. Analyze the role of teachers/pedagogy in relative success or failure of a curricular content. This was done by comparing the understanding of 'patriotism' by students being transacted Sangati course material, by two separate teachers, in two separate schools. The choice of schools was based on the suggestions made by the Avehi Abacus representative.

I had done my field study with the Avehi Abacus Organization. One of the curriculum that I analyzed as a part of the study is the Sangati curriculum brought out by this organization.

Research methodology:
1. I did a desk study comparing the four curricula mentioned above.
2. First part of field study: Eklavya curriculum was not a part of the field study. The sites of the field study were:
   a. BMC school(s) following Maharashtra State Board syllabus
   b. A Private school following CBSE syllabus
   c. BMC school(s) following Maharashtra State Board syllabus, with Avehi Abacus Sangati curriculum also transacted additionally for classes V to VII

Sample for the field study: Upper primary classes (Classes VI-VIII). A couple of focus group discussions have also been carried out with students of Class IX due to unavailability of students of Classes VII or VIII.

Through my field study, I tried to understand whether these envisaged aims of these various curricula (NCERT, Maharashtra SCERT and Avehi Abacus – Sangati) are actually being met at the ground level. The impact of these curricula has been analyzed primarily through the means of students' understanding of the concept of patriotism. The hypothesis that I was trying to test here was based on the assumption that patriotism is not merely national-anthem singing or slogan chanting or celebrating Republic and Independent days or glorifying the Indian security forces etc., but much more deeply, trying to put in one's best in whatever one is doing, at all times, so that one can contribute towards one's own well-being, and further make constructive and serious contribution towards the society's, nation's and mankind's well-being.

Data collection was done through focus group discussions, questionnaires and classroom observations.

3. Second part of field study:
   i. Sites of field study: Separate BMC schools in which Sangati curriculum is transacted by separate teachers
   ii. Sample: Upper primary students of these schools.
   iii. Methodology: Primarily, classroom observation of the same chapter being transacted by two different teachers, to bring out the differences in their teaching style. The impact and the relevance of their transaction has been gauged in terms of certain observations like the objectives of the chapter being met, student participation and interest etc. In certain but not all cases, a broad analysis of the students' understanding after the transaction by the teacher is complete has also been gauged by follow-up
discussions conducted with the students by me or the Sanagti representative who accompanied me on all field studies.

Reflections/takeaways from the study:
1. Curricular frameworks often talk about a plethora of things, but what gets into the curriculum depends a lot on the political thinking of the day
2. Further, textbooks might not always fulfil the curricular objectives
3. The role of teachers in fulfilling the vision outlined in a curriculum cannot be overstated. In the absence of this interface being adequately equipped, for whatever reasons, the actual impact of any curriculum, however good, may be modest and muted
4. The political atmosphere of the day has a major role in steering and guiding the course of the learning that takes place in schools
5. Hidden curriculum has a considerable role to play in terms of the takeaways for the learners, due to its continuous interplay with the stated curriculum, which may on numerous occasions be contradictory to each other
6. To be able to realize its vision, a curriculum has to navigate the dominant political, social and cultural thinking, which has the potential of considerably slowing down the realization of the vision. However, having said that, avoiding bypassing these forces and choosing to navigate through them may be the more favourable and sustainable option in the long run, for the entire system as a whole.
Quality Concerns in Tibetan Children’ S Village (TCV) School in India: A Socio Educational Assessment

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Keywords: Quality Education
Teacher Competencies
Refugee Education

Abstract:

Improving the education quality of refugee children is a priority for all the host countries of the world. Besides giving good future and success, quality education is critical in building upward social mobility for the refugees. However, not many countries have enough mechanisms in place to improve education quality or create work opportunity for the refugees. In Indian context, being a non-signatory to the 1951 Refugee Convention, India has given less focus on the global refugee policy discourse and policy innovation. This lack of domestic frameworks creates difficulty in framing the status and experiences of the refugees in education too. Such a scenario results to low self-esteem, self-worth and self-confidence among the refugees and it becomes a routine culture. In India, Tibetans are the largest refugee population (around one lakh). They have lot of cultural capital but they lack social capital and face significant challenges in educational achievement compared to their native peers. Therefore, the challenge for government and other agencies is to develop an integral policy of refugee development, enabling them to achieve the socio-cultural symbiosis and support them to merge into the mainstream. It is therefore important to understand the new generation refugee psychology and help them sustain in the strange land. The Tibetan Children’s Village (TCV) School, the largest autonomous educational organization for the Tibetan community in exile is an apt example for socio cultural symbiosis of Tibetan refugees in India. On refugee education, UNESCO points out that teachers in refugee schools can play a protective role for refugee students and the school experiences can bring normalcy to their lives. However, not all the schools are able to provide positive school experiences to the refugee students. A question thus, probed at the core of comparative education is how to realize quality education for refugees and ensure opportunities to use that education for their future participation in society. The present study aimed to assess the quality concerns in the TCV School, Dharamshala, H.P India. Researcher addressed the components of the curriculum, viz. syllabus, pedagogy, curriculum transaction in classrooms and teacher
competencies (for the present study four competencies selected are; Cognitive, Emotional, Social-Cultural and Communication competencies). To maintain objectivity and avoid swift and superficial generalization on quality of education for refugees, the researcher extensively reviewed pertinent researches mainly in refugee education. The main objective of the study was to assess the teacher competencies, curriculum transactions in classroom and students learning outcomes in the TCV School. The other objectives were to understand the parent’s perceptions on curriculum transaction and to find out the future challenges for TCV Schools in India. For the study three TCV schools in Dharamshala, HP were selected using purposive sampling technique. A total of 30 teachers, 30 parents, 30 students and 03 Principals formed the sample. Study combined both quantitative and qualitative research techniques for collecting and interpreting data. Simple statistical techniques such as mean and standard deviation have been used to process the collected data. The researcher utilized a variety of different methods; assessed teachers and school administrators through observations and interviews and conducted surveys with secondary school students to understand crosscutting issues. Last, the researcher interviewed principals and conducted focussed groups with parents and students to comprehend individual challenges.
Thus, the study tries to find out; how do teachers teach refugee students in TCV School and what challenges do they face? Researcher focussed on classroom practices, examining teachers’ competencies; pedagogical techniques and, specifically, teacher-learner interactions. Researcher also explored teachers’ perceptions of their practices and document several material, social, and policy factors that teachers identify as constraints on their classroom practice. Drawing from the perspectives of the teachers, administrators and the principals who were interviewed, the research argues that quality instructional practices for refugees are constrained by several key factors: limited resources, including low funding and a lack of teaching a lack of pedagogical training and content knowledge; and curriculum and language policies. The student’s perspectives drawn from the focussed group discussion revealed that they experience a sense of alienation in the host country and feel that that success in mainstream schools, cannot be without loss of their cultural identity and assimilation into the dominant culture. Further, the study finds out that the teachers in the TCV School possess high level of emotional competency whereas average levels of cognitive and socio cultural competencies But the communicative competency i.e., the communicative activity among teacher and student is low. As the first study to systematically analyse the teacher competencies in TCV refugee school in Dharamshala, this study strengthens the existing evidence base and concludes with implication for policy related to refugee teachers and the content and structure of teacher training and professional development for teachers working in refugee schools.
Privatization as an irreversible force: Current trends in school education in India

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Keywords: Privatization, disadvantaged, regulatory mechanism

Abstract: Privatization of education system in India and elsewhere has emerged as a pan global phenomenon, hitting at the base of welfarist and socialist policies in democratic nations. This is the reason why most of the democratic governments are concerned about the growth of private sector as market forces tend to topple the equity balance in favour of those who can afford, leaving behind the disadvantaged to fend for themselves. While many scholars argue in favour of privatization, as presenting more opportunities and world class facilities, there are many others who intend to promote the government sector in provision of social goods most importantly, for health and education. Nevertheless, privatization has caught a popular imagination vis-a-vis the government sector, with higher perceived benefits especially in school education.

The debate on privatization is divided. On one hand, it is argued that private sector provides higher quality education, gives choice to parents and is accountable to its users. Advocates for privatization also claim that such a system ensures the accountability and efficiency of educational institutions, improve the quality of courses and make such institutions more accessible (Tooley, 1999). It has also been noted that privatization can play a useful role in plugging gaps in diminishing public sector budgets and reducing budgetary pressures (Oxfam International, 2002). Researchers have also argued that growth in private schools reflect at least in part the parents' demand for greater choice as they grow increasingly dissatisfied with the government school system (Kingdon 2007, Murlidharan & Kremer, 2006). Those who subscribe to this line of thought suggest that the state should encourage further privatization through supply and demand interventions like liberalizing regulatory framework, introducing vouchers for poor to access, etc. On the contrary, scholars argue that private sector is inherently not tuned to serve the poor. It is said to create and further widen inequalities between various social and economic groups; perhaps, not just widen but also perpetuate the same social class differences. With the private sector, good quality education becomes monopoly of only the rich. Moreover, the flight of middle classes to private sector deprives the voices that could make the public sector respond to the demands of people. The high costs of private schools and colleges leave the poor and other vulnerable sections with no choice but to attend the government educational institutions that are degenerating day by day. Further it is believed by several educationists that segregation in private sector is destroying the diverse and inclusive flavour of institutions that could have been an educational asset. These arguments suggest that the issues emerging from increasing privatization are complex, with no readymade policy response that can effectively tackle the implications arising from it.
Highlighting the fact that privatization in school education has now been established as an irreversible force, this paper captures the current trends of these phenomena in school education in India. Though privatization has been hailed as a complimentary force to the government sector in expanding opportunities and access, its ill effects have also been recognized in terms of creating inequalities in the system. The paper presents a detailed review of literature bringing out the tensions that privatization has caused to bear in the education system, by discussing the findings from major research studies. It also presents an analysis of secondary data on key parameters, such as, growth in schools under different managements, children attending private schools at different levels of school education and average expenditure per student in schools under different management, to reflect upon the size and trends in private sector.

As a conclusion, the irreversibility of privatization in school education in India has been reiterated. However, the paper also argues that if left unregulated, privatization of education can adversely impact the life chances of those who are traditionally outcast or cannot move upwards for want of resources and financial support. As a welfare state, Indian government will have to critically relook at its policies for encouraging private participation but within stronger regulatory mechanisms, if it wants to remain empathetic to the concerns of the disadvantaged.
Education Discipline Beyond the Teacher Training Programme's

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Keywords: education system
teacher training
research

Abstract:
When we speak of an umbrella term education, the first thing we need to do is to widen up the horizons of our mindset so that it will open up new vistas for humankind. The term education is used occasionally to signify the activity, process, or enterprise of educating or being educated and sometimes to signify the discipline or field of study taught in departments of teacher education(s) that concerns itself with this activity, process, or enterprise. Education has been evolving for so long and has, over the years, been significantly influenced by the works of a number of philosophers, psychologists, sociologists, researchers and scientists. Consequently, 'Education' as a discipline has evolved as a complex constituency with a number of forces like socio-political contexts, social structures, market forces, value frameworks, etc. in play. We cannot reshape our educational system if we do not deal with it professionally. No doubt there is a subject or discipline under the same name Education to look after the education as a field of study but it is so diluted that there is no uniformity and objectivity in its nomenclature and functions as a result, the discipline Education has been confined to teacher training programmes in maximum countries especially in Indian context. Discipline Education, in common with other social sciences, suffers from a double lag: slow progress in fundamental research and delay in using research findings. Perhaps the disease is even more pronounced in the subject of Education than in the other social sciences. Certainly it is more devastating in its effects because malfunctioning of education endangers the health of the whole society. In this conceptual paper, we have attempted to reveal how discipline Education can go beyond the cocoon of teacher training programmes by adopting the interdisciplinary perspective in it at gross root level to resolve the various educational issues and problems professionally.
Abstract:
This paper rests on an understanding of ‘education’ as a practice embedded in specific historical contexts and carried out within organizational structure of institutions such as universities. The broad question that informs this study is how does one read and compare the negotiations public and private universities are making with the neoliberal paradigm of knowledge production with reference to their social science curriculum. In order to understand the current paradigm, this study also traces historically the societal influences within the field of higher education that has had an implication in the university’s practice of sociology in pre-independence, colonial, post-independence and post liberalization phase. Michael Apple’s understanding of curriculum as not a ‘neutral assemblage of knowledge’ instead as a carefully crafted vision of ‘legitimate knowledge’ produced by the power blocs of the society theoretically guides the observations of the study. To understand the changes and the politics within the university’s academic practices, this study analyzed and compared the undergraduate and postgraduate sociology curriculum of two public universities (Delhi University and Ambedkar University) and one private university (Shiv Nadar University) as well as engaged with its practitioners to assess the everyday within these universities.

While reading the current sociology curriculum of B.A. and M.A. across public and private universities, what became evident were the similarities between the approaches both kinds of universities had towards their academic practices. Delhi University has recently implemented many changes in its academic models starting from a shift from annual mode to semester mode, then to Four Year Undergraduate Programme (FYUP) and finally to the Choice Based Credit System (CBCS). The transition does highlight the importance of a flexible degree system. Further introduction of courses under the category of ‘skill enhancement’, ‘ability enhancement’ or ‘applied courses’ does indicate the leaning CBCS has towards the needs of the industries.

Ambedkar University only started in 2007 as solely a university for humanities and social sciences. There approach to social sciences is more interventionist keeping in mind the employability quotient that students struggle with after pursuing a degree in social
sciences. Therefore there course material is more in tune with the dominant academic model by presenting an interdisciplinary, contemporary, empirical and diverse syllabi which accesses new sources of knowledge like novels, short stories, documentaries along with the books and also encourages writing a dissertation at the masters level. The objective of the AUD’s curriculum is easy absorption in the industries. Shiv Nadar University (SNU) and Ashoka Universities being private university do share their clear allegiance with private sector and its paradigm of knowledge production by presenting an integrated programme. The curriculum of Shiv Nadar University is clearly dived into 6 sections being ‘Core Common Curriculum’; ‘Major areas of Study’; ‘International Context’; ‘University Wide Electives’; ‘Research Experiential and Applied Learning’ and ‘Values, Ethics, Leadership and Services’. Thus SNU with its integrated curriculum policy prioritizes the contemporary, substantive ethnographic approach to comprehend the interface of various institutions and the social problems that is part of one’s social environment. The idea is to offer an excessively specialized training as it allows the students to pick their own academic trajectory, which culminates into an undergraduate dissertation.

Hence with the new trends that public universities are imbibing in the academic models is converging to a large extent with the private universities. They built on foreign university alliances; reframed the course structure to strengthen the university-industry linkage and increase the employability of the students. Interdisciplinary and contemporary papers were offered, delivered through new modes of pedagogy. The mode of assessment also focused on writing research papers/dissertations and even frequent visits to the field to develop an application based approach to learning.

Therefore one can observe the omnipresent neoliberal mode of knowledge production is dissuading any difference one may assume between the academic ideals and practices of public and private universities despite the difference in their governance and therefore bringing into question the meaning of ‘public’ in a liberalized, privatized and globalized democratic society.
Developing ‘Noticing’ In Middle School Mathematics Teachers

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Keywords: mathematics education
professional noticing
students’ thinking
teacher knowledge
work of teaching

Abstract:
The professional work of teaching demands that teachers possess specific knowledge and skills required to teach effectively. Teachers’ knowledge of and about students is an important part of the knowledge base required for teaching. While teachers’ knowledge of students might include an awareness of their general ways of thinking, knowing about students’ cultural backgrounds, and aspirations; the work of teaching requires teachers to have subject-specific knowledge of ways in which students think and respond. While focusing on the latter, this paper reports an attempt of working with teachers in developing their noticing of students’ ways of thinking in a specific mathematical topic. The data used is from classroom observations of a middle school mathematics teacher as she attempts to modify a task while being sensitive to students’ mathematical thinking. In conclusion, I identify the struggles faced by the teachers in transition (moving from a traditional to a reformed curriculum) and suggest ways in which developing noticing can be a means of supporting this transition. Further, I argue that noticing can be a significant aim of preparing and developing teachers for their professional work.
Reproduction of Inequality: A study of Education in Nagaland

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Inequality
capital
Nagaland

Abstract

Education is generally seen as an empowering and liberating force, a way to improve an individual’s future or a way for upward mobility. While the presence of a large number of schools and the high rate of literacy is usually taken to represent the whole educational situation, the mere presence of schools and high literacy rate does not ensure that quality education is imparted or is accessible to all. Such is the educational scenario of Nagaland with high literacy rate and growing number of private schools, yet a large number of rural areas deprived of education. Apart from the accessibility, the performance of the government and the private schools remains highly unequal which questions the quality of education imparted. The introduction of modern education has had overwhelming effect on the Naga society. The coming of the British colonizers, the American missionaries and then the post-independence phase of nation-building, has completely reshaped and created the present-day Nagaland. The shift in the education system of the Nagas witnessed the disappearance of the indigenous educational learning system, the Morung, and the establishment of the modern educational schools. According to the 2011 census, Nagaland today ranks 15th among the Indian states with a literacy rate of 80.11%. However, with all the changes in the structure and nature of the Naga society, once known for its egalitarian outlook, today is featured by subtle form of inequality and increasing disparity.

A stark difference between the government and private schools is seen in the percentage of students qualifying for matriculation. Out of the 40 schools that showed zero pass percentage, as per the Morung express daily, 38 constituted of the government schools and 2 private schools in 2016. Moreover the HSLC result testifies of most toppers coming from private schools and the more expensive private schools producing almost cent percent qualification for the HSLC exam. Such has been the trend of the HSLC Examination for years. Though Nagaland has more private schools than government run schools in comparison to the national level, the similarity remains in the fact that the private schools are constituted by students from the higher and middle socio-economic section and the government run schools featured by mostly population from the lower
socio-economic section. Apart from the inflated school fees and having supportive educated parents, the extra coaching and private tutoring have become pertinent to the competition in education. However such facilities are attainable only by those having the economic means and social networks, determining the performance and hence creating a kind of inequality to the already existing one.

The apathy of the government, corruption, absenteeism, poor infrastructure, fluctuating student-teacher ratio, low attendance, bogus appointments and irregularity of classes which have been the prominent features of the government schools, have added to the already apprehensive approach of the public in acquiring education from the government run schools. This in turn has led to the growth and prosperity of the private sector which remains inaccessible in many of the rural areas. The access to quality education not only acts as parameter of disparity in educational performances but also determines the future of the students and their social positioning. In the midst of economic inequality, where 75% of the Naga population lives in the rural areas and live on an income of less than Rs. 50 per day, the disparity continues. This disparity has through the years not only sustained but has been reproducing itself. Education is seen as a means of upward mobility and better future. Thus, the representation of inaccessibility to quality education is a representation of inequality at large. The inequality in education does not merely limit to the economic capital that allows certain section of the society to buy better quality education but also the social capital that comes along with the cultural capital a student or family attains from their predecessors. These three forms of capital constitute the confidence of a student and also determine his/her performance in school. Thus, the mere existence of education that persists in the Naga society acts as an agent that favours and enhances inequality.

Education though available, in a subtle way acts as an institution legalizing the hegemony of the dominant group and also creates variation in the access through mechanisms like social capital, cultural capital and economic capital. Thus, taking into consideration the existing and growing disparity in education that has led to wider forms of inequality in Nagaland, this paper will take the issue further by contextualizing such inequality using the three forms of capital: Social, cultural and economic, and Bourdieu’s theory of cultural reproduction.
STORYTELLING AS CONDUIT OF MATHEMATICS LEARNING: A CASE OF GRADE 2 CHILDREN

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Keywords: Mathematical processes
Storytelling
Action research

Abstract

Storytelling can be used for many cognitive and emotional benefits in the mathematics classroom (Casey et al., 2004; Egan, 1986; Schiro, 2004; Zaskis & Liljedahl, 2009) and a recent review of work done in this area (Flevares and Schiff, 2014) has urged for rigorous research in understanding the effectiveness of using children’s literature on children’s engagement while learning mathematics. The present study is a step in this direction.

One of the formats of using storytelling in teaching mathematics is that of using ‘epic story‘ (Schiro, 2004), a story that lasts many days with mathematics concepts intertwined with the story. This study is an action research that aimed to analyse the role played by storytelling in fostering the processes of problem-solving, reasoning and communication (NCTM, 2000) as they took place in a classroom that used ‘epic story‘ for teaching the concept of skip counting. The sample consisted of 22 second-graders of Indian origin and their teacher.

The teacher who took up the action research was an intern who was teaching the class 2 as part of her fourth year internship of a teacher training course called B.El.Ed. B.El.Ed. stands for Bachelor of Elementary Education, it is a four year integrated program that prepares teachers for teaching elementary grade children and is run by the University of Delhi. The school was a government run school in the south zone district of Delhi. The medium of instruction in the school was Hindi. The intern (teacher) had done classroom observations in the class before she started planning for teaching. After observing the pedagogy of the regular teacher, she found that the classroom was a traditional mathematics classroom where the teacher was the dispenser of all mathematical knowledge and the students learnt mathematics by following the taught procedures. Paper-pencil tasks were the predominant modes of doing mathematics. Students were not used to participating in classroom discussions. Due to this, many of them felt that mathematics was an ‘unpredictable‘ subject. The teacher took up an action research wherein she used storytelling as a pedagogic tool to involve and engage her students with
mathematics. She wanted students to think and reason about problems that mattered to them. In order to create a concern in the learners, a story appropriate to the interest of students was adapted specifically for teaching skip counting. This paper elaborates on the students‘ engagement and mathematical initiations that took place during the two sessions of one-hour duration each, wherein the students attempted the associated task of skip-counting and teacher narrated part of the story.

Data collected through field notes, students‘ worksheets and teacher‘s journals comprised of students‘ and teacher‘s verbal interaction, children‘s written responses and teacher‘s reflections on the classroom processes. The results indicated that storytelling promoted the mathematical processes of problem solving, reasoning and communication in children. Students‘ verbal responses and worksheets showed that the students used heuristic methods for solving the problem, provided reasons for their solutions and clearly communicated their actions and rationales. In addition, they used both written and oral modes to respond to the demands of the problems, collaborated to help and learn from each other and loved to challenge themselves. The high engagement was a result of the strong agency that the story fostered in the young learners making them realize that their mathematics expertise was valuable and had serious implications for someone (the story characters). The teacher felt the story helped to break the teacher-students barrier between them while they solved problems for someone in need of help. The story also helped the students bridge the gap between their subjective and objective realities (Schiro, 2004) as students‘ emotional and personal connect (subjective) with the story characters led to their self-initiations in doing skip-counting (objective).
Mid-day Meal Scheme and its impact on educational access

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Keywords: Mid-day meal, Educational Access, Elementary Level

Abstract

Primary education is thought to be associated with particularly high returns. Universal Elementary Education (UEE) and the abolition of gender inequalities in education by 2015 are the two among eight Millennium Development Goals espoused at the United Nations Summit in 2000. Evaluation of the advancement made since then shows that south Asia, besides sub-Saharan Africa, is straggling behind to attain this goal. The current study is proposed to scrutinize the outcome of Mid-day Meal Scheme on educational access at elementary school level. To accomplish the aims of the study, researcher has used quantitative method. The study was conducted in district Srinagar of J and K. The schools selected for study were schools opened under SSA and those having Co-education. Results are showing a positive effect of Mid-day Meal Scheme in terms of enrollment and retention in five out of six years of data i.e. between 2011 and 2016. Scheme is having a positive effect on retention rate of both the genders also proved very fruitful in reducing the gender gaps in schools. The impact of scheme was more evident in case of female students as compare to the males. The scheme has also proved as a catalyst for improvement in education outcomes of the school as a whole. The one year among the six years is showing a decrease in both the enrollment as well as retention. The cause of this decline in retention is the violence of 2016 during which schools remained closed for a long period of time (even longest ever in the history of Kashmir till now). The authorities should try to adopt such a strategy which could help in regaining the peace in valley otherwise it may further destruct the educational setup of valley.
EDUCATING GIRLS CONSIDERED AS ‘WATERING NEIGHBOR’S TREE’: A STUDY OF IKABALPUR VILLAG, ALWAR

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Keywords: Home Maker
       Mirasi Muslim
       other's Property
       social hierarchy

Abstract

Introduction
In recent decades, Gender Equality in Education (GEE) is the highlighting issues, discussed globally in all the education forums. GEE is the necessity of education because all interventions which have taken place so-far, are limited only to enrollment, retention and some extent changes in text books but not questioning to our patriarchal society. Prior all global interventions in India GEE had been incorporated in the national commissions and policies. On the other hand, the challenge that India confronts in education reforms are multi ethnic with various socio-cultural traditional societies. As a consequence, girls continuously are subjected to pervasive and persistent prejudices in schools. The present paper will evolve the social, economic and cultural constraints in the society which deprives to educate to girl child.

Objectives:
• To analyze perception of parents and position of girls within the families – biological and in-laws‘?
• To explore cultural, social and economic factors which restrict girls‘ education?

Study Area- study was conducted in Ikbalpur village (Alwar District, Rajasthan), which consists heterogeneous population.

Methodology-
The study was conducted in 2013 in Ikabalpur village which consists heterogeneous population, i.e. Kashmiri Pandit, Jangir caste, Balai caste and Mirasi Muslims. Qualitative data was collected in mid-January to mid-April, 2013.

Findings and Discussion-
Socio-cultural position of the girls, with respect to their caste, religion and parental perception within their family, is the special focus of the discussion.

The dichotomy of iss ghar or uss ghar Patriarchal notions and norms were deeply rooted among the parents irrespective of their class, caste, educational status or sex. Most of
Scheduled Caste and Muslim parents considered their daughters as unwanted and temporary members. The dichotomy of ‘this and that family, referred ‘this house’ as parental family (biological family) and ‘that house’ as destine family (in-laws’ family) were strongly and deeply embedded in the psychic of village members.

Exploitation of girls, in the name of household chores and paid work:

Along with preparing for their future life, girls from Muslim and Balai communities also contributed in terms of their labour to their natal family. They were made to take up the domestic responsibilities of their mother normally at the age of 10. They are exploited on the name of ‘Home maker’ within the family and outside for their paid works. Unlikely other male members, they were not getting higher social status within the family and in society as an earning members.

Does money matters for girl’s education:
Indian society, which is highly patriarchal, considers girls as other’s property by birth. Societal and cultural stereotypical notions and girls’ status as an outsider in natal family keep them at the end of the social ladder and are most disadvantaged group within any social group/strata. In contrast boys were not only discourage to engage in any household chores but also were forced to attend the school, as the period of schooling for boys was considered as the preparation of securing future of family. Aspirations for upward mobility and securing future were the root cause for discriminatory treatment with daughters.

The lower social position of women in social hierarchy:
It was supposed in all communities that women are incompetent to take good decisions in outside matters (political, social and economic issues). When I asked about women’ role in family decisions, most of participants (especially in Muslims and SC) were surprised and also laughed at me. Because biased social norms and beliefs were widely spread which positioned women at lower ladder, dependent and powerless. In some Brahmin families male members asked the consent of women in their family matters like marriage, education of children, jobs etc. however men took final decision in this process.

Conclusion-
It was found that dominant patriarchal beliefs were deeply rooted irrespective caste, class, gender and educational status in the village but degrees of exclusion vary strata to strata. Among the Schedule caste and Muslim, parents considered girls’ education as secondary and primary is their future roles as Home Maker. Early marriage was customary among Muslims and Schedule Castes irrespective of their economic background and educational status. The practice of dowry was mingled with the preference for sons in the Indian context that compelled fathers to think twice before deciding for the education of their daughters. Parents were presumably reluctant to educate their daughters for further studies, had fear of arranging higher dowry.
Reflective Writing for Professional Development of Aspiring School Heads: Selected Cases from National Level School Leadership Preparation Programme

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Keywords: Reflective Writing, Aspiring School Heads, School Leadership Preparation Programme

Abstract

Reflective practice in teacher education and capacity building programmes has acquired significance as an integral element of professional development and effectiveness based on the assumption that practitioners should be thoughtful and analytic about their practices (Boud & Walker 1998; Hatton and Smith, 1995). The term reflective practitioner originated from the works of David Schon (1987) and has been discussed variously as a concept on its own (Schon 1987; Otterman and Kottkemp 1993; Moon 1999 and 2004) as well in relation to experiential learning (Moon 2004). Essentially, it is understood as a dialogue with oneself on what one seems to ‘know’ or has internalized through experience, critically examine one’s actions, thoughts or feelings and devise ways to further improvise on it.

This idea of reflective practice germinated in the transaction of the course for self-directed professional development of aspiring school leaders in the Indian context. The course titled as Developing Self, forms a part of the One Year Post Graduate Diploma Programme on School Leadership and Management, conceptualized and executed by the National Centre for School Leadership, NUEPA. This course viewed the development of reflective practice as an important skill for leadership/professional development of aspiring school heads, for which a group of aspiring school heads were introduced to the method of reflection and the writing associated with reflection. It was believed that engaging in reflective writing would enable the participants in critically examining their practice and improving it. The purpose was to encourage the participants to become reflective practitioners in their present capacity as well as build it as an important component of their professional practice as future heads of schools.

For this piece of research, we selected 7 sets of narratives comprising of two pieces of writings taken from the participants at an interval of 15 days. These narratives belonged
to 7 Post Graduate teachers/Head mistress and Vice Principal of Senior Secondary Schools in Delhi/NCR. They were purposively selected from the entire groups of participants of this programme keeping in mind that their writings showed a gradual depth in reflection from the first to the second. Out of 7, there were 5 females and 2 males. Two of the 7 participants were in the administrative position, one a Headmistress of the Senior Secondary section in a private school of Delhi and the other a Vice-Principal of a Government Senior Secondary school in Delhi. The remaining participants were Post Graduate Teachers in different public and private secondary schools.

In the beginning of the course, as facilitators, we provided the participants with examples of reflective writing as scaffold in the learning process, to start thinking on the events of their professional practice, perhaps with the aim of directing their selves to discover for themselves how this skill could benefit them as practitioners and develop one of the many skills that are required to become effective leaders. The narratives were analyzed based on selected themes that have been found relevant in the process of reflective writing (Moon 2004). Since majority of the participants were post graduate teachers (teaching at secondary and senior secondary level), we expected the themes to emerge largely from the classroom practice, however, it was also reiterated as a skill, that could be found useful in whichever capacity they were to continue their professional practice such as in the capacity of a school head. The themes that emerged from an analysis of narratives showed a depth in reflection as the participants were able to stand back from the event, critically analyze their self-beliefs, actions and feelings, connect events to prior experiences and respond to self-questioning. Some of the participants were also able to think of action steps that they could implement in case faced with a similar event in the future. This paper thus attempted to analyze the depth of reflection through reflective write-ups of aspiring school heads, bringing forth the critical aspects of their own practice.
BLOOM’S TAXONOMY IN EARLY EDUCATION

Abstract

There are so many issues in early education like illiteracy of the parents, narrow outlook of the society, poverty of the parents, lack of efficiency of teachers, lack of infrastructure facilities in schools, lack of interest among the students etc. In this we will try to throw light on how Bloom’s taxonomy will help the teacher in tackling all these issues and enhance the learning level of the students at the early years of their education i.e. (0-15) years of age. The Bloom’s taxonomy is divided into three domains 1. Cognitive 2. Affective and 3. Psycho motor domain. If a teacher teaches a child keeping in view all the domains and components of Bloom’s taxonomy it will really help to enhance the learning level of the child. 1. Taxonomy of objectives of Cognitive domain. It includes (a) Knowledge: It is the duty of the teacher to inculcate full knowledge of the context keeping in view knowledge of specifics, knowledge of ways and means of dealing with specifics, knowledge of universal and abstraction in a field. Knowledge represents the lowest level of objective belonging to cognitive domains. (b) Comprehension is based upon knowledge. If there is no knowledge there will be no comprehension. On the ladder of the acquisition of cognitive abilities it level is little higher than knowledge. Specifically, it means the basic understanding of the facts, ideas, methods, processes, principles or theories. (c) Analysis the teacher will develop capacity among the students so that they can analyze the elements, see the relationship and its organizational principles. (d) Synthesis apart from analysis the teacher must keep into consideration the synthesis part also in which we include production of unique communication production of plan or a proposed set of operation and derivation of a set of abstract relations (e) Evaluation. This category of objectives aims to develop in the learner the ability to make proper value judgement about what has been acquired by him in the form of knowledge, understanding, application, analysis, and synthesis. It represents definitely the highest level of objectives belonging to the cognitive domain and involves all the five categories described earlier. As a result, the learner is expected to take proper decision about the quantitative and qualitative value of a particular idea, object, principles and theories. 2. Taxonomy of objectives in affective domain. Following objectives are covered under affective domain (a) Receiving it is essential that the learner will made to receive or attend the desired ideas, events or objects or to inculcate (i) Awareness among the children (ii) willingness to receive (iii) control or selected attention (b) The teacher must
involve the child acquiescence in responding, willingness to respond, satisfaction in response (c) Valuing the teacher made the students for acceptance of a value, preference of a value, commitment. (d) Organization After valuing the teacher will lead the child toward organization of value in which we include conceptualization of value system. At last affective domain will include the characterization of a value or value complex. It includes generalized set and characterization. 3. Taxonomy of objective in psychomotor domain. In psychomotor domain we include the following objectives (a) Reflex movement it may be considered as involuntary motor responses to various stimuli in the environment examples of such movements are jerking of hands, closing of eyelid, stretching of arms etc. These movements represent the lowest level of psychomotor behavior. They are largely controlled by the autonomous nervous system. However, they are very much essential not only for the development of psychomotor abilities but also for the survival of the human beings. (b) Basic fundamental movement. Fundamental movements are just a step ahead of a simple reflex movement (c) Perceptual abilities. The development of motor abilities related to phenomenon of perception belongs to this category of objectives. Such type of behavior is learned behavior and will always attained through experience and systematic training (d) Physical abilities for an effective motor behavior there an urgent need of the development of desired physical abilities like tolerance to stand against tough weather, to do hard labor, to carry heavy load etc. (e) Skilled movements. Skilled movement are those bodily movements which help in performing skilled task. These movements can be acquired through an organized and systematic learning process. For say the art of dancing, driving, typing, swimming etc. (f) Non discursive communication. This category represents the higher level of psychomotor behavior, the non- discursive communication in terms of overt behavior activities in relation to the communication of affective behavior feelings and emotions.
A CROSS-SECTIONAL STUDY PROBING SCHOOL STUDENTS’ CONCEPTUALISATION OF HUMAN DIGESTIVE SYSTEM

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Keywords: Human digestive system
visuospatial modelling
conceptual progression

Abstract

School science education aims at development of scientific approach among the learners. Human digestive system (HDS), a systems concept seeks learners to visualise and make connections among the invisible (to naked eyes) organs and processes that occur in body. Visualisation accompanied by text (reasoning, explanation, & description) may provide some valuable information about students’ mental organisation of knowledge which may affect their learning in different ways. For instance, development of ‘alternative conceptions’, ‘inconsistency in conceptual progression’, etc. Students’ responses and their comprehension of text and drawings can be useful in identifying their thinking and reasoning.

This paper reports a part of a larger study aimed at exploring middle school students’ use of visuospatial modelling in conceptualising human digestive system. The larger study adapted a cross-sectional, exploratory approach. This paper discusses probing students’ thinking and reasoning based on HDS through a written instrument. Two parallel forms of a diagnostic instrument (Form A & Form B) were used to probe students’ conceptual understanding and aspects of progression across the grades (V, VI, VII, VIII, & IX). Each of the forms had twenty five questions and covered different aspects of reasoning and thinking: visual structure-function, mental animation, similarity & analogical, consequential, and transformation. Both forms have some visuals that invoke students‘ thinking and imagination of possibly occurring abstract phenomenon (relationship, event, process, structural idea, identification, etc.). For instance, visuals depicting movement of food (bolus) in stomach because of peristalsis (Ques.9, Form A). Diagnostic instrument was content validated and form equivalence reliability was established. A total of 672 students from two schools, affiliated to National and the State (Telangana) board, located in Hyderabad city, were selected using a purposive sampling technique. Form A & Form B was administered to section A & section B respectively.
This paper reports the findings from students' responses to diagnostic instrument. The instrument largely consisted of objective questions (19) which were numerically coded and analysed. Subjective questions (6) which sought students' reasoning, explanation and description were numerically coded and analysed. The paper also tries to highlight students' awareness with the content, and its utility for life on the basis of reasoning given on their liking & disliking for studying biology. The analysis draws some interesting points about students' conceptual understanding, the tensions in extending knowledge in different contexts, and conceptual progression across the grades. We assessed students' tensions in extending knowledge in terms of their ability to apply knowledge in different contexts (different situations, malfunctionality of digestive system, similarity or differences among animals' digestive system, effect of a particular diet on body functioning, etc.).

The paper provides some evidences on students' use of visualisation and modelling which may shape their thinking & reasoning. A nuanced understanding of their thinking, reasoning and imagining may enable us in understanding the conceptual pitfalls and tensions they perceive in conceptualising an abstract and complex systems concept.
LEARNING STYLES: IMPLICATIONS FOR IMPROVING TEACHING LEARNING PRACTICES

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Keywords: Learning Styles
Teaching
Learning

Abstract

The present paper is a conceptual paper dealing with the importance of understanding learning style for improving teaching and learning practices. It is certain that individuals learn differently. There is number of possible ways through which learners acquire and process the information coming from the environment. Learning style is preferred way of learning which is used by individual to perceive, process and effectively organize the information to develop their understanding of any learning task. Learning style is innate and affected by environmental factor. It is also determined by many variables such as home environment, child rearing practices, mental abilities, self concept, study involvement etc. It gradually develops from birth and stabilizes at certain age i.e. adolescent age. Students disclose their learning style preference by everything they say or do. A student may possess one or more than one learning style. It is commonly seen in the classroom that some students prefer to learn through interactive activities like problem solving, brainstorming, critical thinking, group discussion etc. Some prefer individual study while others like to work in a group through peer interaction. How students perceive information also differ with different disciplines as students of engineering prefer both audio and visual presentation of concept while students of humanities are comfortable with verbal presentation of information. Having understanding of different Learning styles is important for making teaching learning process more effective. It contributes in many different ways like formulation of groups, selection of appropriate learning strategy and teaching method, providing guidance and counseling, formulation of curriculum etc.

In educational research, there are three learning styles model namely perceptual learning style model, information processing model and personality pattern of learning model. Different researchers identified different types of learning styles. David kolb (1984) has identified four learning modes and four learning styles on the basis of his experiential learning theory. According to this theory, our experiences make learning process more effective. It lays foundation of the kolb's learning style model. According to kolb, learning is a process which take place as a result of association of human beings with the
social and physical environment. There are two dimensions of kolb’s learning style construct i.e 1) Perceiving and 2) Processing. A person perceive information by concrete and abstract thinking and process it by active experimentation and reflective observation. These two dimensions are integrated to form the kolb’s learning style model which exhibits four learning styles : Converger, Diverger, Assimilator and Accomodator.

Understanding of Learning styles is very important for both students as well as for teachers. For the students, if they come to know about the way of their learning, they become conscious of their learning process. They may adopt such learning strategies that will suit to their learning style. They are able to analyze their weaknesses and strengths. In order to provide better learning experiences to the students, it is very important for the teacher to study, understand and analyze their learning styles. This will further help teachers to integrate teaching method accordingly. At the same time, It is not possible to develop different ways of teaching for each individual student. Rather, teacher can provide a variety of learning experiences to address each individual learning style.

Recognition of students’ learning styles and selection of appropriate teaching strategies accordingly is very essential for effective teaching. Many studies have found that matching teaching strategies to learning styles of students improve their academic performance.

The present paper will highlight the concept of learning style, its types. It will further explain the importance of studying the learning styles and present kolb’s learning style model and its educational implication. It will conclude with some suggestions for promoting effective learning through the use of learning style.
India, a developing country, on the verge of massive industrial advancements has not only stepped into the global market of the world but is on the verge of becoming a strong nation in the global south. In 1990s with the introduction of the Liberalization in India, there was tremendous urbanization that paved the way of the internal migration of the people from the villages and remote places for the job to the city. Thus, this shift in the job market had led to the unplanned proliferation of the ‘new unauthorized settlements’ in the vicinity of the Industries, named as ‘Slums’. Slum proliferation is direct attribution of ‘migration’. According to United Nation (UN) —India accounts for 17% of the world’s slum population‖ (UN-Habitat 2006). The slum increases the burden of already scarce resources and overall infrastructure as it is inhabited by a large population. The economic conditions of the people residing in the slums are very deplorable. Thus, slum and poverty are substantially intertwined and complex structure grappling the life of the people living there. So, the children who are growing up in slums, encounters right from their childhood, a very overcrowded housing, say with no facilities, unsafe neighbourhoods and hazardous living conditions, making them prone to illness and diseases. As the children reside in the slum, they encounter varied situations of their neighbourhood which affects their development as well as ‘limits’ many of their activities. The presence of all these factors in the slum, affects the child and more to a girl child. In order to understand the whole process, it requires one to grapple the concept of the male hegemony, as whole series of instances in neighbourhood and family. In patriarchal society, it can be viewed the girl child becomes ‘colonized within the male defined world‘ with varied restriction. Therefore to understand the development of the child in relation to the family and community, this research study uses the Vygotskian framework. Right to Education, which is considered as a basic amenity of a child is curtailed not only due to economic constraints but also the neighbourhood. Education provides a ladder for emancipation from economic class constraints. School imparts education and it itself is a miniature society. If the schools are viewed with the critical lenses then it is observed that it is not a simple institution imparting only teaching
learning experiences. As Henry Giroux (2006) states that — Critical pedagogy makes clear that schools and other educational spheres cannot be viewed merely as instructional sites, but must be seen as places where culture, power, and knowledge come together to produce particular identities, narratives, and social practices. Therefore „school experience’ not only contributes to the socialization of a child for better citizen but a key determinant for the mobility of the economic success. As it is obvious, that as when a child enters school it bring along with the cultural capital ( Bourdieu & Passeron, 1977), social capital (Putnam, 2000, p.18) and economic capital; he/she experiences a varied instances in the school which shapes the his/her development. So, a teacher in the school plays a very important role in providing basic necessary pedagogical techniques and help in educational advancement. This research study uses Vygotskian framework for understanding development along with critical pedagogy to understand the relation between learning and development. In accordance to it, this research study holds pedagogy as a central area of investigation. Further this research study explores the pedagogical transaction and the efforts made by teachers to cater diversity in the classroom. It also investigates the stance of teacher in dealing with the „culturally relevant pedagogy (Ladson-Billings, 1995) according to the context‘. The present research acquires a qualitative research methodology, focusing on the lived experiences of the girl students in the classroom and teaching learning processes. The methods used to gather data where classroom observation, personal interviews with students and teacher. This ethnographic study of class VIII to X in a private school located in the vicinity of the industrial slum revealed that, the role of teacher at the classroom level can play a significant role in understanding and eradication of the learning problems, that the girl students from the slum usually encounters. Different pedagogical strategies that the teacher uses in the classroom along with the personal efforts are guiding lamps for such a similar situation.
Effect of Communicative Language Teaching Approach in teaching listening and speaking skills to the children with mild and moderate intellectual disabilities.

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Keywords:
- Intellectual disabilities
- Communicative
- Listening
- Speaking
- Intervention

abstract

Background: All individuals with intellectual disabilities must have access to educational programs that emphasize meaningful literacy through their lifetime (A.A.M.R., 2001). Despite the importance and advocacy for developing literacy skills for successful and rewarding participation in the community, there remains a common perception that becoming literate is not possible for people with intellectual disabilities (Karen B. Moni, Anne Jobling, Michelle Morgan and Jan Lloyd 201). The role of mental age is not one of limiting what a child can learn but of limiting the ways in which they can be effectively taught (Adams, 1990). Communicative language teaching approach encourages learners to incorporate their personal experiences into their language learning environment and focus on the learning experience in addition to the learning of the target language (Nunan, and David 1991). It doesn’t focus only on the traditional structural syllabus but gives more importance on communicative competencies rather than grammatical accuracy or perfect pronunciation. It is vital to gain detailed knowledge on the literacy skills of students with intellectual disabilities in order to plan instruction, create learning environments, implement educational policies or funding models and specify future fields of research (Ratz, & Lenhard, 2013). Attempts should be to tailor whole language strategies to this population (Van Kraayenoord, 1994) because, in Indian special schools, there are no evidence-based teaching strategies and no curriculum to teach listening and speaking skills to intellectually disabled children. Special schools give priority to personal, social and vocational skills in their curriculum which make them self-dependent and give less priority to language skills due to difficulty in acquiring listening and speaking skills by children with intellectual disabilities. Therefore, the need to design intervention in teaching listening and speaking skills and their further assessment was felt so that areas of language such as listening and speaking skills could be addressed.
Methodology: Non-randomized pre-test post-test control group design was used in a quasi-experimental research where children with mild and moderate intellectually disabled children fulfilling inclusive and exclusive criteria were placed into experimental and control groups. Due to limited sample and complications associated with intellectual disability, randomized matching of children was practically impossible. The sample was collected from five special schools of Jammu district in Jammu & Kashmir state of India. Seguin Form Board Intelligence test was administered individually to all the children at five special schools who were then categorized into mild, moderate and severe intellectually disabled as per the International Classification of Diseases-10 criteria (WHO, 1992). Fifty-two children with mild and moderate intellectual disabilities included thirty-nine children with mild intellectual disability and thirteen children with moderate intellectual disability. Behavioural Assessment Scale For Indian Children-MR (Part-A) (Language skill) was administered to both the groups as a pre-test. Children in experimental groups were taught through intervention program developed by the researcher which included teaching listening and speaking skills using Literacy-rich approach for the six months. Children in the control groups were not involved in any additional Language activity. To ensure standardized delivery of training across all schools, all the teachers engaged in training adhered to a single training protocol. After the completion of the intervention, Behavioural Assessment Scale For Indian Children-MR was administered as a post-test to all the groups.

Results: The correlation between the pre-test and post-test scores of the control group $r_{(17)} = .997$, $P < .01$ and experimental group $r_{(18)} = .769$, $P < .01$ of the children with mild intellectual disabilities was highly significant. And the correlation between the pre-test and post-test scores of the control group $r_{(04)} = .994$, $P < .01$ and experimental group $r_{(05)} = .965$, $P < .01$ of the children with moderate intellectual disabilities was also highly significant. ANCOVA analysis indicated $F (1, 28) = 118.401$, $P = .000$ in the children with mild intellectual disabilities, and $F (1, 32) = 77.789$, $P = .000$ in children with moderate intellectual disabilities. It was inferred that intervention was effective in developing listening and speaking skills using a Literary-rich environment on children with mild and moderate intellectual disabilities.
IMPACT OF PARENTAL INVOLVEMENT ON CAREER ASPIRATION AMONG ADOLESCENTS.

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Keywords: Adolescents, career aspiration, parental involvement

Abstract

Being introduced to a new campus, finding role models and social networks, dealing with career and life stress - are important elements of the college experience for the new entrant. We are well aware of the fact that in 1990's education of boys were preferred over education of the girls in our society and when development of career aspirations questioned, parents preferred boys over girls. Now days, due to awareness parents are taking interest in shaping careers of their girls and they are considering their career aspirations too. Parental involvement is a potential contributing factor in determining choices regarding careers as well as pursuing careers aspired with determination. This paper examined the impact of parental involvement on career aspiration in adolescent girls. A cross-sectional design of the research was used. Simple random sampling technique was used to collect sample of 60 i.e. 30 rural girls and 30 urban girls of different streams. The result of my research is significant in terms of locality and stream.
EMPATHY, DEMOCRATIC SOCIAL INCLUSION AND CRITICAL EDUCATION

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Keywords: Empathy
Democratic social inclusion
Critical education
Curriculum

Abstract

Alka Malvankar
In 1970s theoretical developments with radical approach to education began through varied lines of theory and thought. These included views on de-schooling society (Illich), cultural and social reproduction (Bourdieu), ideological state apparatus and repressive state apparatus (Althusser), critical studies of curriculum (Apple), macro-level correspondence between school and needs of the capitalist economy (Bowles and Gintis), and so on. In actual fact, education in schools and the schooling process were put to critical scrutiny by some of these scholars.

EMPATHY
The premise with which I begin my presentation is that schools in a sense have ‘failed’ children. Access to educational institutions has improved immensely but the educational outcome of students has not improved. Children should be motivated to learn in order to empower themselves. Ganimian and Murnane (2016) say that student achievement will raise itself only when students see it in their own interest to remain in school and learn. In my view that the problem lies in the fact that equal educational outcome is envisaged through a standardized curricula which may not be suitable to children of all social classes. The fact is that a curriculum with middle class bias is imposed on students who are drawn from varied social backgrounds. As access to educational institutions improves and more and more students are drawn from diverse social classes, the problem becomes acute. Thus, in response to the changing demand there is need to reinterpret and renew the objective of education, its content and method. A more inclusive, flexible and socially diversified system of education for students of varied social background with different cultural exposure can be devised.

The rise of schooled society was linked with the advent of modern industrial societies. In India, in schools meant for the masses education has increasingly come to mean acquisition of mere credentials, especially the way imparting of an education is interpreted in actual practice. On the one hand, despite increase in access to educational institutions the discrepancy between supply and demand is wide and at the same time,
this demand is self-generating because in a country like India, resources are thinly spread over a growing number of institutions.
The most prominent feature of the school system has been single point entry, sequential annual promotion and full time instruction by qualified teachers. Maybe a more flexible system in actual practice with multiple entry points for out of school children is desirable. In this context the effort made by private schools to bridge mainstream state schools with programmes of non-formal education cannot be underestimated. (Ashley).
CRITICAL EDUCATION
Critical education represents the perspective of the dispossessed and with it the concept of power takes centre stage. Critical education questions the institutional and ideological processes that reproduce oppressive conditions (Apple). Critical education encourages fundamental restructuring of the existing system which would truly bring about democratic social inclusion. Critical education has to do with radical shift in commitment towards social transformation. The transformation in education can come about with reinterpretation of the content and method of teaching. The objective of education is thus repositioned in favour of the downtrodden classes. It may be reiterated that empathy with the oppressed, the low social classes and the socially marginalized can come about when the content of learning is also viewed from the perspective of their social lives. Repositioning can also come about when teaching methods include empathy and understanding of the perspective of the oppressed. Only then will education be socially transformative and truly liberating. I do not necessarily all to Freire’s pedagogy of the oppressed which was truly liberating, questioned existing ideologies and brought critical education to the fore. But in this conference, rather than speak of welfare, I shall dwell on empathy, democratic social inclusion and critical education because the foundations of democracy are egalitarian.
SOCIAL INCLUSION
This involves doing away with domination from educational policy and practice so that there is official recognition of ‘alternative’ knowledge and learning. The official discourse itself would become more socially inclusive. Education itself would become more socially progressive through the critical perspective. This will initiate a renewed reinterpretation of pedagogic efforts within the existing structures. The idea of ‘decentered unity’ (Apple, Au and Gandin) allows us to work across cultural differences. It allows us to evolve and strengthen viable means of initiating and bringing about reinterpretation of what education should be and what it means to educate and what counts as real knowledge. Currently what we have is non-inclusion by which I do not mean social exclusion. This shall be explained in the paper is presented.
Professional Identity and job satisfaction of teachers working in Government College for Women Udhampur - A Case Study

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Keywords: Teachers
Professional Identity
Job Satisfaction

Abstract

Every nation gives stress on teacher quality. Although teachers make a difference, there are many questions about how teachers are being prepared. (USA, NRC, 2010, P.1). People in India have been slow to recognize that education is a profession for which intensive preparation is necessary as it is any other profession.

University Education Commission (1948-1949)
Teaching is becoming a challenging profession in present scenario. Today learning is not confined to four walls of the classroom. It is beyond classroom and text book. Now question arises, who is a good teacher, how to identify efficient teachers? What are the criteria of good teacher? What value does teachers have in their profession? Identity means social construct of an individual and one's own perception about oneself. In other words, it may define as one’s own style, attributes or perception. It is influenced by personal choice but also by society through existing social and cultural situations. Teacher identity is argued to be constructed as part of the process of learning to teach (Britzman, 2001). Teacher identity is also constructed from a complete cognitive dimension that involves what teachers _know, believe and think_ (Berg., 2006:).
Professional identity means one’s professional self concept based on attributes, beliefs, values, motives and experiences. Professional identity pertains to how teachers see themselves as teachers based on their interpretation of their continuing interaction with context (Kelchtermans, 2009). Generally it is stated that professional identity is dynamic (e.g. Beijaard et. al. 2004): there is a close relationship between teacher identity and Job satisfaction.

Definitions of Job Satisfaction
Job satisfaction has been defined in many studies. Cranny, Smith and Stone (1992,p.1) define job satisfaction as employees' emotional state regarding the job, considering what they expected and what they actually got out of it. In fact, an employee with low expectations can be more satisfied with a certain job than someone who has high
expectations. If one's expectations are met or exceeded by the job, then one is happy and satisfied with the job.

According to Locke (1969) job satisfaction has been defined as a —pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Brown (1996) noted that some employers have found that satisfying or delighting employees is a prerequisite to satisfy of delight customer, thus protecting the —bottom line. No wonder Andrew Carneige is quoted as saying;

—Take away my people, but leave my factories, soon grass will grow on the floors of factories. Take away my factories but leave my people and soon we will have new and better factories.

Professional knowledge, skills and teaching competencies occur when one feels effective in one’s behaviour or in other words, professional knowledge skills and competencies can be seen when one is taking on and mastering the challenging tasks directed at educational success and performance. (Filak & Sheldon, 2003).

The Importance of Job Satisfaction

Monetary payment is only one of many reasons for which people work. Schultz and Schultz (1994, p. 4) state that in a survey conducted by Quintanilla in 1990 in the United States, Germany, and Japan, 84% of the respondents indicated that they would continue to work even if they had no need for the money. The rewards for working go far beyond payment. Financial security, achievement, self esteem, and sense of belonging can contribute to the whole reward system that an employee may receive. If employees are happy with the outcome, they are satisfied with their jobs. If they are only partially happy, then they are only satisfied with some facets of their jobs.

The aim of the paper is to investigate how professional identity and job satisfaction are interrelated to teachers working in Govt. College for Women, Udhampur. This paper instigates the case paper of faculty working in this college. There are 34 permanent faculties.

This paper also examined the problems of teachers who come from far off places and check their satisfaction level. The paper also indicates the demographic variables like age and gender. Data will be collected by Primary and Secondary sources. Interview and survey methods will be used to analyse the data.

To conclude: A person is satisfied with his job when he is happy with his psychological and physiological situations at work place. Teachers who are satisfied with their jobs have higher degree of motivation and enthusiasm. Moreover these teachers have more knowledge about their subject and have good management in the class. But on the other hand, if teachers are dissatisfied with their jobs, they losses their professional identity as well as absenteeism from college, discontentment, feel pressurized, burnout and even walk out from their profession.
Abstract

The concept of human rights is premised on the core idea of promotion of human dignity. Its negative form it provides for freedom to do certain actions that cannot be constrained either by the state or the civil society, while its positive variant mandates the state to ensure certain conditions that are essential for a dignified life. This ideas are now increasingly extended to children as child rights. An ongoing debate in the human rights discourse is about the extent to which cultural value pluralism (De Sousa Santos, 2015) in conceptions of human dignity should influence the shape these rights take in specific contexts. One of the ways in which these debates manifest is how cultural notions of childhood should inform the children’s rights. In addition to this cultural critique, there is also a developmental critique of child rights. Human rights assume that the individual in question has adequate capacities for leading an autonomously chosen life. However, children’s capacities for autonomy are still evolving and thus there needs to be some adaptation of the human rights discourse to factor in this “evolving capacities of a child” (UNCRC, 1989). For example, while for any of positive rights available to adults, there is no compulsion for them to avail of these (consider for example Right to Food). But in cases such as right to education, not only is the state mandated to provide these services, but the child is also required to avail of them. These two ideas - cultural and developmental, interact in complex ways in case of the rights of children.

The policies and practices of discipline in schools is one such arena where these issues play out. This paper explores these tensions in the policy and practices related to discipline in schools informed by the child rights discourse based on a recent research in three schools. Two of these schools, a government high school in rural Eastern Cape, South Africa and a government primary school in rural Gujarat, India largely understood the requirements of legal provisions of child rights as injunctions against specific practices. In this scenario, by prohibiting specific practices that teachers have traditionally relied upon, it leaves a void that results in dysfunctional practices with regards to schools discipline (also see Nawani, 2013). This negative understanding of
child rights resulted in teachers feeling helpless in addressing what they believe to be one of the core aspects of their role as teachers. In contrast, the third school, a high school from rural Gujarat developed a strategy for school discipline that depended significantly on the cultural and developmental understanding of children. A strategy of ‘preventive discipline’ based on the values of reason, spirituality and loving kindness was substantially effective in creating a functional school environment. This thicker conception of childhood allowed them to be develop school discipline policies and practices that were functional, while complying with the legal requirements with respect to child rights as a by-product.

This paper argues that child rights discourses in specific instances can be enriched by a thicker conception of childhood that is sensitive to the cultural and developmental dimensions of children. Many of the child rights provisions (for example in national laws and international covenants) either ignore these aspects or at best address them inadequately. For example, article 5 article 14 of the UNCRC make a references to the ‘evolving capacities of a child‘ but provide little guidance on how this could shape specific policies and practices. Similarly these documents are largely silent on cultural notions of childhood and child development. A thin view of childhood implicit in the child rights discourses can only provide limited guidance for day to day policies and practices of school discipline. This is particularly the case for postcolonial societies that have a conception of childhood that is different from those in the developed west. A thicker conception of childhood that factors in developmental and cultural dimensions is perhaps better suited for arriving at these decisions.

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LEGO BASED STEM EDUCATION IN INDIA

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Keywords: STEM
   LEGO
   EDUCATION
   CURRICULUM
   PROBLEM-SOLVING

Abstract

Many countries, for the past three decades, have been devising a method to implement and integrate STEM education with the elementary and secondary education curriculum in schools. STEM is an acronym for Science, Technology, Engineering and Mathematics. It is a curriculum based on teaching these four disciplines, not as separate entities, but rather as interdisciplinary, cohesive unit modelled after real life situations. STEM education and Robotics education has been existing in India from the last decade or so, but only in the last two years, the teaching institutions has shown some real interest and appreciation towards it.

STEM based education enables students to observe and understand the real-world application of the aforesaid disciplines. The STEM approach is more hands-on rather than theoretical which enables the student to be more involved during the classes and thus helps her/him to retain more information than the conventional classroom teaching methods. Robotics is defined as an interdisciplinary science which incorporates the elements of computer science, mechanical engineering and electronics.

There is debate happening in different parts of world related to STEM education. John Williams (2011) reflected on wide spectrum of STEM initiatives that has been proposed to the schools. The coalition of STEM education with the secondary education is primarily fuelled by the apparent lack of vocational skills in the areas of science and technology and economic goals. Such professionals are very crucial for tackling challenges that are provided by the 21st century. Such an efficient STEM workforce could work for solving problems such as providing clean energy, or reducing the dependency on fossil fuel.

This study has been done to evaluate the effectiveness of implementing STEM education in the Indian school system. Though there is not much existing literature about STEM education in Indian context. The analysis is based on the observation conducted in 16 schools of Delhi in the last academic year (2016-17) where this kind of the initiative is implemented using LEGO education kits. These classes were taken by the trainers who...
are not regular teachers from school to explore the idea of introducing students of different schools in Delhi to STEM education.

Lego’s specific kits, Simple Powered and Powered Machine kits, EV3, NXT has been used because of it certain specifications like specific brick sets that focuses on scientific concepts and robotics concepts. The Lego technic brick sets promote mechanical learning by emulating complex machinery. The uses the concepts of physics to create and understand the working of machines and, also introduces electronics in a rudimentary form. These are the frontier robotics platform students were working, which also includes various sensors and a separate graphical programming system. The Mindstorms kits found to be a novel method to promote robotic education as well as instilling the habit of understanding programming fundamentals by making it especially student friendly.

During the sessions, it was observed that majority of the students in class actively participated in the classroom activities. A stellar example of such learning would be the Lego SPM Power car. The model is similar to a four-wheeler car with different arrangements of gears. Students then test the model by arranging and rearranging different kinds of gears and see how that affects the speed of the car. Trainers then organize a racing competition where students try to make the fastest vehicle by using various gear arrangements. After that, the vehicles are tested over an inclined plane or a ramp. This is a form of inverted learning where the students realize the fact that just making them fast would not make their vehicles go uphill and thus the formula they used to make the vehicle go fast would not work here. Then the trainers make the understand the concept of speed reduction using gears and relate the same principle with the real-world application of automotive transmission, where lower gears are used to drive uphill and higher gears are used to gain speeds. This leaves the students with an enriched, wholesome experience of learning.

The paper further analysed the effectiveness of LEGO based education from the perspective of the students, school teacher and trainers who were the primary stakeholders in this initiative. Though there is no standardized approach to implement STEM education. But this study gives us some reason to appreciate the implementation of customized LEGO based STEM education in Indian school as well. Since this initiative aligns with the government NITI Aayog initiative of Atal Tinkering Laboratory, we look forward to effective implementation of ATL in schools across India.

References


PRIVATIZATION-AS FACTOR INFLUENCING THE HIGHER EDUCATION

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Keywords: education

Abstract

Education has always been and continues to be one of the most important needs of mankind. It helps man indoctrinates value and apply the technical know-how in real life situations. A large number of additional students continue to knock at the doors of our institutions for higher education. As a nation we cannot escape the moral obligation of providing high quality higher education to each and every son and daughter of this country. In order to cater to these needs a large investment is required. But due to lack of adequate funds continues to be a measure hurdle. In this regard there is a pressing need for the private sector to pitch in higher education. The government, with the constitutional obligation to provide free and compulsory primary education, has increased the investment in higher education has proportionately decreased. In order to meet the growing need of the student population for higher education in the country, it is an imperative for the government to privatize education. The private initiative in higher education not all together new to India. Some of the leading universities namely the Banaras Hindu University and the Aligarh Muslim University came up with the efforts of certain dedicated individuals and financial support of the community at large. Privatization started from the British when the government started to sell its owned properties to private sector in 1980. Privatization of higher education has emerged in several forms and types in the recent decade in India. One, privatization within government higher education institution takes place in the form of introducing self-financing courses within government higher education institution; two converting government-aided private institutions into private self-financing institution; three, allowing to expand self-financing private institution with recognition and also without recognition, which may be termed as commercial private. In case of private universities, there would be minimal or practically no political intervention. This would be beneficial for the universities in term of being independent. The Honorable supreme court held ‘in professional institutions, as they are unaided, there will be full autonomy in their administration, but the principle of merit cannot be sacrificed, as excellence in education is in national interest‘. The universities would try and implement new techniques, which would have otherwise been impossible without the permission of the State where as Private colleges that are affiliated to the universities are independent as far administration is concerned. In case of colleges established by the state, there may be unethical practices. There are innumerable
cases which involve unethical practices in government colleges in India and many of them in the recent past. Private colleges affiliated to universities would run the risk of being stripped of their affiliation if they are caught engaging in such unethical practices by the relevant authorities. To keep check on private institutes and study the impact of privatization of education in India various committees has been appointed i.e. The Punnayya Committee (1992-93) Dr. Swaminathan Panel (1992), The Birla Ambani Report (2000), Committee on Financing of Technical and Higher Education of the Central Advisory Board of Education. But there has been a lot of criticism against privatization. Citizens have expressed their concerns over the exorbitant fee that would charged by private professional institutions due to which citizens from the weaker sections of society may be deprived of access to higher education. Another cause for concern is the possible commercialization. There is other who believes that privatization is inevitable. Those advocating privatization content that the co-existence of the public and private sectors would be beneficial. They believe that with the entry of the private sector in the field of education, the quality of education is bound to get better. However, there are several school of thought regarding the privatization which raises several issues would it be feasible to have a public–private partnership as far higher education is concerned? Would the disadvantage of privatization outweigh its advantage? Would privatization in India lead to monopolization of higher education by the private sector? These are some of the compelling questions that this paper attempts to answer.
BELIEFS OF STUDENT-TEACHERS TOWARDS TEACHING PROFESSION

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Keywords: Beliefs
B.Ed Student-teachers
Teaching Profession
Teacher Education Programme

Abstract

Teaching is an intellectual endeavour which involves love, anger depression, hope etc. Hargreaves (1994) claims that teaching involves—human nurturance, connectedness, warmth and love—. It is considered as the essential profession that makes all other professions possible, as it is the teachers who prepare people for different kinds of professions. Teachers are at the heart of education reform process which is currently underway in many countries across the globe. The quality and standards of an educational system largely depends on the quality, characteristics and commitment and beliefs of the teachers towards their teaching profession. The Secondary Education Commission, 1952-53 for improving the quality and standards of Education have actually expressed,—We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The Ministry of Education document, Challenge of Education: A Policy Perspective mentioned, Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis this have to interpreted and implemented by the teachers as much their personal example as through teaching–learning process—. The NPE, 1986 similarly reiterated the status and position of teachers and suggested that the methods of teachers recruitment should be re-organised to ensure merit, objectivity and conformity with the functional requirements.

Large scale initiatives have been launched to enhance both academic competence and professional skills of teachers working in schools. Various committees and commissions have discussed at length, on the issues and challenges concerning teacher education attempting to provide perspective and action plans for revamping the same. Noteworthy mentions in this direction include the National Policy on Education (NPE, 1986), The National Curriculum Framework (NCF, 2000), The National Curriculum Framework (NCF, 2005, 2008) and NCTE 1998, NCFTE 2009 for quality education. NPE, 1986 emphasized the need for overhauling teacher education for both Elementary and Secondary Education. NCF, 2000 emphasized the need for enhancing quality of
teacher education with in the context of emerging global challenges, the national concerns, and goals. Recently the National Curricular Framework for School Education (2005) has called for reaffirming faith in the central role of the teacher and in the importance of Pre-Service Education. The NCF-2005, NCFTE-2009, while emphasizing the need for enhancing professional identity of teacher has identified certain critical areas of concerns in which teachers need to be prepared.

It is a basic fact that teaching is a fundamental duty of a teacher, therefore, and it has to be made effective in order to make a successful teacher. Successful — and —effective — these two terms may be used as synonymous in the context of good teaching. I.L. Mursell has, therefore aptly observed, —successful teaching is teaching that bring about effective learning.‖ The question is not what methods or procedures are employed, or whether they are old fashioned or modern, time-tested or experimental, conventional or progressive. All such considerations may be important, but none of them is ultimate, for they have to do with means, not ends. The ultimate criterion for success in teaching is results.‖

Now the questions arises; by what kind of results should be success of teaching be judged? Such a criterion needs not only the knowledge, understanding, skills but also his/her attitude and beliefs towards teaching profession. Ideas, beliefs and theories about teaching and teacher development, their nature and methods, are numerous, diverse, and often conflicting. Teachers are the single most important influence on the emotional, moral, aesthetic and intellectual qualities of education. Thus school improvement is closely linked to teacher development.

Methodology
This paper studied the student-teacher’s beliefs about teaching profession. Sample of 150 student-teachers (both male and female) of 15 sampled Colleges of Education of Jammu Province (10 student-teachers from each sampled college) affiliated with the University of Jammu which were selected by Simple random sampling. Self constructed questionnaire was developed. It comprised of 12 questions which are closed-ended and was used for collecting the response of 150 student-teachers of Colleges of Education of Jammu Province. The data was analysed and interpreted by calculating the percentages of responses to each question. The major findings of the study reveals that student—teachers (both male and female) have the belief about the teaching profession that teaching is a well respected career, teachers have a high morale and teachers feel valued by the society.
Education and Democracy in Bhutan

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Abstract

As we can make different things from clay by giving a proper shape to it, same, is the case with a small child. A small child is like clay and a teacher with the help of education can mould a child in its own way and helps in the development of the personality of the child. By developing the overall personality of the child, education in turn, plays a very remarkable role in the progress and development of the country. If all the citizens of the country are well-educated then, these educated individuals can lead their country on the path of prosperity and growth. Also, it is only possible with the help of education that the energies of the people can be utilized in a proper way and they can be kept away from the social ills and evils. Thus, education plays a very important role in the social, economic, political, intellectual and environmental development of the country by reducing poverty, boosting economic growth, managing various resources and in promoting gender equality. Moreover, it also acts as an engine of growth in nation-building process. It imparts the skills and confidence to the citizens by which they become active members of their societies, participate and hold their governments to account. Therefore, it proves to be very significant in the good governance of the country. For example, if we provide education to poor children and young people, they will able to participate in the meetings of local political bodies and in turn will able to push its government to make various necessary changes at the national as well as at international level. With the help of education, in a democratic country, an educated and empowered population take part in political discussions and access political information through the media. As democracy is a recent development in Bhutan which demands collective decision-making, civic participation, critical inquiry and much more so, there is a need to rethink educational strategies. A forward looking education system will able to produce academically competent, disciplined, creative and communicative individuals which can only deal with the emerging challenges after the political transition effectively. At the
same time, it is also become very important to create greater awareness about democracy at both rural and urban areas in order to engage people in the public arena. For the fulfillment of this objective, it become necessary that every individual has access to modern education which in turn, plays a great role in producing a generation of nation-builders like policy makers, bureaucrats, businessmen and others. Education also have a variety of roles to play like it is very helpful in preparing the people to become responsible citizens; to improve social conditions, to promote cultural unity, to help people become economically self-sufficient and many more. The success of any country depends upon the shoulders of its younger generation. They are our living link to the future. And for the democratic ideals to survive, it becomes necessary that education must bring young people together to play a challenging and outstanding role in the evolution and maintenance of democratic society. Schools must offer equitable opportunities to all children necessary for full participation in democratic society. If schools are to prepare children for participatory democratic life, then it become altogether necessary that school structure, curriculum and governance must model democratic ideals. Moreover, democratic schooling also demands the involvement of all the students, teachers, families and even community members. Schools cannot prepare students as competitive, creative and responsible citizens without safe buildings and well-prepared staff which requires the commitment of communities and their elected officials. Hence, the present paper helps us to understand that when the modern education was first introduced in Bhutan? What was the scenario of the education in Bhutan during and after the monarchical rule? What influence India has had on the education system and policies of Bhutan? What are the India-Bhutan relations in the field of education? How education helps to develop sound institutions and good governance in Bhutan?
GENDER DIFFERENCES: ADJUSTMENT AND ACADEMIC ACHIEVEMENT AMONG RURAL COLLEGE STUDENTS

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Keywords: Academic achievement, previous class marks of the student, Adjustment, Gender male/female, Rural college colleges established in rural areas

Abstract

In this era of globalization and urbanization, people of India have become awake of academic excellence and over all development of the students. Educationist have brought such issues in the attention and provided valuable findings contributing to well -being of the students. The main aim of the present research was to study and compare certain areas of adjustment and academic achievement of College students. Present study was conducted on random sample of 100 (50 rural boys and 50 rural girls) Test of significance revealed significant difference in the terms of gender. No other significant difference was found. Keeping these figures in mind, we need to focus on those factors which help to recover and awareness to the extent of this problem among college students.
Meta-analysis: Relationship between Academic Achievement and Information and Communications Technology

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Keywords: Academic achievement: performance of the student
ICT: Technologies that provide access to information.
Meta analysis: statistical procedure for combining data from multiple studies.

Abstract

During the last two decades higher education institutions have invested heavily in information and communication technologies (ICT). ICT has had a major impact in the university context, in organisation and in teaching and learning methods. The application of Information and Communications Technology (ICTs) in education has revolutionized teaching and learning. ICT enables the learners to be more independent, reflective and self-regulated in their learning process. The present research was to a meta-analysis of the relationship between academic achievement and information and communications technology (ICT). Based on systematic sampling approach, a sample of research studies conducted awaiting 2016. Structured review based on meta-analysis was used to answer the research questions. Results showed that the relationship between ICT and academic achievement is significant and ICT has a significant impact on students educational overall academic achievements.
Understanding the perception of ‘self-expression’ among middle school students and its interpretation by their art teachers

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Keywords: Art Education
          Art teacher practices
          School art
          Substantive knowledge
          Visual culture

Abstract

This paper draws upon the understanding of how art as a subject unfolds itself for the —art teacher práctica practicing it, the students engaged in learning art, and the nature of negotiations that shape the processes of interactions between art teacher and his students. Exploring art as medium of communication, expression, and learning are interwoven into one another. In an institutional context of school learning, ‘school art’ becomes an idea to explore, learn and teach. How do teachers explore art as medium for communication, expression and learning while presenting to students? How do students explore and express through art work they produce? These are the two guiding questions addressed in this paper, through an empirical study that attempts to extract a nuanced understanding about the nature of students’ expressions through art practices.

Art teachers’ in schools, institutional norms of teaching, curriculum and art syllabus scope the art space in significant ways which need to be explored and studied. An exploration of art practice in school settings, attempts to characterise and make meaning of students’ works that comprise ‘school art’. Often students maintain their own art books different from those expected in the school learning situations. Analyzing students’ art work in and outside schools may provide insights into personal explorations as well as their struggles to develop a self-understanding. This study attempts to use ‘students’ art’ as mediating our understanding of these dual layers of self-expression. The findings reported in this paper is a part of a larger study circumscribed within an interpretative paradigm, to explore and understand both verbal and nonverbal, spontaneous and complex actions of teachers and students in wide-ranging instructional and open learning environments. Using a phenomenological approach, the study tries to capture the experiences of teachers from three different schools and their settings in order to identify and relate to teacher practices in contemporary art classrooms. The study was conducted
in Hyderabad city of Telangana State, India. spread across three schools and involved art teachers and their students from Grades 6 to 8. The selection of schools followed a purposive sampling strategy based on access to schooling and a rapport building with authorities. The data collection happened for over a year and included documenting students’ art works and those of their teachers, class observations, semi-structured interviews with art teachers, and group interactions with students. Analysis of data-transcripts involved identifying relevant episodes of art practices from the observed classes, field-notes and extracting insights from discussions and interviews with teachers to discuss nuances and seek clarification about goals achieved during the art classes and draw inferences about practices. Interactions with students about their work and approaches informed the explorations through art practices and understanding self-expression. An analysis of art teachers’ views suggest varied understanding and sometimes ambiguous emphasis on the aspect of ‘self-expression’ in the context of schooling. Self-expression in school context seemed to be appreciated by students in a variety of ways that presented contrasts: relating to art classes as space for leisure and talk or being too much task-driven; as building skills and competencies or space for establishing communication between students and art teachers. Beyond the school context, students explored art to initiate themselves into enhancing their art skills or exercise the techniques they have picked up in art sessions. While students expressed the desire to do something on their own at a relaxed pace during art classes, the art teachers‘ felt it their responsibility to encourage students to complete their art product by the end of each art class. The analysis brings in critical challenges in developing a reconciliation in the outlook towards ‘school art‘ as a means and medium for ‘self-expression’. The study argues for the need to understand activities and tasks in art classes along with the context of student and teacher orientation and inclinations for maximize the potentials for art learning and appreciation.
The “CAL” shift in education- opportunity or threat?

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Keywords: teaching, critical thinking, education, learning outcomes, competencies, machine learning

Sub Theme: Forces influencing educational scenarios (Information and Communication Technologies; Economics of Education; Liberalisation, Privatisation and Globalisation)

Abstract

Every year Pratham’s Annual Status of Education Report ASER India report churns out dismal statistics about student learning outcomes and holds up a mirror showing that there is something very wrong with schooling in India.

At the beginning of this year though, the ASER 2016 report was out and it indicated that a negligible yet marginal improvement in reading and arithmetic abilities of children in class 3 compared to previous data for the year 2014. It noted that the improvement is by a few percentage points for class 3 children. The proportion of children in class 3 who can read at class 1 level has gone up from 40.2% in 2014 to 42.5% in 2016, similarly, class 3 children who could do a 2-digit subtraction has risen to 27.7% in 2016 compared to 25.4% in 2014.

Unfortunately, these figures are by no means heartening given that mere literacy and numeracy as skills are no longer indicators of being — educated.

Since ancient times, as societies have progressed, educational goals have extended to include more and more competencies to keep pace with the changing social, economic and political times.

Today, India stands at the threshold of a new era where citizens will need to be critical thinkers to not only safeguard values of democracy, collective welfare, social justice and equity, but also to survive as economic players in their individual capacities.

Globally technology has changed traditional fields of knowledge. In almost all areas be it science, medicine, manufacturing, banking among many others, machine learning bots are fast replacing human beings as effective workers, more skilled, more efficient and more economical. Given these changes, educational goals have also shifted and to survive
economically, it is no longer enough to be literate. What constitutes holistic education goes beyond literacy and includes having competencies for high order critical thinking skills, abilities to learn and relearn, adapt and be socially and emotionally competent. But are school systems in India equipped to provide all of these key foundation skills or are they focused only on including ICT and Computer Aided Learning (CAL) in classrooms?

In recent years many state government education departments have embarked on partnerships where huge sums are invested towards Computer Aided Learning (CAL). The market is crowded with digitised e content and software that promise smart classroom equipment and gadgets that will turn the child into a smart learner. The Gujarat state education department under its Sarva Shiksha Abhiyan has embarked on Computer Aided Learning (CAL) and launched computer labs in almost 20,000 rural and urban schools. According to the SSA Gujarat website, —The main objective of the CAL programme is to attract the children, retain them in the schools and to improve the quality of the education through animated multimedia based educational content2.‖

The CAL objective is sought to be achieved through story based, animated cartoons, interactive games and riddles with the use of multimedia features. Spontaneous, self-initiated and self-regulated, the three critical aspects that make an activity play are integrated in CAL to make Learning Play and use of cartoons, story line and music is intended to make CAL as self-initiated and engaged in learning.

But the question is how effective are these in achieving the goal of holistic education? Is CAL an opportunity or a threat to holistic education?

Objective /Research Question:
This paper will try to study how educational goals and delivery mechanisms are changed by the introduction of computer aided learning in government schools in Gujarat. How do they impact the teaching and student learning processes?
This study is significant given that in years to come ICT will dominate classrooms and how e content is delivered will impact learning outcomes. There is increasing focus on higher order thinking skills that go beyond literacy and numeracy, but it is yet not certain how equipped are these new processes in delivering these.

Research Method:
The research methodology will comprise of ICT classroom observations, interviews with teachers and students and a content analysis of the e learning modules that are used under CAL.

The paper will also study perceptions based on the set of interviews with teachers using CAL in government schools where e learning resources are currently being used. The attempt is to understand how teachers perceive their role in delivering education. The paper aims to make a case for looking at teachers not just as —facilitators of knowledge but rather as —transformative thought leaders‖ who enable students to become thinking
individuals capable of surviving in the new world order of machine learning where —privilege‖ will take on a new meaning that goes beyond just knowledge of facts.

The significance of this study is that it will help educators take a deeper look at how ICT is included in classroom teaching processes, how teachers perceive their role in it and what impact it has on students.

This is a period of flux – a time of transition where the digital economy has not yet completely overhauled the systems, and yet it is imminent. Are teachers and schools ready for the big shift? How important are basic foundational skills of literacy, numeracy, values, arts and sports education in this changing world order?

The attempt is to highlight that merely adding e learning content without effective changes in teaching processes will fail. The need is to facilitate student learning processes that go beyond mere digital literacy and include competencies for higher order critical thinking skills, abilities to learn and relearn, adapt and be socially and emotionally competent. The society and the world has shifted and so must education delivery mechanisms and content.

Reference:
1. Pratham ASER 2016 report
Globalization, Academic Migrants and Education: Case Study of Palestine Scholars in India

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Keywords: Academic migrants
Globalization
Education
Palestine scholars
brain drain concept

Abstract

Prime Minister Narendra Modi’s visit to Israel and his meeting with Benjamin Netanyahu is considered to be the most crucial event in the World History. Despite being an international event, it has churned up deliberations among the nations and unrest in the neighbouring nations. Talking about the Israel-Palestine conflict, it is one of the most complex issues in nature and is an example of development of nation-state with the use of force. The issues of sovereignty, territorial issues and much more are still unresolved in the Israeli-Palestine conflict. The present conditions in the Palestine, after the ban of Qatar by Arab world had revealed that how closely this effort is intertwined with regional as well as international factors. It illustrates also the crucial importance of a careful reading of recent Palestinian history to attain an understanding of the Middle East conflict( Khalidi, 2007). In short the conflict had turned into the havoc in the life of the people of Palestine. More specifically, this ongoing conflict had affected the life, identity, psychology, and development of the people living there. Even it is observed that Palestinians who are living in the West Bank and Gaza (which comes under the Israeli occupation after 1967) even suffer to have citizenship rights. According to Giroux(2006)—any discourse about the future has to begin with the issue of youth because young people embody the projected dreams, desires, and commitment of a society’s obligations to the future (p.230). Despite the different atrocities the youth in Palestine are migrating for a better education and development in other countries. We take into account for this research the working definition of the—Academic Migrants( Bönisch-Brednich, 2011) as—an academic who has experienced a cultural transition involving different cognitive styles of learning and who locates their field of enquiry in a supranational frame of reference( Bönisch-Brednich, 2011). Academic migration in broader sense had been associated with the globalization and to be more precise the ‘brain drain concept’.
Therefore this area significantly requires a critical attention in relation to the economic, social and educational trend. Now the present study focuses on the Academic migrants from Palestine since they are migrating for gaining academic expertise but the most common thing they share is the ‘violence they faced in their homeland’ and this violence hammered the possibilities of their livelihood and development in their native place. The present upheavals in the International political scenes along with the prolonged deplorable conditions of the Palestinian people motivated the researchers to take up a study which can explore the life and educational experiences in light of Indian Higher Education. Thorough literature review reveals that there is a dearth of scholarly research, in the area of academic migration of Palestinian scholars in relation to the educational challenges in Indian universities. This research uses qualitative approach with case study methods. The field of the study and sampling method in this research had been a little complex. The researchers used Snowball Sampling methods to select the samples of the study. The in-depth perception of six cases where analyzed on the issues of their stay in India, educational challenges in universities, pedagogical transaction in the classroom and the different cultural context (of their home country and destination country). The study revealed the academic disparities they face in relation language was really problematic and this hampered the conversation. The residential hostels which were provided were not appropriate. Most of the scholars faced ‘cultural shock’ but the point they wanted to convey was, that at this stage can be eradicated if collective empathetic efforts are made from the educational institutions in which they were enrolled. The analyses of the cases depicted that they (academic migrants) suffered much from the Indian fellow scholars who made fun of them in Hindi language, and as they are ignorant were helpless to respond back. In relation of the Palestine (as a native place), religion and food habits they faced criticism. This research offers an idea of incorporating an orientation of the academic migrants with the culture of India. Critically understanding the international scenario and position of the Palestinian scholars, this research study will contribute to the development of empathetic understanding of the students from different conflict zones, who view the world with their ‘multiple lenses’ and who are trying best to assimilate and accommodate in Indian academia.
WOMEN EMPOWERMENT IN JAMMU KASHMIR THROUGH ENTREPRENEURSHIP WITH REFERENCE TO HANDICRAFTS.

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Keywords: Empowerment means upliftment
Handicrafts means hand related activities for earning livelihood
Small Scale Industry
means household earnings units

Abstract

Women empowerment is a process by which women’s achieved increased control over domestic and public decision making and it could be possible only if theirs economic and social status is improved. In Jammu and Kashmir State due to its special status in Indian constitution economy of the state suffers lot. Outside ventures pretended to enter in the state that affects overall employment and hence local has to live on local industries of the state i.e. Tourism, Horticulture, Agriculture and Handicrafts. All the former three are seasonal industries but handicrafts is the soul of Jammu and Kashmir State especially for women, who are working continuous throughout the year along with their routine daily activities which help them to earn their livelihood and empower them economically. Handicraft industry shares a pivotal role in the economy of the state. Handicraft synonyms with the great cultural heritage of Jammu and Kashmir state. Total of 2478 handicraft societies has been registered and 13477 with membership. Presently handicraft department earn 1700 crores as foreign exchange every year. Small scale industries of handicraft provides 3.50 lacs jobs. Economic empowerment at individual level lead to social empowerment. The range of crafts in State is vast and show many facets of dexterity. Many women learn the skills for handicrafts forms co-operatives society and self help groups that help them to avail the various benefits from state and central governments which include easy loan, subsidy on loan, marketing platform at national and international level, health insurance for artisan etc. The research paper is based on study of local handicrafts and govt. initiatives to promote the women participation in handicrafts and theirs economic and social status. Small units must be open in village, block and district level to generate employment. Handicraft sector contributes largely to employment generation, export and foreign exchange earnings. The year wise production level of handicrafts and employment generation of handicraft units shows remarkable correlation.
The Language of Textbook in Post NCF 2005 Educational Scenario: Comparative analysis of linguistic registers of two chapters with similar content taken from two Textbooks

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Keywords: Language in School Textbook
Language of Education
Language in Social Science Textbook

Abstract

Textbooks in India and in several other countries do not simply draw the contours of school knowledge, but also set the modes of interaction between student and teacher in a classroom. Historically Indian education system is geared to accept the authority of standardized school textbook with more ease than providing professional autonomy to teacher. (Kumar, 1988) Controlling education process through standardize textbooks and top-down administrative monitoring were historical choices made by colonial administration and over the years India’s textbook culture evolved. Cultures depend on certain norms and conventions. Textbook culture also follows certain set of norms vis-à-vis language use and content delivery. National Curriculum Framework, 2005 (hereafter NCF 2005) critically analyses these conventions on pedagogic grounds and recommend a different set of educational norms for textbook writing. Besides content, the use of language in NCERT textbooks should bear the mark of values articulated in NCF 2005 documents. Apparently post NCF 2005 textbooks demand far-reaching shift in the way classroom interactions usually happen.

The paper compares the language of the chapters of the two textbooks after delineating the framework for analysis. The first textbook which has been taken for analysis is a social science textbook –Social and Political Life-1. The book is published by NCERT for class-VI students. Chapter-3 of this book introduces the idea of government. The second textbook of social sciences which has been taken for comparison is Longman Panorama. The book is published by Pearson-Longman for the same grade. This book also introduces the idea of government in chapter-3. These two chapters have been taken for comparative analysis. Comparing the language-use of the chapters of two textbooks-dealing with same issue- should give us some sense that there is more than one way of framing social scientific knowledge in school textbooks.

Language of textbook is an important area which needs closer scrutiny. Bruner writes:
…language-can never be neutral, that it imposes a point of view not only about the world to which it refers but toward the use of mind in respect of this world. Language necessarily imposes a perspective in which things are viewed and a stance toward what we view. (Bruner, 1986, page-121)

What follows from Bruner's understanding of the 'language of education' is his prescription that explicit stance a teacher or a textbook writer take (like describing a natural phenomenon with a sense of wonder) in educational transaction or language of negotiation they use (by use of modal auxiliary etc.) is better than presumed neutrality of didactic style. It can be said especially about the use of language in a textbook outlining social reality that presenting social reality as a settled fact serves the interests of dominant sections of society in an unequal social world.

Framework of this analysis has been taken from the Harold Rosen's account of linguistic register. Elucidating this concept he writes:

—The concept of 'register' analyses language in three dimensions: field of discourse (what is the subject matter?); mode of discourse (is it spoken or written); tenor of discourse (what is relationship between speaker and hearer, reader and writer? Or how formal is the utterance?) (Rosen, Harold in . In Britton (Ed.). Talking and Writing, page-101-102)

As field and mode of discourse are same in both the texts— 'Longman Panorama' and NCERT book— 'Social and Political Life', therefore comparison will be mostly along the lines of third dimension— which is tenor of discourse or the relationship between reader and writer. As reader in this case is also learner, it would be relevant to know how active engagement text demands from its reader. Active engagement of learner is one of the key pedagogic ideas NCF 2005 brings forth.

Initial portion of the two texts will be analyzed line-by-line to understand the various discursive devices used in this text. Through this comparison the paper will make some observations regarding the attempt of NCF 2005 vis-à-vis school textbooks and challenges which this initiative has been facing from prevailing culture of textbook writing, classroom teaching and assessment.

References:


Textbooks:


‘Privatization of Education in Manipur: A study of Commercialization of Education in Manipur’

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Keywords: Education, Privatization, Commercialization, Economic

Abstract

Education plays a vital role in socio-economic and cultural development of a society. Education can be defined through different theoretical perspectives. From a sociological perspective, education can be described through two basic ideas: i) education as a social process and ii) education as a process of learning through social interactions which means education is socialization (Saxena, 1975:5). According to Durkheim,

‘Education is the influence exercised by adult generations on those that are not yet ready for social life. Its objects is to arouse and to develop in the child a certain number of physical, intellectual, and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined’ (Durkheim, 1956:71).

According to Ambedkar, —Education is something which ought to be brought within the reach of everyone. He further opined that —we are arriving at a stage when the lower orders of society are getting into the high schools, middle schools and colleges, and the policy of this department therefore ought to be to make higher education as cheap to the lower classes as it can be possibly to made‘ (Ambedkar, 1980:40-41). Durkheim opined that education may vary and must necessarily vary from one occupation to another and also one society to another society. But there is special type of education which is common base (Durkheim, 1956:70). Though different society have different way of approaching educational system but their goal is everywhere same. In case of Manipur, every parent whether they are rich or poor, their first main objective is to give their children good education and make their space in the society as well as their community.

Education has emerged as the most important single input in promoting human resource development, achieving rapid economic development and technological progress in the form of virtues of freedom, social justice and equal opportunities. Besides that, education plays a vital role in the present world, not only for raising the standard of living but also as a mechanism to prevent conflict situation in the society.
1 Educational profile of Manipur
Available at:http://planningmanipur.gov.in/pdf/MSDR/Chapter%2014_Edu.pdf

(Singha, 2013). In this contemporary society, private sector plays an important role in all activities. Thus, private sector in education is emerging day by day which led to increase competition to provide better quality at competitive prices. It is evident that the objectives of education differ from one community to another. However, a comparative study of the objectives of the educational system of the different communities highlights the sociological insights and the significance of the functions. The sociology of education helps to establish the common and differential needs of the education (Shah, 2012: 6). In recent times, some critics argue that the era has changed. In today’s society instead of ‗making man‘ through education, money making became one of the objectives of education. Education would be a commodity in the market or an investment for shaping a student to be a log in the wheel (Indira, 2012:688). Education system doesn’t create unemployment problem, but it is the economic policies that cause distortions.

In Manipur, private education started since 1930s. The decade (1931-41) seems to be considered as the decade of private enterprise in the history of modern education in Manipur. Eventually, people could perceive the importance of modern education (Shanti, 2001: 47). Within a short span of 11 years, the private unaided schools had occupied a huge space in the educational set up of Manipur (Shanti, 2001: 53-54). In earlier Manipur, private schools were established through public initiative in order to expand/impart education. However, in present society, there is a shift from privatization of education to commercialization of education.

The private institutions are progressing day by day. The deterioration of the government and aided schools has lead to the commercialization of education by the private sectors. This is also another acute ailment in the present educational scenario of Manipur (Shanti,2001).In Manipur, there is a common phenomenon of sending children for private tuitions. The children are running after private tuitions before or after the schools hours. Even the parents are so concerned about their children’s private tuition particularly in the urban areas. It is also believed that the students who take tuition from their respective class teachers usually score higher marks. The students who could not afford to take tuition are lagging behind. Even the teachers are giving more importance in private teaching rather than teaching in School (Valui, 2012:102). This creates another economic problem to some sections of the population.

This paper seeks to study the present educational scenario of Manipur. This paper will also explore the changing trend of education system in Manipur particularly the trend of private tuition which has become a competition not only for the students but also for the parents. It will also examine the commercialization of education and its impact and will also aim to examine how education gradually becomes pertinent only to some section of the population.
Privatisation in Indian Higher Education: Trends and Consequences

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Keywords: Privatisation
Indian Higher Education
Trends and Consequences

Abstract

Sub Theme: Factors influencing educational scenarios

Privatisation is one of the main global trends in higher education. Aspects of privatisation include the development and expansion of private institutions, increased relevance of public institutions on private funding and the operation of the institutions in a business like manner. Studies have found that the rapid spread of privatisation in higher education globally and the growing variations of its forms and practices raise a set of complex issues for researchers, practitioners and policy makers in higher education. Privatisation of education has generated intensive debate in the educational sphere over the last few years. For many, it simply means increasing the role of parents/students in the financing of education; for others, it also involves withdrawal of the state from financing and control of the system of education. This movement has both negative and positive connotations: it is alleged to be associated with increased inequalities in access, commercialization of education, interplay of market forces, inclusion of ‘profit motive’ in a social welfare activity and a shift from education in knowledge to education in skills only. Others tend to view privatisation in more positive light, implying garnering of more resources for education sector, efficient use of resources, accountability, flexibility in delivery and adaptation to the needs of economy. The debate is heavily loaded with ideological considerations as to the aims and means of education in a society.

In many developing countries, privatisation of education has indeed brought about an increase in private financing. This trend has emerged largely as a result of inability of the state to fulfill ever increasing demand for education at all levels. Movement towards privatisation, however, is much more complex. As we aware, privatization is a global phenomenon which has affected all most all nations of the world; India is not an exceptional to this. Along with the privatization in some of the sectors in India, it has entered in the field of education particularly in higher education. There has been a long tradition of private education in India. Individual efforts to spread education in the society in India are not a new phenomenon. It has been there in the form of philanthropic efforts. Today this form has taken a shape of non-philanthropic where economic gain has
taken a centre stage. Due to this, people have become suspicious of the spread of privatization in the field of higher education.

The expansion of private higher education in India has been primarily due to increase in number of newly established institutions on self-finance basis and also due to newly added self-financing courses in the existing institutions. Because of more inclusion of enrolment and market driven need based newly inducted courses is also responsible for the exponential growth of institutions in private higher education. Moreover, the exponential growth of private universities in recent years has posed challenges to provide quality and equity in education.

In the light of the above context, the present paper aims to explore the historical perspective of privatisation in Indian higher education/private higher education in India and the different forms/types of private higher education. It will try to provide an overview of the debates around the privatization of education; it will also present the arguments that have historically been laid out for and against this process, and problematization of its effects on social inequality and the uneven distribution of educational opportunities. Data will be collected mainly from secondary sources. However, few primary data collected from the Indian private universities will also use wherever possible. The purpose is to illuminate an important policy issue for India and to contribute to the general debate on the role of private sector in the provisions of higher education.
Institutional Governance for Quality Higher Education

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Keywords: Institutional Governance
Higher Education
Quality

Abstract

Sub Theme- Re-imaging educational purpose in evolving societies

Higher education in India has emerged as a big enterprise. The move towards massification of higher education in response to the demands of globalization and to achieve sustainable economic growth has resulted in a changed environment. The increased demand for skilled workforce and improving the quality of the workforce with higher educational qualifications is a new challenge for higher education institutions. In addition, the challenge to higher education emanates from the simultaneously occurring changes in socio-political environment, the demographic composition of students, demand for quality higher education, the societal demands for the employability opportunities, research and knowledge production for development and public funding/support to the sector.

Unfortunately, concerns regarding disjunction between higher education's changing environment and its governance system are being voiced repeatedly. Although, to effectively respond to these challenges, the governance reforms initiated during the past few decades are essentially attempting to address these developments, yet desired outcomes are still far away. This can be essentially attributed not only to large diversity among colleges and universities but more importantly to the disparate governance mechanisms and structures in existence for managing these institutions. Consequently, focus on governance system is a prerequisite to effectively face the challenges to reform the higher education sector.

Keeping this in view, this paper intends to work on the state of governance in the universities in general and one case study in particular, to analyse the challenges threatening institutional governance for provision of quality higher education, especially in public state universities. The study is based on empirical and secondary data. Based on the analysis an attempt to address how higher education's governance system should be restructured in order to effectively function at the national level, at the state level and at the institutional level for providing quality higher education.
Out-of-School Muslim Children at Elementary Stage: A Case Study of Andhra Pradesh and Telangana

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Keywords: Out-of-School Children, Muslim Education, Elementary Education, Andhra Pradesh, Telangana

Abstract

old data collected from two district of the state i.e. Nizamabad (Telangana) and Kurnool (Andhra Pradesh). The literacy level among the Muslims is neither satisfactory as it is very low in the state, nor it is comparable to the education level. When there is not literacy then imagining education in the community is not justicable. Therefore, there is need to provide special attention to the literacy and education of the Muslim children at the elementary stage of schooling.

The literacy rate among the Muslims in the state is relatively very low when compared to the general Hindu literacy rate. Literacy at Matriculation level is around 45% in Muslims and for Hindus it is 60%. The literacy rate for even higher studies among Hindus in the state is 45% whereas for Muslims it is a meager 13%. The data shows there is a huge drop out level among Muslims after the Matriculation level, this is primarily due to the shortage of schools and colleges in the Muslim dominated areas. There is a shortage of Urdu medium schools as well; the state only has 2252 primary schools, 378 upper primary schools and just 331 high schools in Urdu medium. This indeed is a more than enough evidence to show the pathetic condition of educational opportunity to the Muslims, in their mother tongue.

The enrolment and dropout cases among the Muslims gain much attention after the Sachar Committee Report tabled in 2006. It is this committee that brought or highlights the condition of the Muslim in the field of education. The deficit of such studies at the national and state level brings a vacuum to gauge the education of Muslims as a minority community in India and in the states.

Therefore, the data on the dropout at the primary stage is found to be disgusting and the state has been taking steps to control the dropout as Right to Free and Compulsory Education (RTE) becomes paramount importance on the eve of implementation of the new government policy at the primary and secondary level. The present Andhra Region,
with its flawless efforts may put into action on the initiatives of RTE and other policies of the educational processes. 

Convincingly, Telangana State also with its new districts and geographical boundaries, roping into making new frontiers and progress in education, whereas the state machineries and authorities are motivate with new innovative, renovative ideas towards modern education so that there could be a possibility to attain Universal education a successful process.

Even though Telugu is the predominant language in both the States, among the Muslim families, Urdu also plays a major role in communication at their homes and day-to-day life, rather, Muslims also consider Telugu as one of the important languages and medium of instruction.
LEARNING FROM A CROSS-SECTIONAL STUDY OF STUDENTS' AND TEACHERS' PERCEPTIONS OF TEACHERS AND THEIR PROFESSION

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Keywords: career choice
students’ perceptions
teachers’ perceptions
teacher professional identity

Abstract

The larger motivation for this study was the looming concern in contemporary contexts regarding the profession of teaching, namely; why is that not many students, though they are interested in teaching at some point in their personal trajectories, choose not to opt for a teaching profession? The study aimed to understand teaching as a professional career choice in order to unpack the nature of influences that guide an alignment or drift in teaching as a career. This empirical research garnered perspectives of in-service teachers and students from across various grades in two schools, representing different governing structures, in Delhi. The study was conducted at a Kendriya Vidyalaya (KV) School and a New Delhi Municipal Corporation (NDMC) School with all students from a section each of Grades V, VII, IX and XI as well as the teachers from each of these grades. A cross-sectional study allowed to map the career projections of students at different age levels in schooling and also identify when a perceivable shift is noticed in teaching as a career choice. A survey instrument was developed and was validated and checked for reliability before being administered to students. In addition, interviews enabled enriching our understanding from the reflective accounts of teachers and students as they narrated the influences that shaped their career choices.

One of the items within the instrument required students to reflect on changes in their career choice over the years and what influenced the change. It was revealing to learn from the data that a large number of students expressed teaching to be their career choice, but many chose to make a shift in their career aspirations in their later stages. Students constructed an understanding of teacher’s profession based on their immediate classroom experiences with teachers, in terms of hierarchies in institutional set-ups, ascribed roles, and relational experiences with fellow students. While students’ constructions of career were shaped by their immediate environment, teachers seem to be rationalising their choice of becoming a teacher largely on arguments that reinforce the notion of teaching as ‘social work’ or ‘nobility’ that is often tied to their profession. Several other evidences suggest that identity of a teacher and teaching as a profession is constructed largely based on perceptions of society, perceived responsibilities, and the nature of experiences around
teaching. A noticeable threat to agency and autonomy of a teacher, evident to students from their vicarious experiences, seem to be one of conspicuous reasons for students' not opting a career in teaching, which indeed is a matter of concern. The lack of autonomy that and the freedom to take decisions the system offers the teachers has set into teachers an anticipation that in the coming years teaching as a profession would be "commercialized". While the study brings insider’s perspectives on factors in play while entering into the profession of teaching, it also provides leads into thinking about the role and salience of relating to professional identity of teachers in developing a positive environment of learning and professional development of teachers.
Need of Guidance in Educational and Vocational Development of the Students

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Keywords: Need, Guidance, Education and Vocational Development

Abstract

Education is the key of all type of development in the personality of a student as well as in the whole society. These developments include socio-economic, moral, cultural and political in the nature, which help the students to contribute the overall development of the country. Hence, it is necessary to provide proper assistance to the students so that they can develop in a systematic way. The assistance should be provided in a manner which can be very fruitful for the students. Then a need of proper guidance is essential to help the students to assist them to choose their course of the study properly according to their capabilities, abilities interests, skills, aptitudes and the adjustment to the environment. After choosing the right course of the study, then it is easy for the students to choose the right vocation wisely through decision making and planning according to the skills and the abilities of the students which would alternatively help in the development of the socio-economic development of the country. So, it is the duty of the State to provide the proper guidance programme which would ultimately help the students to choose the both educational and vocational course of the study wisely according to their interest and skills. This vocational and educational development provide students better self-satisfaction. This paper aims to find out the need of guidance in educational and vocational development of the students.
Building a Model for Inculcating Empathy, Care and Critical Thinking in Students from the Philosophical Underpinnings of Nel Noddings

Abstract

This paper is an attempt to present a model for educationists both at the school and higher education level in order to infuse the indispensable elements of Empathy, Care and Reflection in educational discourses. The model shall be based on the philosophical ideas of the American Philosopher Nel Noddings who has written extensively on the importance of empathy, care and critical thinking for educating students. Nel Noddings enlightens us that though the word empathy is relatively new to the vocabulary, added just in the early part of the 20th century only still it is important for us to understand that it is not the same as sympathy. Empathy according to her is the ability to feel the other person's pain and misery without being a part of the journey which inflicted the pain. She further adds that being empathetic includes doing every bit to bring the individual out of that painful experience. However it is important to understand that the act of being empathetic or to empathize is also a process. This process begins with actively listening to and according full attention to the narration of the painful incident or experience by the individual who has gone through it. Noddings further cautions that for empathy to be nurtured by teachers in their students it is critical that they bond with each other or feel attached with each other in order to succeed in the induction of the feeling to understand the other person's pain. However if the relationship between the teacher and taught is not cordial then in all probability it shall nearly be impossible to evoke this feeling in students by the teacher. In the perspective of 'Care' Noddings adds that teachers in an institution ought to nurture students with utmost care in the first place. This caring should be undertaken by beginning with listening to the student voices with patience and without being judgemental on them. Teachers need to understand the needs and interests of students by giving them umpteen opportunities to share their concerns, anxieties, fears, joys, struggles, trials and jubilations. This is best done by creating an environment which is fearless and non-threatening and is based on the foundations of love and trust. A caring teacher also makes sure that he/she empowers the student with the necessary knowledge and skills needed by him or her to traverse the journey of life.
This teacher is not merely obsessed with the mechanical achievement of the goals laid down by the curriculum but with the larger picture that is the overall well being of his/her students. Caring teachers make sure that they are competent enough to transact the curriculum effectively building the knowledge pools of their students. They constantly strive to upgrade their own knowledge and skills in order to give their best to their students. This includes teaching the core subject by drawing on the interconnections with all the related subject areas and presenting a holistic picture. Such enriched teaching-learning environment not only prods the students to the peak but also pushes the teacher towards the acquisition of new knowledge thus making the exercise essentially mutually rewarding. On Critical thinking Noddings looks at the dichotomy which exists in educational discourses in the classrooms. On one hand we see educators repeatedly talking of creating a democratic environment in their classrooms and outside and on the other hand you are forbidden from touching critical and delicate areas such as Sexuality, Religion, Caste, Marginalisation, History of Wars etc in your educational discourses. Noddings points out that for critical thinking to be nurtured and developed it is important to question the established beliefs and norms whether social, scientific, economic or political. But about what we see in classrooms as a practice of critical thinking is teachers raising questions and students trying or struggling to answer them. Well that is just the tip of the iceberg. Critical thinking involves the judicious use of reason for questioning anything around you be it beliefs, rules, customs, traditions, policies etc. She makes a strong case for creating an academic space where difficult and often uncomfortable questions are not only raised but are respected and answered with utmost zeal. However in most institutions you find there is very limited space for argumentation and critical thinking it being used restrictedly in the subject domains of Science and Mathematics. Looking at Empathy, Care and Critical thinking from the rich philosophical lens provided by Nel Noddings has enabled the researcher to build a model to nurture the same in educational institutions which shall be presented in this paper.
A Sociological Study of Education and Ethnic Contestation in Conflict Zone, Manipur

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Keywords: Education
Ethnic contestation
Conflict
Manipur

Abstract

This paper makes an attempt to analyse the process of education in the conflict zone, Manipur and explores the contestation along the lines of diverse ethnic group. The existing literatures in the Indian context, have not adequately discussed the linkages of education and conflict. In this regard, the study has addressed this gap by selecting the case of nature of education system in Manipur. Political conflict has been experiencing for the last many decades. Conflict has been manifested in the form of bandh (shut down), blockade and strike in the state. Many times school institutions are closed down and this lead to fracturing the academic life of the students. Frequently occurrence of these conflict activities hampered the academic environment of the students which also push many students from the state. On the other hand, the mode of education system seems to be the features of dominant Meitei ethnic in the valley and the education sector in hilly areas has not been given much attention by the government. This leads to exclusion of many people in the hilly area, who have the ability to achieved quality education due to not able to access such educational advantage and opportunities. This felt subjugation and imposition of dominant culture over other ethnic group. And this reflects the competing interest and the struggles among the diverse ethnic group and has caused an increase in ethno sub-nationalist movement among the groups.

Methodologically, the study is based on both qualitative and quantitative empirical data. The main focus of the study is in Imphal west district of Manipur however, some educational institution has been studied in hill areas. In-depth interviews with students, teachers, parents and civil society organisation, and key Informants will play an important role in giving an insight to the history, changing situation and the present
situation of Manipur. By employing Bourdieu’s approach on "Social and Cultural Capital", the present study attempts to understand how the educational institution and the processes of education reproduced cultural power and ethnicity and maintenance of unequal structures in the state. The work would expect to conclude that education has reproduced social inequality and it also generates conflict among diverse ethnic group.
Social Mobility across Social Groups: A Study of Educational Attainment and Aspirations in Bihar

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Keywords:

Abstract

Building up on the work of political philosophers in the 1970s, economists began a discussion on the nature of inequality around the debate of outcome and opportunity. In the works subsequent to John Rawl’s, scholars inserted the important qualifier of individual effort in the discussion, replacing the objective of social policy from that of equality of outcomes with equality of opportunities (Sen, 1980; Cohen, 1989; Roemer, 1998). An equitable society would therefore not necessarily mean one where all people are equally happy, or equally rich, or equally educated, but only that all have an equal chance to attain the outcomes they care about (Cohen, 1989). However, attempts to concretize this conception of inequality was difficult when it came to intergenerational studies because the preferences and efforts of the children could not be understood as completely devoid of any influence from the resources and efforts of their parents (Jusot, Tubeuf and Trannoy, 2013). This inseparability often led scholars to recommend inequality as either derived mainly from acts of brute luck for instance, different IQ levels (ability) (Jensen, 1969). Or entirely due to unequal opportunities (Bowles, 1973) interpreting inequality as an almost unchanging aspect of the economic system. In both cases social policy was rendered redundant.

Later studies, infused human capital theory with dynastic models, attributing inequality over generations to differential ability of dynasties in investment of human capital due to market imperfections and credit constraints (Becker and Tomes (1979; Banerjee and Newman, 1993; Mookherjee and Ray, 2003). The inference being that with lesser credit constraints such gaps in investment would get resolved, and dynasties would no longer be locked out of their share in acquisition of human capital and subsequent growth. However, the descriptive and empirical studies done by both economists and sociologists in the past few decades have not shown a lot of difference in intergenerational mobilities between countries, and continued low levels of mobility for certain groups (Shavit and Blossfeld, 1993). Also, it was assumed that differential investment ability was engendered only for a single social group, failing to consider that —human capital accumulation is a social activity, involving groups of people in a way that has no
counterpart in the accumulation of physical capital (Lucas, 1988). Recent literature has turned attention towards persistence of inequality through social segregation. This form of social segregation manifesting through neighbourhood effects, peer effects, and cultural legacy of historical inequality remains beyond the scope of anti-discriminatory laws in markets and public spheres (Bowles, Loury and Sethi, 2014; Durlauf, 2011; Lundberg and Startz, 1998). The existence of these institutions (such as race and caste) are linked to under-education traps. Educational opportunities and the related economic outcomes, therefore remain beyond reach for the trapped groups despite the transition to the constitutionally guaranteed non-discriminatory regimes.

The case of India in this regard is especially interesting. Historically, caste barriers denied education to a large section of the population in India (Kumar, 2015; Nambissan, 1996). In societies characterised by limited educational infrastructure, and inadequate public provisioning of basic education, the education level of parents and ascribed identity continued to hold significant influence on the educational attainment of individuals. This persistence of parental influence and unequal economic and educational opportunities meant individuals from disadvantaged social groups continued to mirror the educational and occupational outcomes of their earlier generations.

The proposed paper is based on empirical findings from a primary survey conducted in Bihar. Part of the group of states that were labelled BIMARU in the 1980s, Bihar was often treated as a signifier for the deficiencies and failures of India's post-colonial development experience. However, the development story of Bihar is said to have taken an unexpected turn in recent years with many commentators observing fiscal reform, improvement in public service delivery, strengthening law and order, public investments in infrastructure and better development outcomes (Panagariya and Rao, 2015; Mukherji and Mukherji, 2015; Singh and Stern, 2013).

Literacy levels have been steadily climbing up in the past few decades, and the percolation of education, even if uneven across society, has meant a change in the future aspirations from toiling the fields to employment deserving of the —educated! (Jeffrey et. al, 2004). For the youth of less wealthy states such as Bihar, employment in the upper echelons of the growing private sector remain still beyond reach. The aspirations therefore move towards demonstrated positions of power across government hierarchy—lower state administration, railways, government school teachers, or even in the local government backed positions of development worker, -Vikas Mitra, Aanganwadi and ASHA workers etc. Scarcity of government jobs implies considerable spill-over/diversification into the slow growing non-farm employment (Rigg, 2006). The aspirations of non-farming lives in turn fuels the demand for education, whether through schooling in government/private schools and/or through the supplementary tuition/coaching institutes. The steady boom in the agrarian sector has also contributed to
the purchasing power in the rural economy, of which the expenditure on education is increasingly seen as a worthy recipient.

This paper is a part of my on-going doctoral dissertation. It employs regression techniques for ascertaining the extent of intergenerational mobility, and the related differences between various caste groups for the same. Although still preliminary at this stage, I seek to analyse the attainment of education by youth of different caste groups, separated not only by the circumstances of their respective positions in the caste hierarchy but also in their economic status, ownership of land, and networks of access.

References


Exploring the role of empathy in the bureaucracy that administers Indian Schooling System in the context of increasing role of private players

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Keywords:

Abstract

Indian education system is administered through a very strong command and control apparatus, which is in consonance with the Weberian idea of bureaucracy. The structure is characterized by a clear hierarchy and division of work across various levels, with persons at the top overseeing the coordination of education programs across thousands of schools across disparate rural and urban regions with deep socio cultural complexities.

As much as there are several routinized processes in overall education delivery system across administrative levels, education essentially falls in a space that is in deep throes of cultural and socio political realities, which can’t be predicted by rules and guidelines. Also the socialization into bureaucracy engenders a certain attitude of mind, which may not allow one to engage with reality with all its complexities, particularly when the person who has the decision making power has to oversee a huge machinery, thereby keeping him at a distance from the actual site of work. For instance school management committee is a structure that has been laid down under RtE 2009, to decentralize the governance of schools. However, bureaucracy is not designed to handle the local level asymmetrical power structures and interests which always come in the way of its successful implementation.

Research on status of education in India has indicated that bureaucracy is not aligned to individual’s empathy and in India it is typically characterized by a cold distance of the civil servants from the actual reality in the classroom. The decisions taken in the power corridors are translated onto the ground with the help of officials for whom the command from the top is a more compelling rationale for action rather than personal belief or understanding of the reality on the ground.

This institutional process of administering education has experienced a new reality in the form of promulgation of the law of CSR (Corporate Social Responsibility), by virtue of which 2% of the profits (over a certain level) that an organization earns are to be used for CSR activities. This has over a period of time increased interest on the part of both the
Central as well as state governments to attract CSR funds which they can use for various purpose, to the extent that some of the states have a special position that looks after channelizing of these funds for developmental efforts. Within education sector, the site of school which has seen increased interventions from various civil society groups in the past ten years is now also emerging as a popular site for corporate entities, to try out solutions for complex educational problems. It is to be understood that entities that are designed to function by the market principles of efficiency and profit have started to engage further with education, with a view of bringing about change on the ground. This orientation is distinct from the outlook of empathy and welfare which is so crucial in a country where basic education remains a dream for millions of children. Considering that these organizations may have their strengths in other areas, they are likely to come up with their own programs for improvement of education standards, which on account of their recent entry, is less likely to have been informed by deep engagement on the ground or study of complex realities. When the bureaucracy sees opportunity in these resources, how they get channelized without the appropriate sense of criticality and empathy can have tremendous impact on the teachers in the schools, who run the risk of being treated as meek subjects, who are going to be targets of these developmental plans. This poses a challenge to undermining the profession even further as external organizations with essential strength of financial capital gain precedence to influence educational processes and programs.

This paper aims to explore the issues with our existing bureaucratic structure by examining it through the Weberian framework with its attendant social distance of the bureaucrats from the client whose condition they are trying to improve. The paper would also attempt to propose means by which this distance from the client can be bridged and the kind of changes that are required in the present dispensation to meet the non-state actors in a relationship that truly informs the sector in meaningful ways, without further exacerbating the problem at hand.
A humane approach to designing a school in and for tribal communities

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Keywords:

Subtheme:
Alternative educational practices and initiatives informing education

Abstract

Rationale and context Education has become a fundamental right; near universalization of elementary schooling has been achieved. While changing economies and structures of society are demanding newer skills and capabilities, assessment of learning levels of students show that educational attainment levels are low; students often feel alienated in school systems. In a stratified society like India, divided along caste, socio-economic, linguistic lines, these attainments also vary across these divisions1. Though students are coming to school with diverse backgrounds and learning propensities, there is a homogeneous curriculum requirement for all students. This poses challenges to the students, the teachers and the communities seeking the promise of quality education. It is in this context, that this paper seeks to explore if and how an alternative approach to curriculum and school can be imagined, with empathy as the cornerstone. This paper is based on the experiences of 5 schools run by the Kaigal Education and Environment (KEEP) program2, in Chittoor district, Andhra Pradesh, perspectives shared from other community supported schools and will frame it in the context of education for marginalized communities in India.

Context of the schools studied
The schools studied as part of this paper are from 5 remote tribal villages. The communities here are marginalized, belonging to the scheduled castes/tribes and many households are below the poverty line. Majority of the community members around these schools are forest produce collectors, with a deep knowledge of the local biodiversity and traditional medicinal practices. The schools emerged as a response to the demand of the community to have a formal and appropriate educational environment for their young. When the community supported schools started in 2004, all the students were first generation school-goers with no access to any formal school system nearby.
The paper explores an approach to developing a school that is accommodating to, and enriched by the cultural, linguistic and knowledge diversity of the communities. This is analyzed along the dimensions of curriculum, teacher development programs and community engagement.

An alternative approach to educational processes

Curricular and school processes
The NCF, 2005 has underscored the importance of acknowledging and building upon the students' contexts for constructing knowledge. However a textbook culture dominated education system has made this difficult to practice. In the schools studied here, the curriculum has integrated the care of, and responsiveness to, the local ecology and environment, where the community elders share their knowledge of the local ecology as part of the school learning. Educating in the child's first language, with an integrated approach to art, craft and other school subjects are some important features of this curriculum. Skill development in indigenous skills, integrated into curricular processes, can support the development of a school along the lines of Gandhi’s Nai Talim.

Teacher development programs
The teachers in these schools are from the local community, familiar with the ways of life of the students and their families. This allows them to be sensitive to the needs and rhythms of the local community, their work practices, their food, as well as respond to individual needs. The teachers are trained to develop their own materials, contextualized to the learning needs of each individual child. The classrooms are structured as mixed age groups and the teachers are assisted by the older students teaching the younger ones. Teachers are mentored regularly and peer evaluation and feedback constitute an important process of continuous teacher professional development.

Community interactions
While education is seen as a process of socialization, the school has often remained an insular institution. Strengthening the community interactions – through formal and structured interactions with the students and teachers – have reinforced the role of the community as an integral part of the learning process.

Conclusion
Autonomy for the schools to develop a learning program, contextualized to the local environment and sensitive to the community needs is critical to creating an inclusive, empathetic learning environment. In the schools run by this program, there are no drop-outs and the students continue on their learning paths. Formalizing local knowledge into the curriculum means that the schools become natural places for learning, relevant to the community. Word count (excluding header): 750

3 https://www.jstor.org/stable/1188251 – Origins of India’s textbook culture by Prof Krishna Kumar

4 Peer feedback and evaluation in Sanctuary schools,
THE IDEA OF CRITICALITY IN EDUCATION: LOCKE AND ROUSSEAU RE-EXAMINED

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Keywords:

Abstract

The idea of criticality is one of the most important issues of concern among the philosophers of education and educators as well. The words critical and criticality are increasingly ubiquitous in the dominant discourses of education. It is analyzed on the basis of its nature, characteristics, and implications. Sometimes, it is characterized as a skill and other time it is perceived as an essential character to differ from being called the —indoctrinated. The notion of logic and rationality stands at the core of the basic idea of criticality. According to Peter A. Facione, criticality is nothing but "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based". It can be said that criticality is a tool to do objective analysis and resultantly form any judgment. In fact, the idea of criticality goes back to the Socrates time when he argued an individual to be skeptical to the ideas and not to judge something on just its' face – value. There is a great deal of engagement from the philosophers to understand the idea of criticality and its implications on an individual. Critical thinking is considerable for an individual due to being significant in learning. Critical thinking is important in the learning process of internalization, in the construction of basic ideas, principles, and theories. At the same time, criticality is very much significant in the learning process of application, whereby those ideas, principles, and theories are implemented effectively as they become relevant in learners' lives. Hence, it is evident that philosophers and educators find great value in the idea of criticality. They find the idea of criticality very much relevant to understand the human nature as well as desirable normative changes in the society.

John Locke is one of the most influential thinkers of the Enlightenment period who has shaped the discourse of education. His life and works on education have wielded great impact upon the course of affairs of humankind. He was overwhelmingly discontented with education as practiced in his own days. His criticisms throw light on the aims and methods of the schools of the late seventeenth century. But, his educational writings also
shaped the theory and practices of his immediate successors outside his own country, particularly in France and Germany. His principles and methods still observe some of the most recent changes of pedagogic modus operandi. The educational writings of the John Locke are of more than professional interest. Indeed, their more obvious appeal is to the present and young individual who deliberately sets herself/himself the assignment of —self — education. Simultaneously, Jean Jacques Rousseau is another important philosopher from the Enlightenment period who has greatly influenced the way of understanding regarding education. His educational ideas address some essential political and philosophical questions about the relationship between an individual and society i.e. how an individual could maintain an innate human goodness while remaining part of a corrupting social collective. Rousseau seeks to illustrate a system of education that would facilitate the natural man he identifies in his work _Social Contract_ to endure corrupt society. He uses the novelistic device of the Emile and his tutor to demonstrate how such an ideal citizen might be educated. Emile is only just a detailed parenting guide but it does contain some specific advice on raising children. It is considered as the first philosophy of education in western culture to have a serious claim to totality.

The present paper is an attempt to engage with these fundamental writings on education by Locke and Rousseau. These educational writings may or may not explicitly discusses the idea of criticality in the whole process of education but with the help of this paper, an effort has been made to find some undercurrents which would enable to locate the idea of criticality from Locke’s and Rousseau’s perspective. The educational ideas and writings of Locke and Rousseau take a holistic perspective and this paper would attempt to find how criticality has found scope in their ideas and writings. At the same time, this paper would attempt to discuss the relevance of Locke’s and Rousseau’s educational ideas in contemporary educational discourses and how it can reshape current educational scenario. In fact, the present paper would engage critically to find the idea of criticality in Locke’s and Rousseau’s educational ideas and writings.
A Study of Professional Commitment in Relation to Mental Health Among Teacher Educators

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Keywords: professional commitment
mental health
and teacher educators

Abstract

The progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But, a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. So, like various other professions, teacher education has assumed special significance. The present study is designed to explore the Professional Commitment in relation to Mental Health among Teacher Educators. The B.Ed. teacher educators of Jammu province constituted the universe of the present study and results showed that marital status and length of teaching experience were found to be significant factors which influence the professional commitment and mental health among teacher educators. Positive and significant relationship was found in professional commitment and mental health among teacher educators.
Whole Language or Traditional Approach: A methodological dilemma of Higher Secondary English teachers, Keralam

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Keywords: Whole language approach  
Traditional approach  
Language education  
Language skills

Abstract

This paper describes the methodological dilemma of English teachers to implement an effective approach in the higher secondary level. Dissatisfied with traditional language learning practices employed up to the higher secondary level in Keralam, KCF 2007 proposed to implement whole language approach in the school curriculum. As there is no methodological awareness materials / classes provided to the teachers, they are all now in a crux to execute a proper methodology in the classes. The data collected from different higher secondary English teachers from Keralam. Perception scale, interest inventory, focus group discussion with teachers and interview schedule were used as a tool to collect data. The study sought to compare teachers’ perception, interest and awareness towards traditional and whole language approach. The result indicated that the Higher Secondary English Language teachers have only a vague idea about whole language approach and its practices; since teachers are practiced traditional ways of learning, they are reluctant to follow new trends and practice; misconceptions about the term Whole Language among the teachers were also found. The study concludes recommending various content enrichment programs for the teachers at various levels. Pre- service programs as well as in service programs would be enriched by providing equal importance to all the language skills.
Industrial Technical Institutes for Skill Development – A Review

Abstract

India is on the verge of two major points for consideration one on the supply side India is going to be the home for the higher proportion of working age population and on the demand side globally there is dire requirement of the skilled humans. With this milieu the focus had been on the skill development at the policy level. This scenario provides a positive framework of opportunities to the students who wish to acquire job opportunities at the earliest. As there are variety of options for the students after class eighth or tenth depending on the trade selected from science, humanities to the professional courses. For students who are unable to pursue formal education due to various reasons have an option that enables them in terms of acquiring the skills through various courses. One such option is offered by the Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs) with the guarantee of securing a job after the completion of the course. The ITI's are government run and ITCs by the private sector. These training institutes impart the diverse courses ranging from engineering, technology, management, architecture, town planning, pharmacy, applied arts and crafts, hospitality industry, etc.

After independence during 1950s the Government of India introduced a scheme known as Craftsmen Training Scheme under the Directorate General of Employment and Training (DGE&T), Ministry of Labour focusing on ensuring the availability of skilled workers in different trades for the domestic industries. For ensuring the vocational training Industrial Training Institutes were introduced to provide systematic training and reducing unemployment.
among the educated youth with a focus on the future need for the industries. The administration of the ITIs was transferred to the State Government since 1956 while the functions of coordinating and the training policy was retained by the Government of India. This was achieved through the establishment of the National Council for Vocational Training (NCVT) which as the apex as well as the Advisory Body required maintaining the uniformity in the standards of the training across the nation.

The ITIs and ITCs provide an opportunity to students for acquiring the skills in various trades from the minimum to the maximum depending on their interest. Since the Diploma offered in these courses are not limited to mere certification but also have the scope for pursuing higher studies in the respective trade. Like the provision of the specialized courses or the engineering trades open a wider scope for the students. The courses offered provide them an opportunity from acquiring a job in the public or private sector with an option of working independently as well. They also have an option of ensuring the jobs overseas which are more lucrative and provide an exposure for working in a new environment that boosts the self confidence of the students. The increasing demand for the skilled labour across the world has opened the gates for the youth in our country as India accounts for the highest population of youth.

This article traces the organisational structure of the ITIs as well as the opportunities available through different courses in various categories. The policy initiatives clubbed with the quality initiatives have been the major focus of the Government yet in terms of implementation there are many dynamics that needs a closer look. The strong network of the ITI’s with a wide range of traits in which the skills are imparted is a universe in itself yet the linkage with the private sector is either limited or absent. The critical concern is centred on the linkage of the education sector with the ITI’s and equipping the student in joining the workforce as the ultimate goal. The document analysis and the policy prescriptions on the skill development in the Indian context for meeting the change in demands for jobs demands minute analysis of the trends in relation to expansion in the school emerging since the National Policy on Education, 1986 vis a vis the ITI’s in particular.

The article would attempt to explore the issues related to school education scenario; need and organisation of the ITI’s; courses offered by ITI’s; quality imperative; and prospects in the area of skill development.
Communities of learning: Integrating academic and residential care for a diverse population of university students

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Keywords: Higher Education
Ethics of Care
Social Justice
Diversity

Abstract

Educational opportunity and outcome in India are deeply influenced by structural inequities and constraints of class, caste, gender, region, language and disability. The Azim Premji University undergraduate programmes are designed to moderate the role of these factors in determining both educational access and outcomes. The undergraduate degrees aim to prepare students to become active, self-directed learners with the critical understanding capacities that are foundational to social and personal flourishing. They encourage students to engage with the challenging social realities in India and to value their education not only a path to personal achievement but as preparatory to meaningful contributions to their society and communities. Achieving these aims requires institutional structures and processes that serve both curricular and extra-curricular ends. One of these is the creation and working of a community of learning. Learning is a creative process that takes place in dialogue with a community that includes peers and faculty. While this has important implications for curriculum design and pedagogical choices, equal attention must be given to the relationships that students are able to build and sustain inside and outside the classroom with their peers, and with University staff (both teaching and non-teaching). The University has endeavoured to create a residential environment within the University that provides space and opportunity to foster this kind of relationship-building. This includes:

· Giving students opportunities to be responsible for their choices and actions (personal autonomy);

· Living and working with a community of students and faculty (social responsibility)

· Providing space to students and faculty from different socio-economic and regional-linguistic backgrounds the space to interact with each other freely and as equals (social inclusion)
· Interact with faculty members outside the classroom, creating avenues for peer learning, and planning student development activities outside traditional classroom timings (deeper engagement with the curriculum)

It is for these reasons that the undergraduate programme is a fully residential programme. This paper will report on the challenges, missed opportunities and successes of an integrated approach to learning and life with a highly diverse student body.
GURMAT EDUCATION: DISCIPLINING BODIES AND MINDS THROUGH RELIGIOUS DISCOURSES

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Keywords: Gender
          Religion
          Socialisation

Abstract

What constitutes ‘true’ education? What processes and practices help in transferring it to the young minds? How does its transaction mould minds of the individuals? Can education remain unbiased by the value systems of a society? Or do these values percolate in manifest or latent ways into the very fabric of the society? Do realms like religion and politics intermingle with the very substance and structure of education to create new textures of education systems? Secular or religious- education does influence the larger socio-political milieu of the society in multiple ways.

Education through secular means has always gained more acceptance than that which adopts religious concepts and values. Religious education focuses more on preaching rather than comprehension is the larger opinion. However, does secular education assume form that is absolutely non-religious in nature and scope? Similarly, does religious education that is, based on beliefs and values, remain disconnected from overall humane goals and ideals? The twin spheres of religion and education though disconnected do overlap if not in obvious terms than in certain oblique ways.

Nation-states in their fervour to impress and ingrain the essential ideology of nationhood in the minds of the pupils sometime take refuge of religious ideology and transfer that to its pupils through the process of schooling. Pupils with no idea of boundaries and nationality get pulled into the overarching discourses of religion and nationalities that though are disaggregated entities still assume a fused form. It applies to those countries that are believed to ascribe to both secular polity and society. However, divergence and convergence exists on the themes associated with such belief systems.

The schools are important agencies that transfer certain fundamental values to its students as future citizens of the country. The students while learning these core
values at times face dilemmas. In response, they tend to often become evasive. The present study attempts to analyse how religious socialization happens in a minority school, how do students learn to abide by the tenets of the religion at the same time also nurture the spirit of patriotism and loyalty towards the nation. Are both these processes congruent or do their teaching and learning pose situations where they face a conflict situation? In such a dynamic situation, when gender as a factor sets in what role does it play in nurturing students as _good_ citizens, as _good_ religious entities and as _good_ girls and boys.

The paraphernalia around nation, religion and gender forms a complex situation evolving students who are obedient, compliant and submissive. Not those who are critical, curious and inquisitive. Such student personalities seem more prominent than those who resist and rebel against the overarching discourses of religion. Students initially question the basis of such education and its only later that they start conforming to these overarching ideals. Teachers often play an active role in fulfilling the agenda of the State and the school. They are usually active in nurturing patriotism, religiosity and gendered ideals among students in both concrete and abstract ways.

The present study is located in a Sikh school of Ferozepur, Punjab. In 1892, the school began as a girls’ school providing education to hitherto neglected sections of the society. Only after partition it turned into a government-aided school. The Sikh Kanya Mahavidyalaya nevertheless tried to retain its religious character essentially. Other than secular education that is provided in the school, gurmat education also is transacted to the students. A school Gurdwara within the school precincts carves out a sacred space within the otherwise apparently _secular_ school premises. The students pay obeisance in this Gurdwara on a regular basis. The school calendar encompasses religious routines and observances. The presence of a gurmat teacher whose main task is to enable students to become more Sikh and more religious definitely ensures socialization of the students in the religious realm. Early years onwards, the students learn to adhere to attire and mannerisms that goes with the religious dictates. Students’ academic life that encapsulates rote-memorisation finds solace in the religious sphere which acts as a breather. During free periods, they visit the Gurdwara to read religious magazines, recite religious texts and offer daily prayers.

Discipline forms an integral part of learning of any kind, be it regular studies or religious curriculum. Rules are to be adhered to and lack of their observance leads to frequent punishments. A disciplined student only gets labelled as a _good_ student. Being good is associated with qualities like obedience, punctuality, regularity, and religiosity, among others. Gender also plays a crucial role. Girls in learning to become Sikh carve out a distinct identity. They carry stereotypes about other religions and tend to dislike them, particularly Hinduism, Christianity and Islam. Various Sikh religious preachers/gurmat teachers socialize them to look at the Sikh community as _saviours_ of the Hindus. They hold Sikhism as supreme denying existence of those belonging to other religions. Apart from this, the religious curriculum teaches them
how to revere ideal Sikh women and also imbibe some of their best practices to make home and the larger society as truly ‘Sikh’ in both nature and content.

Religion, nationality and gender form an interesting complex within the school. Girls not only learn to become compliant and submissive but also learn to accurately observe Sikh rituals and practices. Religion inscribes on their lives and nurtures their behaviour. Most girls coming from rural contexts hold multiple responsibilities of home and also help their parents in the farms. The school somewhat is that space where they get some space to ruminate on their selves. However, the ideology of the school in ambiguous terms reiterates what their family and society expects from being ‘girls’. The seemingly unassuming school transmits quite interesting patterns that are of interest in order to understand socialization and its impact on student personalities in creating ideal selves of ‘Sikh women’.
Drain of government schools in India- Small schools and Implications on access, equity and efficiency: Evidence from Karnataka

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Small Schools
School Size
Access
Karnataka
RTE
School Efficiency
School Consolidation
Teacher Rationalization
School Siting

Abstract

Education policies in India since independence has primarily laid stress on providing universal access and achieving universal elementary education. Access to neighborhood schools is now a reality with about 96 per cent of the rural habitations have an elementary school within a radius of 3 kms. Expansion of access with irrational school siting has resulted in many neighbourhoods have multiple government schools with a small radius.

In the last two decades unaided private schools, including many low cost private schools, have expanded dramatically catering to the various socio economic sections of the society. Perceived quality and affordability of private schools is draining of students from government schools. Falling fertility rates has resulted in dwindling of child population in many states. these factors have resulted in declining enrolment in government schools and growth of small and tiny schools (measured in terms of enrolment) all across India, setting up debates on access and efficiency of government schools in India.

In this work, we will assess the government school size distribution and spread of small schools in Karnataka at state and district level. We will highlight the factors contributing to the draining of enrolments in government schools in Karnataka. Based on secondary data analysis and pilot surveys in rural and urban clusters of Karnataka, we will discuss the role of neighborhood government schools in terms of access, equity and efficiency.
We will highlight the problems faced by small schools such as multi-grade teaching, poor infrastructure, neglect by government and communities, poor teaching quality and learning outcomes of children. We will discuss the school consolidation strategies followed by states such as Rajasthan, Odisha, Telangana and Andhra Pradesh, Odisha. We will discuss pathways for school consolidation and optimal school siting to increase average school size, address distributional inefficiencies, and rationalization classrooms and teachers, and optimal school siting to ensure access, equity and compliance with legal norms.
Challenges and priorities in RMSA in Jammu: Quality vs. Quantity issues

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Keywords: Challenges
Priorities
Rashtriya Madhyamik Shiksha Abhiyan
Quality
Quantity

Abstract

Since the inception of the society, it is education which is the single most instrument of change in all the dimensions, be it the social, political or individual. The education is one of the wheel which has not only revolutionized the social order but the role and responsibilities of individual for social order. That is how the developed and underdeveloped societies are being recognized. The developed societies besides being a well ordered society has also the massive spread of education among its population in contrast to the underdeveloped societies. That is why the developed societies are developed not only socially but politically as well as educationally. It is in 21st century where education is the prime most cause of the development behind any context. So, if today India boosts itself to be among the leading nations, it needs to strengthen its education system as it is primarily because education is running in the backbone of economy, polity as well as among individuals.

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people’s understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education is considered to have a strong correlation with social and economic development. In contemporary times when the focus is on the 'knowledge economy' the role of education becomes all the more important in the development of human capital. Delors regards —education as an ongoing process of improving knowledge and skills, it is also perhaps primarily and exceptional means of bringing about personal development and building relationships among individuals, groups and nations.

Although there is still a vast gap between such announcement and real achievement, continuous attempts are being made at the national as well as international level for universalizing and reinforcing education. It is mainly through education that development
of all nations has been or can be brought about. Since development is multi-dimensional, multipronged efforts are to be made for making education effective and relevant to the life, needs and aspirations of the society. Jammu and Kashmir remained educationally backward compelling the state government to promote education in the state. The state government keeps taking various initiatives from time to time to improve the education system. The government runs many centre and state supported schemes, especially for the backward/underprivileged sections of the society, so that they are not deprived of education. It includes providing free education up to the college level, mobile institutions for the nomadic population, scholarships, free books and uniform to deserving students. RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN is one of them, which was launched in 2009-10 all over the country with the great purpose to improve the quality of education at secondary level. This scheme was mainly implemented for the secondary school students as this is a crucial stage of the educational ladder as it prepares the secondary students for higher education and also for the world of work. Therefore, it is very essential that by providing greater access and by improving its quality this stage must be strengthened. Accordingly all the states of India Jammu & Kashmir also adopted this scheme and geared –up efforts for the proper implementation of RMSA scheme. This scheme was launched with the provision of providing necessary infrastructure like: blackboards, labs, laboratories, toilet clusters, and additional teachers, training of the in-service teachers, special training to the heads of all institutions, review of curriculum to meet the NCF, 2005 norms, and residential facilities to teachers working in remote and hilly areas preferably to female teachers. RMSA Scheme in J&K is helpful in improving the quality of secondary education, improving the infrastructure of classrooms, quality of teaching, enrollment of students and upgradation of schools. It provides different kinds of facilities to students as well as teachers e.g. funds for books of libraries, lab equipments, electricity, resources rooms' water and toilet facilities. RMSA is said to be helpful in quantitative expansion of the secondary education in J&K, but inspite certain qualitative issues are still neglected. This paper attempts to highlights certain challenges and issues in RMSA in Jammu and Kashmir on the basis of a pilot study using an interview schedule on the heads of the School. The study also attempts to highlights certain priorities issues in secondary education in J&K.
Household Expenditure on Higher Education in Rural Odisha: Empirical Evidence from a Field Survey

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Keywords: Household Expenditure
Higher Education
Rural
Odisha

Abstract

In early 1960s, public funding and philanthropic contributions for higher education were the major part of the resource to this sector in India and the contribution from private sources in terms of tuition fee and other payments from students were negligible. With the implementation of the New Economic Policy of 1991, broadly known as Structural Adjustment Programme (SAP), the trend shifted towards private funding of higher education. In the process, apart from increasing student fees, some universities in India have initiated efforts to generate additional resources through consultancy services, sale of publications and the establishment of resource mobilisation units. Some other innovative ways for resource generation in India includes the offering of —self-financing courses in the existing public universities, establishment of new self-financing higher education institutions). Many scholars in India have observed that in post-1990s, households bear a significant proportion of the costs in the form of fees (particularly tuition fee), expenditure on books, stationery, uniform, conveyance, private coaching and other necessary expenses related to their children’s higher education compared to pre-1990s. In post 1990s public budget for higher education is shrinking and the household's contribution is being looked at as the substitute to it. But, there are relatively few studies that have examined changing trend, pattern and determinants of household expenditure on higher education India. More importantly, there is also less evidence of how factators matter differently in the household spending on higher education in Odisha (that to in rural areas), one of the backward states of the country.

This paper examines the variability of household expenditure on higher education in rural Odisha (one of the backward state of the India) and its relationship with individual, household and institutional factors. The paper uses the data collected through a student survey in two districts of Odisha (Mayurbhanj and Keonjhar) in 2016-17. In total 563 undergraduate and post-graduate scheduled caste, scheduled tribe and other backward class students availing Post-Matric Scholarship (PMS) in 19 different higher education
institutions (HEIs) are surveyed for the study. The determinants of household expenditure on higher education is examined using the OLS technique. The preliminary results show that the annual average household expenditure per student on higher education among marginalised sections of the society in rural Odisha is found to be Rs 62436. The findings suggest that students enrolled in private HEIs have spent more than the students enrolled in public-funded institutions and interestingly, this difference is not only due to the difference in the payment of fees, as expected, but also in other expenses such as private tuition, accommodation, food, transport, internet, textbooks and other study material. On an average, students pay about seven per cent of their total expenses in higher education as fees per year and rest on non-fee items. Also, the pattern of household spending on higher education varies significantly between hostellers and day scholars. As expected, households belonging to poor socioeconomic settings have invested less on their ward’s higher education than the households with better socioeconomic set-up. Results also indicate gender differences in household spending on higher education in Odisha.
Introduction

Efficient administration of the universities and institutions of higher education has assumed a paramount importance in the wake of emerging challenges before the tertiary education. Recent studies have suggested that the academic department forms the nucleus of the university enterprise. The role of the academic department head in higher education is judged to be an important aspect of institutional leadership. The chair of an academic department in a college or university plays a key role in the success of that institution. To quote Bennett (1983) “It is at the departmental level that the real institutional business gets conducted…it is here that teachers and learners can make contact, that researchers find encouragement and direction, and that many of the ways to contribute to the larger community are identified and explored (p. 1).” Individuals who lead the academic department have been called the “front-line leaders” in higher education (Gmelch, 2000). The fate of an institution in a large measure depends upon the type of man who is heading the institution. Good institutions, for that matter are named after their Principals, Heads or Deans. The Head of the institution is the key educational leader and the chief executive officer of a complex and heterogeneous community comprising of eminent, devoted and dedicated professors and lecturers, students, their parents, governing bodies, Education Departments and University (Gupta, 1987). Effective leaders all share the same characteristics. Besides a drive to get the job done and accomplish the mission, the essence of effective leaders is how they think of and treat the people they are responsible for? Leaders do not belittle people or make them feel that they have nothing to contribute. Leaders don"t hide in their offices to ignore problems. Leaders have to be visible; they have to convey a sense of oneness.

The effective administration of a college or a university requires administrators with good management skills, productive occupational efficacy, effective administrative behaviour, appropriate managerial aptitude, high degree of organizational commitment and high degree of
job satisfaction. (Ubben and Hughes, 1992); the world of education in recent years has shown a significant interest in the relevance, application and practice of general management principles and there is a growing realization and acceptance that heads ought to be given formal management training to help them perform effectively (Inbar, 1997). All the above lines show that management, administration and leadership are interrelated. Administrator's occupational efficacy relates to the maximization of return to the organization by all means. An administrator’s efficacy can be understood in terms of his capacity to adapt, maintain itself and grow regardless of the particular functions it fulfils, how much he understands the process and copes with the changes. An extensive body of research has been carried out in the area of educational administration and management. Research in the area of occupational efficacy have shown that administrators with a strong sense of efficacy are open to new ideas and are more willing to experiment with new methods to better meet the needs of their students (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977; Ghaith & Yaghi, 1997; Guskey, 1988; Milner, 2002; Stein & Wang, 1988), and tend to exhibit greater levels of planning and organization (Allinder, 1994; Milner, 2001). Greater self-efficacy enables teachers to be less critical of students when they make errors (Ashton & Webb, 1986), to work longer with a student who is struggling (Gibson & Dembo, 1984) and to be less inclined to refer a difficult student to special education (Meijer & Foster, 1988; Podell & Soodak, 1993; Soodak & Podell, 1993). Teachers with a higher sense of efficacy exhibit greater enthusiasm for teaching (Allinder, 1994; Guskey, 1984; Hall, Burley, Villeme, & Brockmeier, 1992), have greater commitment to teaching (Coladarci, 1992; Evans & Tribble, 1986; Trentham, Silvern, & Brogdon, 1985) and are more likely to stay in teaching (Burley, Hall, Villeme, & Brockmeier, 1991; Glickman & Tamashiro, 1982; Milner, 2002).

An appropriate administrative behaviour is the basic step towards the successful achievement of goals of any organization, institute and educational deeds. Education is a social function which plays very vital role in one's life, so enhancement and efficiency of an individual or whole organization depends upon excellent educational administration. Effective administrative behaviour is the key of success, if accurate and impartial administrative behaviour can adopted by the universities.

The investigator while scanning the literature found that very few studies have been conducted on occupational efficacy and administrative behavior of educational administrators working in the higher education sector. The investigator found that the entire field is unexplored and after making an in depth study of different surveys, journal and other research inputs, it was found that there is hole in the literature in the area of occupational efficacy and administrative behaviour of university administrators. It is in this backdrop, it was realized that a detailed investigation on this aspect seems to be relevant and need of the hour. In a trend report on Educational Administration and Management of Education, Rao and Sridhar (1997) emphasized that "there is an urgent need to undertake a series of investigations on managerial competencies and skills in higher education". In the light of this research gap, the investigator realized that the present study has a much broader scope and authenticates the need to carry out a detailed study in this regard.

**OBJECTIVES OF THE STUDY**

The present study was carried out to realize the following objectives:
1. To study the Occupational Efficacy of Educational Administrators working in the Universities of Jammu and Kashmir State.

2. To study the Occupational Efficacy of Male/Female and Senior/Junior Educational Administrators working in the Universities of Jammu and Kashmir State.

3. To study the Administrative Behaviour of Educational Administrators working in the Universities of Jammu and Kashmir State.

4. To study the Administrative Behaviour of Male/Female and Senior/Junior Educational Administrators working in the Universities of Jammu and Kashmir State.


6. To compare Effective and Ineffective Educational Administrators working in the Universities of Jammu and Kashmir State on Administrative Behavior.

HYPOTHESES
The following hypotheses were formulated for the present investigation:

1. Occupational Efficacy is significantly related with Administrative Behaviour of Educational Administrators.

2. Effective and Ineffective educational administrators in Higher Education differ significantly on Administrative Behaviour.

RESEARCH DESIGN AND INSTRUMENTATION
The present investigation was carried out to evaluate the occupational efficacy and administrative behaviour of educational administrators working in the universities of Jammu and Kashmir State. The descriptive method of research was adopted to carry out the study. The information regarding sample subjects, tools and statistical analysis are as under:

Sample
In the present investigation, 260 Educational Administrators were selected from the existing universities of Jammu and Kashmir State. Among the sample subjects, 216 were male and 44 were female educational administrators. However, it needs to be mentioned here that out of total sample, 174 were senior and 86 were junior educational administrators.

Tools
In order to collect the data from the concerned sample subjects, the following standardized tools were selected:

1. Occupational Self Efficacy Scale (OSES) standardized by Sanjaypot Pethe, Sushma Chowdari and Uppinar Dhar (1999) was selected to measure the Occupational Efficacy of Educational Administrators working in the universities of Jammu and Kashmir State.

2. Administrative Behaviour Scale (ABS) developed by Haseen Taj (2011) was selected to measure the Administrative Behaviour of Educational Administrators working in the universities of Jammu and Kashmir State.

The data was subjected to statistical treatment like Percentage Statistics, Mean, S.D, t test and coefficient of correlation. The results revealed a significant positive correlation between occupational efficacy and administrative behaviour of educational administrators in higher education. Besides, the results revealed a significant difference on all dimensions of administrative behavior of effective and ineffective educational administrators.

Conclusions
The study was concluded with the following conclusions:

A. Occupational Efficacy of Educational Administrators:
i. From the results of the descriptive analysis, it was found that 41.54%, 49.23%, 9.23% educational administrators working in the universities of Jammu and Kashmir State fall in the above average, average and below average category, on occupational efficacy respectively. It was further found that the educational administrators within average category display loyalty, perseverance, confidence, enthusiasm and dedication in their job profile. Educational administrators who fall in average category on occupational efficacy are in a position to reevaluate strategies when they fail in any task. They exhibit moderate confidence and loyalty in their job profile. They show reasonable influence on their followers and subordinates. It has been further found that educational administrators who fall in below average category of occupational efficacy lack the desired administrative skills. They fail to work effectively and find it difficult to complete the assignment with full dedication and accuracy.

ii. It was found that 45.97% senior and 32.55% junior educational administrators in higher education fall in above average category of occupational efficacy. Similarly, a significant percentage of 51.15% senior and comparatively low percentage of junior educational administrators (45.35%) fall in average category. It was further found that a very small chunk of 2.88% senior and comparatively high percentage (22.10%) junior educational administrators fall in the below average category of occupational efficacy.

B: Administrative Behaviour of Educational Administrators

i. It was found that a significant amount of 68.45% educational administrators in higher education possess high administrative behaviour and 17.30% exhibit average administrative behaviour. A sizeable percentage of 14.21% educational administrators show low administrative behaviour. It was further found that the educational administrators who exhibit high administrative behaviour appreciate the good work culture and try out innovative strategies in solving the group problems. They encourage others to share their views, choose appropriate communication channels and keep others informed of key and relevant issues.

ii. 74.69% senior and 55.81% junior educational administrators in higher education possess high administrative behaviour. It was further found that 16.09% senior and (19.76%) junior educational administrators exhibit average administrative behaviour. 9.18% senior educational administrators show low administrative behaviour, where as a relatively high percentage of 24.4% junior educational administrators fall in this category.

C. Co-relational Analysis of Occupational Efficacy and Administrative Behaviour

From the results of the study, a significant positive correlation was observed between occupational efficacy and administrative behaviour of educational administrators in higher education. The educational administrators who are effective in their profession have good administrative qualities. This suggests that more the occupational self efficacy, higher shall be the rating of administrative behaviour.

D. Comparison of Effective and Ineffective Educational Administrators on Administrative Behaviour

i. Significant difference between effective and ineffective educational administrators on "planning" dimension of administrative behavior could be established.

ii. It has been found that there is a significant difference between effective and ineffective educational administrators on "organization" dimension. The mean difference favour effective educational administrators.

iii. It was found that effective and ineffective educational administrators differ significantly
on „communication“ dimension of administrative behaviour. The mean difference favours effective educational administrators which indicate that effective administrators exhibit higher communication skills than ineffective ones.

iv. Effective and ineffective educational administrators could be differentiated on „decisionmaking“ dimension of administrative behaviour scale. Thus, the effective educational administrators possess effective decision making Behaviour than the ineffective educational administrators.

v. It has been found that effective educational administrators differ significantly on overall dimension of administrative behaviour scale. The mean difference favours effective educational administrators which implies that effective educational administrators ensure that fair administrative procedures are to be followed, exercise fair and reasonable judgment in allocating resources, manage changes constructively, than the ineffective educational administrators.

Educational Implications

Today’s world is characterized by accelerating change, exploding knowledge, growing diversity, galloping technology and increasing uncertainty. Presently, administrators are facing rapid changes and complexity of problems in management. The role of educational administrators is changing and demands of the profession are increasing day by day. This study was conducted to evaluate the managerial profile of educational administrators working in the universities of Jammu and Kashmir State in terms of occupational efficacy and administrative behavior. Majority of the administrators come from the teaching cadre and they have a little experience in administration, which affects their administrative effectiveness and efficacy. In this backdrop, it is suggested that they may be provided specific training before elevating them as administrators. From the results of the study, it was reported that majority of the educational administrators have been found to exhibit average occupational efficacy. Therefore, suitability should be judged before promoting the administrators to the higher posts. On the other hand junior educational administrators have been found to have comparatively low occupational efficacy. Therefore, short term/long term training in field of management, planning and finance is necessary for the professional growth of junior and female educational administrators. A significant difference was observed between effective and ineffective educational administrators on all dimensions of administrative behaviour scale viz. planning, organization, communication and decision making. Effective educational administrators have been found to exhibit better administrative qualities than ineffective ones. Thus, UGC, NUEPA and Academic Staff Colleges (ASCs) should organize special training courses, so that the leadership qualities of the educational administrators can be brought to the effective level. A hand book may be prepared for administrators that may guide them in administering their institutions effectively and to become effective institutional leaders.
Abstract

Interpersonal relation among peers or classmates have positive or negative impact on one’s personality if one have sound interpersonal relationship with their classmates his/her personality is being well developed and following qualities are developed in oneself i.e. cooperative, social, responsible, well disciplined very intelligent, non condemnable and are respected by the classmates. On the other hand if one’s interpersonal relationship is not sound with his/her classmates the following characteristics of his/her personalities is emerged i.e. who do not want to talk and mix up with others and to reveal their feeling. The main thrust of the present paper is to find out whether students interpersonal relation have any role in their achievement motivation and academic performance. For this purpose researcher selected 250 students as a sample randomly from Jammu district. The objective of the present study were to find the relationship between achievement motivation and academic achievement among star secondary school students, isolate secondary school students ,star male secondary school students, star female secondary school students isolate male secondary students and isolate female secondary school students. The hypotheses of the present studies are: there will be no significant relationship between achievement motivation and academic achievement among star secondary school students and isolates secondary school students, there will be no significant relationship between achievement motivation and academic achievement among star secondary school students and isolates secondary school students, there will be no significant relationship between achievement motivation and academic achievement among isolate male and isolate female secondary school students and there will be no significant relationship between achievement motivation and academic achievement among isolate male and isolate female secondary school students. In order to attain the objective of the present study the investigator used Mukherjee’s Achievement Motivation test and Socio-Matric test by Prof. J.N. Sharma and for the academic achievement investigator used pervious class results. Data was analysed by using Pearson product movement co-efficient of correlation(r). The findings of the present study revealed there is significant relationship between achievement motivation and academic
achievement among star and isolate secondary school students. There is no significant relationship between achievement motivation and academic achievement among star male and female secondary school students. There is no significant relationship between achievement motivation and academic achievement among isolates male and female secondary school students.
ELICITING CHILDREN’S THINKING ON EVERYDAY PROBLEM SITUATIONS EMBEDDED IN STORY CONTEXTS

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Keywords: children’s drawings
contextual problem solving
design thinking
ill-structured problems
young children’s thinking

Abstract

Recent trends in urban population (2011 Census) show a definite rise. In the last two decades, in particular, the urban population in India has witnessed tremendous growth. For instance, the proportion of India’s urban population in 2011 was 31.2%, in 2001 it was 27.78 % while in 1991 it was 25.72%. We also see a rise in the number of towns and urban agglomerations which have grown from 2590 in 1971 to 4368 in 2001(Shivaramakrishnan et. al 2005; Nijman 2012). With this rise in number of towns to such a significant level the scope for development of small and medium cities has also increased to a great extent. Studies have revealed as to how these small urban centres have became more viable areas of spatial growth as the metropolitan cities are now showing stagnation. At the centre of their growth though is the economic transition, it does have ramifications for the social class character of the growing city, aspirational landscape of such class structure and also the resultant culture of the city spaces. It is this that interests the researcher in selecting the small city, not a metropolitan city or a small town as the site for exploring the linkages between the changing social class structures, urban growth and the rise of certain kind of economy that is rooted in the provision of education. Interestingly, most of the new institutions of industry and education are located in small cities rather than the usual practice of locating them in the big and metropolitan cities. For instance, 8 of the 9 new IITs have been set up in tier 2 or tier 3 cities and 9 new NITs have came up in tier 3 cities, giving a major boost to education infrastructure in these small cities. Also 3 out of every 10 colleges in India are in tier 2 cities, with Coimbatore and Jaipur being the leaders (Zinnov, 2015). This in turn seem to trigger the economy of the real estate in these cities which make the urban sprawl far and wide in these cities.
Along with this change in economy and class structure we can also see that there is a growing demand for private education in small cities. According to NSSO 71st Round (January-June 2014) Survey of Education in India, the number of students taking coaching classes or tuitions is estimated to be 7.1 million, almost 26% of the total number of students in the country. This shows a definite growth in the parallel kind of education system which is not formal or regulated by government bodies. This emergence of coaching institutes and growing reliance on it also shows the coming up of new education economy which is going beyond the traditional education industry of India. This new education economy may be understood through the idea of new economy in a network society by Castells (1996). This new education economy can be seen as a circuit of production of education, which is turn through investment of capital, marketisation and is connected to many networks of enterprises running to ensure the success of that business at various levels or in The development of small cities in the present wave of rapid urbanization thus raises many questions in regard to the nature of economy, educational growth, changing local class compositions, which shape and reshape the city, its space and life. In this course of change one major development which have come up is the coming of big coaching institutes like AAKASH, FIIT JEE etc in the city of Dhanbad. Though Dhanbad had witnessed coming of private schools, colleges and institutes at various junctures of time which along with the government institutes made up the education economy of Dhanbad but in present day new unique development have come up in the form of private coaching institutes. These coaching institutes have come up as nodes of education centre which run as private business centres with new marketing techniques and information flowing through it in different spaces of the small city of Dhanbad. This have certainly added a new aspect to education economy of Dhanbad and have become the ‘new’ education economy of this small city.

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GUIDANCE NEEDS OF PHYSICALLY CHALLENGED AND NORMAL STUDENTS IN INCLUSIVE SETTINGS: A COMPARATIVE STUDY

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Keywords: Guidance Needs
          Physically Challenged Students
          Normal Students

Abstract

Life in today’s world is becoming more complex with science and technology pervading in almost every sphere of our lives. In order to adapt to the modern life, we usually depend on others’ advice and guidance to a large extent. Even in ancient times when life was relatively simpler than today people takes the advice of their elders to solve their problems. Guidance not merely focus on the problem of individual but also on their strengths and abilities. In other words guidance is a sort of assistance that helps individual in unraveling their potential, abilities, interest and strengths and on the basis of this, enables them to solve their problems independently. Every individual from birth through their entire life span attempts to adjust to his environment, and in their attempt of adjustment they require guidance, so that they can adjust properly and effectively. This task of adjustment is more challenging for the physically challenged students. So in order to study the guidance needs of physically challenged students and normal students, and to find out whether there is any significant difference in the guidance needs of physically challenged students and normal students, who are studying with them in inclusive school settings, investigator decided to took up the present investigation.

In the present study investigator compared the guidance needs of physically challenged students and normal students studying in inclusive school settings of Jammu Province. The sample of the study consisted of 410 students (205 physically challenged students and 205 normal students) studying in 8th, 9th and 10th class. The sample was selected by using multistage random sampling technique. A self-constructed guidance needs scale which comprised of four sub areas i.e. educational, social, personal and vocational guidance needs was used to study the guidance needs of the physically challenged students and normal students. The data was analyzed by using various statistical techniques like mean, standard deviation and critical ratio. Findings of the study revealed that physically challenged students showed higher guidance needs requirements in all sub areas of guidance needs scale than normal students.
CLASSROOM AND COMPLEX NATURE OF MATHEMATICS: A STUDY OF QUADRILATERALS

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Keywords: quadrilaterals
cognition
mathematics classroom

Abstract

This study is a part of Ph.D. work which dealt with exploring gaps in teaching and learning of elementary school geometry. This study is based on the large body of recent and expanding research on mathematics education, especially the effort to unravel the complex interlinking of the objects of mathematics and the cognitive representations of these as they manifest in children learning in mathematics classrooms and in the teaching and learning of this immensely abstract discipline. This part of the work documents certain geometry teaching patterns students in a mathematics classroom in the given setting. It further focuses on how certain kinds of priorities of teachers and students shape the students’ learning of geometry specific to the classification of quadrilaterals. The study was conducted on a total of 20 secondary school mathematics teachers and 240 students from 4 sections, each of class VIII and IX. This sample was selected from 10 RPVVs that were randomly selected from the purposive sample units of existing 17 RPVVs schools of Delhi, India. 2 teachers per school who were willing to participate in the study were selected irrespective of gender. Teaching experience of the sample varied from 2 years to 22 years. The study was completed in two phases over a period of two and a half years. In the first phase, textbook analysis, classroom observation techniques and students’ assessment using worksheets were used for data collection. Data from the first phase was scrutinized and categorized which was used as a base for preparing task based interviews for teachers in the second phase of the study. Interview technique was used in the second phase for collecting data. The Phase two was designed on the basis of classroom observations and responses of students on assessment worksheets. The classroom observations focused on the three following features of teaching and the analysis was done accordingly (i) Discourse (related to student teacher interaction) (ii) Content (iii) Classroom norms:
This study considers the complex nature of ‘figural concept’ as a major factor of learners‘ difficulties with hierarchical classification of quadrilaterals and related formal defining as also studied by Fujita & Jones, (2007). Fischbein states that —while a geometrical figure (such as a square) can be described as having intrinsic conceptual properties (in that it is controlled by geometrical theory), it is not solely a concept; it is also an image‖ (Fischbein, 1993, p. 141) implying that a geometrical figure has characteristics of dual nature in that it is both concept and image and the two are closely interrelated. Learners lack the ability to combine interaction between a concept and its image and hence it individuals’ personal figural concepts are formed that influences the classification of quadrilaterals. Personal figural concepts are formed on the basis of and individuals‘ personal geometric concept definitions that are shaped by the ‘concept images‘ formed in their minds and which are different from ‘formal conceptual definition‘ of a geometrical object.

The findings of the study revealed cognitive complexities involved in the internalize hierarchical nature of quadrilaterals and its definitions. In spite of the fact that quadrilaterals being taught in classes with mainly one kind of definition for each quadrilateral, variety of definitions were received of all types of quadrilaterals from students out of which very less number of correct economical definitions. It demands different pedagogy which can cater to the complexities involved in teaching of quadrilaterals.

References:

Deconstructing ‘backwardness’ and exploring educational access in an area of civil unrest in India

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Keywords: identity, backward, feminist, postcolonial, welfare, development, educational access, hierarchy, difference, distinction

Abstract

This paper will explore the discursive construction of identity of the Adivasi people in India, with specific reference to the Gond community of Vidarbha region, and its link to their educational access. The paper is about locating the research participants of this study and analysing what is thought of them in the policy and community context and how they understand themselves as a group/community and as Indian nationals. The analysis is framed by post-structural, post-colonial and feminist theorization of the data that comprised selected policy texts from the period of colonial administration and the current Indian State, alongside the excerpts from focus groups and interviews held with the participants of this research including the Gonds themselves. The paper is based on the first stage of analysis carried out as part of the PhD research in Vidarbha for over six months.

The analysis deconstructs the dominant State discourse in India with regard to the Adivasis in the backdrop of the welfare, development and modernization discourse prevalent in India during the time of this research. It adopts a critical view of the welfare and development discourse in India and of the penetration of capitalist, neo-liberal State in the lives of people. The paper critically examines the colonial legacy in the use of a particular kind of language and the discourse of modernization in the creation of hierarchies and ‘others’. It moves on to explore the role of the Indian State in reinstating the language of the colonial policy texts by defining and designating people in the country as ‘Tribal’, ‘OBC’ etc and shaping their identity discursively. It draws on extracts from interviews and focus groups to illustrate how people within the locality
construct the Gonds as backward and how this impacts their participation and access, including educational.

The fieldwork for this research took place in the Vidarbha region of Maharashtra, in a village affected by the ‘Maoist’ or ‘Left-wing extremist’ insurgency, using observations in the village, focus groups and interviews with local community members, including children and youths. The paper examines how the welfare State in India with its liberal and progressive language of the policy texts constitutes the identities of the people and impacts their educational access. These texts provide a critical access to the language of the dominant national discourse integral to the identity construction of the Adivasis. They are illustrations of normalization and naturalisation of certain terms and phrases within language. Integral to this analysis is the language of welfare, development and modernity which carries articulations of inclusion, equality, participation and rights. It points to assumptions of individual responsibility, action ad participation in becoming ‘modern’ and ‘developed’.

Terms such as backward, un-educated, illiterate, intellectually slow, amoral, rural/unworldly, animist emerge and recur in policy and parlance in relation to the construction of the Gonds. These themes are examined and deconstructed to indicate the signification of meaning, hierarchy, and distinction and how it constructs the Adivasi/Gond people in relation to the others.

The description of the Gonds through the welfarist language of preservation or what Mamdani (2011) calls the ‘regime of protection’ is examined. Foucault’s notion of ‘governmentality’ and ‘subjectivation’ is used to show the imbibing of rules by the citizens and appropriation of language of the dominant discourse to talk about themselves and the others. The construction of the Gonds, especially the Gond women in a heteronormative gender regime, as the abject other is shown, using Butler’s politics of resignification, against which categories and binaries of traditional-modern, backward-advanced, urban-rural, and stationary-progressive are enforced is examined. It fits well with the sub-theme of ‘Inclusionary perspectives towards re-envisioning education (Feminist studies, Differently abled, Rural development, Tribal studies)’.
What could a Social Theory of Disability mean for Critical Mathematics Education

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Keywords: disability
critical mathematics education
ableism

Abstract

The exclusion of visually challenged children from formal education, at first appears to be a consequence of a student’s —impairments‖, for example, blind- ness or deafness. While schools appear to be Institutions aimed at providing an education to —normal‖ children, it appears but obvious that blind children who have special educational needs and require special attention be educated in an environment that caters to their needs lest the —normal‖ children be affected and their educational needs compromised. As blind children have the option of attending special schools in which researchers of educational technology and pedagogy work towards including blind children into mathematics education it seems to suggest that as mathematics education researchers, we must continue in the same direction and help develop better teaching strategies and better assistive technologies that help blind children —overcome‖ their disabilities and participate in the mainstream society and education.

However, appearances often tend to be deceptive. As (Skovsmose, 2009, p. 38) puts it in the context of differentiating between naive realism and (what he terms as) modern realism, that —there is a significant difference between what we experience in a simple and immediate way and reality as constituted inde- pendently of anyone‘s experiences‖. The importance of the difference between appearance and reality becomes more evident when he points out that, —. . . one can add up the accumulated sunset experiences of generations without getting closer to the insight that the earth is rotating on its own axis and that this rotation is the steady producer of sunsets.l

Skovsmose‘s argument shed lights on implications for the social reality as well. For example, in the context of racism, it may appear that the existence of races is the underlying cause of racism. However, (Coates, 2015, p. 7), argues that —race is the
child of racism, not the father. And the process of naming—the people! has never been a matter of genealogy and physiognomy so much as one of hierarchy.

Similarly, a reading of—History of Sexuality, Volume I (Foucault, 1976) makes it clear as to how homosexuality, that appears as a given feature of some people, is in fact a recent invention even though it was quite common, since much earlier, for people to have partners belonging to their own sex.

Turning to disability, we see find that—Disability! (which is often understood synonymously with impairment) too appears as a given feature of some people, for example, blind children.
As a critique, (Oliver, 1983) would term such an outlook as the—individual model of disability! that—sees the problems that disabled people experience as being a direct consequence of their disability. (p.15)

Various disability rights activists (Abberley, 1981; Oliver, 1983; Finkelstein, 1993) have argued for the social model of disability which, as (Young, 2014) puts it, —tells us that we are more disabled by the society that we live in than by our bodies and our diagnoses.

For example, (Egan, 2012) says, —I am disabled. More specifically, I am disabled by a society that places social, attitudinal and architectural barriers in my way.

But, what could the social model mean for mathematics education?
Addressing this question would require, not only a radical reformulation of our understanding of mathematics.

This research paper is based on the ongoing interactions for a few hours each week between me, a sighted PhD student of mathematics education, and a small group of blind students in Mumbai, India.

In the course of our work, we found that one of the main aims of education at present is to identify and label the ability of all sorts of students (and reinforce the idea that disabilities lie within children). Mathematics education is particularly useful for this, because it utilises a technique of asking students to answer questions which appear to be objective and have singular correct answers and procedures for getting the answers. It seems to be relatively easy to frame the questions and to see whether students give the correct answers. Questions which require eyesight are useful in this aim, because they sift out blind students in a way that seems unobjectionable (for example, who can argue that a child can do geometry or algebra just as easily without eyesight?).

However, we find that blind children resist such a mathematics education and show that mathematics education can be made liberatory rather than a means of reproducing (notions of) dis/ability.
References

The final and perhaps most significant finding of the study is that despite the fact that teacher agency is rarely considered in the formal professional development opportunities available to them, outside of the formal learning framework, Delhi’s teachers take responsibility for their own professional learning and actively seek opportunities to satisfy their own learning needs. These learning opportunities were both formal and informal in nature, taking the form of formal post-graduate study, or informal learning opportunities such as spontaneous collaboration and professional discussions with colleagues, or searching for and watching videos of best teaching practice online.
Abstract

According to Kothari commission, a teacher who unlike an ordinary worker acts as a master, craftsman, an artist, a strategist and powerful motivator. Teacher shapes destiny of the students and that of future citizens and thus eventually shapes the destiny of the country. Good education requires good teachers. Teacher education is a process through which a person who aspires to become a teacher or already a teacher is given training about teaching. Teacher education or teacher training takes place in two stages (i) pre-service teacher education (ii) in-service teacher education. Pre-service teacher education is given to aspiring teachers before joining the teaching profession. And in-service teacher education is given to those who are already in teaching profession. Teacher education is a continuous process and its pre-service and in-service components are inseparable. It is now well known that the pre-service education of teachers is inadequate in the sense that it fails to equip teachers with competencies and ever changing demands, tasks and functions of the teachers. Professional preparation is a continuous process and it does not end after attaining the initial teaching training. There is a drastic change in every field and education could not far from it. In every field of society there are few trends, principles and theories and all change with respect to time. To introduce innovation in the field of education it is necessary to upgrade the knowledge of teachers. In-service teacher education is undoubtedly a needful programme for improving the teaching learning process. According to R.N. Tagore —A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. Due to research and innovation in every field of knowledge, and due to change in educational policies and school curriculum it is necessary to up-date teacher’s knowledge in order to meet the demands of society. Professional growth of teacher can‘t be possible without updating teachers’ knowledge.

There are number of agencies for providing in-service teacher education at national and state level. At district level District Institute of Education and Training (DIET) provides training to in-service teachers. DIET is the district level support system for the qualitative improvement in education. DIETs were established on the recommendations of National Policy of Education (NPE) 1986. DIETs as proposed in the NPE 1986 and the programme of action, are those educational institutions which will cater to all educational and training needs both pre-service and in-service of the elementary school teachers, and
other functionaries. Elementary education is the lowest but most important rung in the ladder of our education. DIETs organize various training programmes for improving the quality of school education. DIETs have seven academic branches. Every branch has an important function to perform. The DIETs carryout their activities in collaboration with state level agencies. The NPE 1986 observed that the teacher is the single most important and pivotal factor in the process of education. By reaching out to teachers of small area of each district the DIETs will be able to attend their professional needs and problems more regularly and effectively. As a clearing house and resource centre the DIET will constantly disseminate new knowledge, new teaching methods, techniques and innovations to the school teachers of the district. It will also serve as a resource centre where human and material resources including equipment and software will be readily available for use by the teachers. DIETs will successfully implement the idea of decentralized planning and management of education as these activities will be carried out at the local level. Working amidst the grassroot level educational workers it will have better understanding of those needs and problems of teacher which require revision of curriculum, experimentation in the methods of teaching and evaluation, and need based research in education. The present paper will explain the need and importance of providing in-service education to teachers and DIET as an agency of in-service teacher education.
Development of reflective thinking through self-efficacy and metacognition among prospective teachers: An exploratory study

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Keywords: Reflective Thinking, Self-efficacy and Metacognition

Abstract

Teaching is a noble profession and its success depends on the level of competencies, knowledge and skills acquired by the teachers. Teachers’ knowledge, skills and competencies are very much required for building right concepts, attitudes and learning strategies. To develop right kind of attitude among students, it is very necessary for a teacher to have the knowledge of various psychological concepts like self-efficacy and metacognition. Knowledge of metacognition and self-efficacy is very important in today’s world, as reflective minds are the need of the hour. Self-efficacy is the one of the components of self-concept. Self-efficacy is a term which means being aware of one’s potentialities, abilities, weaknesses and strengths. Metacognition on the other hand, means ‘cognition about cognition’ or ‘thinking about thinking’. Self-efficacy is a self variable and metacognition is higher order of thinking. Both contribute in making students become reflective thinkers. Both these variables are important for teachers as well as students. The base of every education is to realize one’s inner potentials or acquiring the knowledge of one’s self-beliefs and on-going thinking processes. Self-efficacy has been defined by Bandura (1982) as a judgement of an individual regarding his or her capabilities to perform a task in an efficient manner and deal with the surroundings with an effective approach. Bandura stressed that self-efficacy is related with constructs such as student achievement and motivation, teacher’s willingness to adopt innovative teaching strategies, time spent on teaching certain subjects, cultural competence, alternative conceptions of various subjects and classroom management beliefs. Teacher self-efficacy is an important motivational construct for beginning teachers. Self-efficacy beliefs are capable of predicting the outcomes that people expect leading to the assumption that teachers’ beliefs regarding their own teaching capabilities create powerful influences on their overall effectiveness with students. Teachers’ levels of efficacy have also been linked to content and methodological preparation, sense of responsibility for student achievement and teacher retention rates. Teachers’ beliefs and self-efficacy about their ability to successfully carry out specific tasks and actions are perhaps most susceptible to influence during student teaching and the first year of in-
service teaching. Metacognition follows self-regulated approach and focuses on regulating one’s own mental processes especially learning strategies and how to make learning more effective and long lasting. Flavell describes metacognition as an executive which takes care of the ongoing thinking processes. It is an external evaluator which helps a teacher to assess the content he/she prepared, what class needs, what is the psychological needs of the students, likewise. A teacher has to nurture his or her metacognitive skills so as to be independent and directed learners. Through metacognition, one does not need any external help as through it one knows where he or she stands. Teaching calls for big responsibility, so it is the duty of the teacher to perform his/her duty with huge embrace and accountability. Both variables focus on enhancing reflective thinking among students and two noble bodies of teacher education i.e. NCFTE 2009 and Justice Verma Commission have given stress on enhancing the teacher's efficacy through two year teacher programme. NCFTE and Justice Verma Commission have recognized the significance of the connection between self-perception of teaching ability and competence to teach vis-a-vis metacognition. The focal point of both the agencies is on enhancing self-efficacy, metacognition and reflective thinking among prospective teachers. Keeping into consideration the importance of the aforesaid variables, the present paper will focus on need of enhancing self-efficacy, metacognition and reflective thinking among prospective teachers, meta-analysis of traditional teacher education programme and current two year programme, role of self-efficacy and metacognition in enhancing reflective thinking. Purposive sampling will be used as a sampling technique. The sample for the present study will comprise of 100 prospective teachers. Percentage will be used to analyse the data. Pearson’s correlation will be used to study the relationship of self-efficacy and reflective thinking; and metacognition and reflective thinking. In the end, conclusions will be drawn followed by suggestions.
Bridging the gap between the RTE Act and Ground Reality - A case of Saksham

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Keywords: RTE
Multi Grade
Saksham
QUEST
Multi Level
Marginalized children
MGML
grade appropriate
reading

Abstract

In considering education as the trutiya ratna (The Third Eye) Jotirao Phule viewed education as a tool for social emancipation of the marginalised groups in a stratified society like India. The idea echoes across the world at various junctures in time, for example, critical educationist Paulo Freire strongly emphasises reading the 'world' and not merely reading the 'word' as an essential part of education for the oppressed. With neo-liberal assault on education that has reduced the enterprise to only imparting skills demanded by the 'market' and attempted to overthrow any progressive outlook towards education, the above similar ideas of Phule or Freire acquire even more importance in contemporary India. Equitable access to education for all children becomes an obligatory pre-condition even in the sheer attempt to experiment with emancipating potential of education in a democratic society. In India, the Right of Children to Free and Compulsory Education Act 2009 (RTE), supported by Sarv Shiksha Abhiyan (SSA) has boosted access to education in an unprecedented manner. This increase in access is particularly important for all children, including girls and boys belonging to the socially vulnerable communities since they were the ones left outside the purview of any formal education and schooling system for generations together. With constitutional obligation of providing education to all children between 6 to 14 years of age, the rate of enrollment has registered a steady growth; and it is claimed that it has reached near-universal figures in many of the Indian states. Since the RTE covers children between 6 and 14 years of age, its enforcement has created an unprecedented situation in which a child as old as 10, 12 or even 13 years, gets enrolled in a school for the first time in her life. Section 4 of the RTE provides for age-appropriate admissions which means that a 10 year old child would get admitted in the 4th grade or a 12 year old would get admitted directly in the 6th grade. The same section of the RTE clearly expects that if a child is admitted to an age appropriate grade then "he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed."
Thus, receiving 'special training' for being 'at par with others' is an intrinsic part of the
fundamental right of all children. Considering that most of the children who never sought admission to school or who dropped out before completion of elementary education are from socio-culturally and economically marginalised sections, bringing them to grade-appropriate competency level calls for urgent attention. It is thus clear that teachers across the country need a substantial grasp of pedagogies that would prove helpful in meaningfully teaching children of different age-groups and beginning at different starting-points present in the same class.

Pupil Teacher Ratio (PTR) under the RTE provides for two teachers up to 60 students. This obligation juxtaposed with the fact that more than half of the schools in India have enrollment less than 50, creates a systemic multi-grade situation. But almost all pre-service teacher education programmes in India prepare teachers only for mono-grade classroom situations. All practical sessions in courses like Diploma in Education (D. Ed.) or Bachelor of Education (B. Ed.) are conducted assuming that the teacher faces pupils of a single grade. Thus maximum number of our teachers remain unprepared by training to face the systemic multi-grade ground-reality. Moreover, all educational processes like development of curricula, design and development of textbooks, assessment and evaluation address mono-grade classrooms. At national level the PTR of 1:25 looks quite impressive. But in reality the teachers are struggling everyday to handle multi-grade situation and feel that their problems are aggravated by provisions of section 4 of the RTE mentioned above.

Access facilitated by RTE would become meaningful only if quality in and quality of education is maintained at a desirable level. Domestic as well as international commitments push India to ensure quality education. Still, assessments undertaken by national agencies like NCERT and private surveys like the ASER report do not paint any rosy picture of learning achievements. Poor learning achievements slowly alienate children and finally push them out of school as 'drop outs'. Hence it is imperative to ascertain that all children are not only in schools but that they are 'learning' in true sense of the term.

With this introduction and the idea that capacity to read the word is pre-requisite for 'reading' the world, my paper attempts to closely explore a programme titled as Saksham (literally translated as the enabled) by Quality Education Support Trust (QUEST). Established in 2007 in Palghar district of Maharashtra, QUEST works as a research-action non-government organisation with focus on enhancing quality of education from pre-school to all elementary grades. The paper examines effectiveness of Saksham in creating an academic bridge for children coming from marginalised background and lacking in grade-appropriate competencies in First Language and Mathematics for various reasons. Saksham is designed and developed with a research-oriented approach that tracks achievement levels of every child before, during and after its intervention and considering local conditions of the students whom it reaches out. Since its inception in October 2012, Saksham has been implemented in 5 districts in Maharashtra through 57 schools including 7 Kasturaba Gandhi Balika Vidyalayas (KGBV) and 38 Tribal Ashram Schools benefiting about 9000 students. With a meticulously structured graded curriculum, Saksham is implemented through teachers in the schools who are trained by QUEST in a phase-wise manner. The paper attempts to examine whether Saksham is useful for the target children by (i) analysing quantitative data of children's learning achievement under this programme (ii) FGDs and detailed interviews with teachers (iii) reviewing specific cases of some students (iv) interviews of designers of the programme and (v) classroom observations. The study aims at capturing
quantitative aspects like comparative achievement levels in grade appropriate minimum competencies before and after intervention and qualitative aspects like process of creating the learning bridge, strengths and limitations of programme and nature of preparation and support needed by the teachers. Finally, the paper comments on specific aspects of Saksham that have a potential to scale up.
PERCEIVED OR INFORMED CHOICE: DYNAMICS OF HOUSEHOLDS’ PARTICIPATION IN SCHOOL

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Keywords: School choice; households; government schools; private unaided schools; participation

Abstract

Providing education is the major responsibility of the State and to serve it to all irrespective of any discrimination, it is provided free of cost. It is always assumed that free education and incentives will attract the audience and as a result, parents will choose the no fee paying schools which will help ensure universal access to education. Besides, the UN Declaration of Human rights, Millennium and Sustainable Development Goals, gives parents, a prior right to choose the kind of education that shall be given to their children. This made the concept of school choice more intensified in the recent years. Although with the goals of EFA, the government has improved the access to schooling provisions by increasing the resource base and number of government run schools within the vicinity of homes of children. But it is seen that private schools are welcoming more participation from such households who are using their limited resources to fulfill that need which the government is already legally bound to provide. With an opportunity to exercise their choices explicitly, the parents are seeking for the options that relate to their own and their children’s needs and interests.

As the system of education is a dynamic phenomenon which easily gets influenced by the choices and practices of people participating, it, thus, becomes very important to examine the kind of existing practices that tend to shape the system of education in society. The present paper is based on household survey data from randomly selected 7 villages of Faridabad district of Haryana which investigates and further develops insights as to why parents choose a particular kind of school and what are the factors that support their choices. Further to develop an understanding of whether the factors cited by the households are merely perception based or they make informed choices, 21 schools (both government and private unaided) located in the village were also taken within the frame of the investigation. To select the households for the sample, 10% sample of households was randomly selected from the list of entire households available with the Aanganwadi Centre of the respective village. It was ensured that the sample so chosen should have a minimum of one child pertaining to the age group 6-14 years attending/ not attending the elementary level of education.
Analysis of data from the households revealed that households‘ choice is mediated by their access to available information which is produced from the sources like neighbors or relatives, advertisements, banners etc. while very few households were actually engaged in the selection process. If involved, the involvement is superficial and the decisions were taken by the fathers whereas mothers were rarely involved in the decision making. The households which have got even the meager of resources would like to send their children; preferably boys; to private schools. In a situation when education is provided free of cost, people like to expend on education because of the frequent transfer of teachers, poor teaching-learning practices, unhygienic and undisciplined environment, and no leadership qualities in head masters or principals in government schools. They believe that these factors have ruined the quality of the government schools and thus they had no option but to move towards private schools for better education. Surprisingly, the definition of quality education for the parents was restricted only to the annual performance made by the students which distinguishes the good quality school from the bad one and eventually determines the quality of education. Their increased reliance to these low fee paying private schools have also lead to choosing schools which are unrecognized.

From the data collected from the schools, it was observed that the schools in the villages are established targeting the people residing where the fee is usually decided by the economic aspect of the clients (households). They increase their enrolments by giving lucrative incentives like no admission or transportation fee, fee of one sibling waived off etc. The good perception of these schools is so deeply rooted in the minds of parents that they tend to ignore the low-quality provisions like appalling infrastructure, unqualified teachers etc. The households consider higher teacher attendance, discipline, less number of holidays as the determinants of accountability. The actual reality of schools showed a contradictory picture from what actually is perceived by the households. Accountability practices were found to be more prominent in government schools rather than the private schools which are being ensured by biometric attendance of teachers, reliable students‘ and teachers‘ evaluation practices, authentic certificates, PTR, medium of the schools and the board to which the school is recognised. In all, it can be said that the households merely depends on their subjective perceptions and does not make informed choices by adopting objective measures. They depend on the opinions of the people that they have access to, to make choices regarding schools and majority of them appear to be more satisfied with their present choices of private schools rather than the government schools under the conditions prevailing.
Self -Regulated Strategy as an evolving sustainable intervention for Learning Disability

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Keywords: Self-regulated strategy

Abstract

Background: The children today of any country are going to be its future citizens who will be the pillars in shaping the destiny of the nation in the years to come. This makes it our prime duty to focus on these young pillars and help them build a strong foundation. It is now an established fact that every individual is unique. It is this uniqueness that explains the varying needs, capabilities and circumstances of each child. There might be every possibility that each classroom has children with different strengths and weaknesses. Every learner has his unique patterns of learning and acquiring knowledge. There are some students who may come to school regularly but they are likely to drop out if their needs are not adequately met. The fact that learning disabled students have near normal, normal or above normal intelligence envisages that these students should be identified as early as possible so that required intervention strategies can be planned at the earliest for them.

The concept of self-regulation is the overarching, broader concept from which the various others related to it have been derived. Self-regulation is needed in most areas of human behaviour and only if we nurture this concept will we have people who have belief in their capabilities to bring about a change in their own lives as well as that of others. In the case of the learning disabled this assumes even greater importance, as repeated failure at school, reprimand from teachers and parents, deficit in social skills to explain their problem has a detrimental effect on their feelings of self-efficacy. This also hinders and diminishes their feeling of general well-being.

The term well-being is indeed complex and there is yet little conceptual clarity with regard to it. One reason is that different researchers use different definitions and at times use terms interchangeably. The ways in which this term is measured is also equally diverse and varied. Another interesting aspect is that in the Indian scenario we yet do not give importance to well-being during the years at school.
Objectives: Self-regulation, self-efficacy and well-being are interwoven concepts which overlap and cut across each other. The present paper aims to discuss each of the concepts in detail. The specific objectives of this paper are:

1. To explain and discuss the concept of self-efficacy with special reference to students with learning disability.

2. To explain and discuss the concept of self-regulated learning with special reference to students with learning disability.

3. To explain and discuss the concept of well-being with special reference to students with learning disability.

Methodology: The present study was an experimental interventional study undertaken on students with learning disability studying in the Government schools of U.T. Chandigarh. The students from classes VI-VIII suspected of learning disability were first tested using a diagnostic tool. Thereafter, the students included in the final sample undertaken for the study were randomly selected from those tested and confirmed for learning disability in accordance with the diagnostic tool. Pre-test, post-test experimental design was used to conduct the study. The students were provided a capsule of thirty interventions in the core areas of reading and writing in self-regulated strategy over a period of couple of months.

A detailed discussion on self-regulated strategy as a composite whole and the various strategies undertaken during the course of the intervention would be undertaken in this paper. Review of the studies supporting the effect of self-regulated strategy on self-efficacy beliefs and well-being will also be discussed.

Results: Intervention in self-regulated strategy has been found to have a considerable influence on students’ self-efficacious beliefs. Self-regulated strategy also fosters an enhanced sense of well-being over the course of intervention as well as over the longer period of learning. Since each of the strategies used in self-regulated strategy target a single core area of academic achievement, considerable gains in the area in which intervention was given were found. Self-regulated strategy is also found to have a considerable influence on the self-efficacy for self-regulated learning (SESRL).

Conclusion: The findings of this study are expected to make a substantial contribution in our approach to teaching and instructional design to help students in general and those with learning disabilities in particular gain confidence in their abilities. It would also facilitate in them a sense of well-being and help them to move ahead with the rest of their peers, avoiding wastage of this precious human resource. Learning at school must be a joyous activity. Self-regulated strategy can be that one step towards happy classrooms.
Adjustment of Children's Early School Education and their relationship with Teachers of Jammu District.

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Keywords: *Adjustment
*Early School Education
*Teachers
*Children
*Relationship
*Dependency
*Closeness
*Conflict

Abstract

Interpersonal features of the school environment are related to children's adjustment to school, and the question arises how? Therefore some investigators tried to explore this question and their investigations focused only on children's relationships with teachers. This study suggests that how teachers in classroom play critical role in children's early school education adjustment, both academically and emotionally. In spite of these findings, there are evidences which (Parker & Asher, 1987) indicates that early difficulties of students with their teachers are associated with later school adjustment problems (e.g., dropping out of school) as teachers are not that force only on which children depends to form familiarity in behavior but also depends to seek help on a regular basis in solving issues in school environment. In addition, classteachers may also deal these aspects as well to make the school environment friendly for children. Therefore, it is necessary to investigate the quality of children's- teacher relationships, as well as children's early school education adjustment. Those Children who are assisted by their teachers and mostly depends on their teachers' guidance may be tentative in their involvement in the school environment, including other social relationships. It is also noticed that loneliness and negative approach of children towards school is considered to be an adaptive behavior by those children who display higher levels of dependency on the teacher. It is seen that teacher's supportive behavior is responsible for increasing levels of closeness and decreasing levels of dependency over time. It is revealed that drift between the student and teacher create problems in adjustment in the early school environment. So, it is examined that the teachers and child relationship serve as foundation for better adjustment in school environment. To assess the adjustment of
Children's Early School Education and their relationship with Teachers of Jammu District

A sample of kindergarten children (N = 150) and their 15 teachers, from three private elementary schools from bishnah Tehsil of Jammu District of was selected in this research. Only children with written parental consent were chosen to participate in the study. Seventy five children (50%) were girls and seventy five children (50%) were boys. The mean age of the children at the beginning of the kindergarten year was 4 years. The objective of the present study was to investigate the association between three dimensions of the teacher-child relationship (closeness, dependency, and conflict). For this The Student-Teacher Relationship Scale was used to examine how three different aspects of the teacher-child relationship (closeness, dependency, and conflict) were related to various aspects of children's early school education adjustment. The findings of the present study revealed that, overall, children had relatively close, non-dependent relationship and non-conflictual with their teachers. Thus, the level of closeness, dependency and conflict in the teacher-child relationship seems to be an important variable to consider when examining children's early school education adjustment, shows that it builds an significant relationship with children's academic performance, school attitude, and engagement in the early school environment. Children who share a close relationship with their classroom teacher may be able to utilize the teacher as a source of support in better ways in the school environment, and this results in children to be benefited from various activities in the classroom. Children with more closeness towards teacher in their teacher-child relationships liked school more than those children who pursue less closeness with their teachers. In addition, children with more conflictual or dependent tendencies in teacher-child relationships liked school less than those children with less teacher-child Conflicts or Dependency.
A critical inquiry into student narratives of disability and inclusion in their experiences from primary to higher education: Trajectories challenging the normative.

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Keywords: Intellectual and Developmental Disabilities (IDD), inclusion, narrative inquiry, student voices

Abstract

Educational policy in India is increasingly enriched by the development and enactment of rights and provisions for students with disabilities to access opportunities of learning. The Salamanca Framework of 1994 is credited for sparking an increasing awareness on equitable educational inclusion, and India responded with several legislations and educational provisions to realise these goals. The Action Plan for Children and Youth with Disabilities (2005), India’s National Policy for People with Disabilities (2006), and Inclusive Education of the Disabled at Secondary Stage (2008) and the Right to Education Act (2009) stipulate diverse practices and philosophies to facilitate and foster inclusion. Surveys on the Indian scenario of the education of people with disabilities in India reveal increasing dropouts across schooling levels, with IDD as a particularly neglected area of both national policy focus as well as large-scale research understanding. The drop in representation of students in higher education was understood in this study as the perpetuation of attitudes and social constructs that play a major role in executing written policy at the fundamental level of the school itself. Hence, schools’ accommodation of students determines whether they can further academic aspiration.

Fieldwork of this study was preceded by literature review on education policy in India, the models of disability, the issue of student dropouts, and the resultant low representation of students with IDD. It was apparent that infrastructural and attitudinal barriers continue to determine opportunities for students with disabilities in attaining higher education. Further reading on the models of disability, aspects of IDD, educational inclusion in the Indian context, and related surveys on higher education revealed the scope for this study to take up the objective of acquiring detailed first person accounts of educational experiences of students with IDD to examine inclusion from their perspectives, while also representing the disability or difficulty as they describe their lived experiences.

This paper presents critical insights on disability and inclusion from a qualitative
study that explored educational trajectories of students with Intellectual and Developmental Disabilities (IDD) in the age group of 19 to 26 years. Students’ perspectives on their journeys from primary to higher education brought out challenges and enabling factors experienced due to disability. The study revealed that students with disabilities were accommodated till primary grades, after which they were compelled to drop out since schools were insufficiently equipped in terms of policies, infrastructure, facilities, and an inclusive philosophy functioning on values of empathy and equitable approaches. The secondary education stage emerged as a significant juncture for respondents participating in this study, and was the time at which students either changed the type of educational institution, or withdrew from formal education altogether to have a more humane life with a variety of learning avenues streamlined by family structures of support (Halder, 2009). This led the study to determine factors impacting/influencing the choice of academic streams in higher education, the forms of educational support, and the development of academic self-concept.

The research design of narrative inquiry emerged as a suitable path along with the epistemological stance of interpretivism. The theoretical framework of Bronfenbrenner’s Ecological Systems Theory supported the subsequent approach towards discussing the analysis. Ethically administered semistructured interview schedules enabled data collection from students and parents based in four Indian cities. Each student showed a multifaceted educational trajectory from formative years to present years, and they are currently pursuing Economics, Mathematics, Web Designing, Film Studies, or Social Work, and in combination with creative fields of art and music, along with vocational pursuits. Their IDD backgrounds include autism, developmental delay, Moro Reflex, and learning difficulties, and were expressed very differently in terms of the society’s perceptions of their differences from the perceived normal. Parent interviews supplemented the student narratives. Occupying multiple settings of mainstream, inclusive, alternative, special education, therapy, and/or homeschooling led to their vast narrations on forms of academic support, which in turn influenced their choices of educational streams. By understanding institutional academic support and social relationships fostered, the study critiqued inclusion in their education, whether support was received or neglected, and its influence on academic self-concept.

Situating the field against wider contextual realities presented by relevant Indian empirical studies and national policy unfurled interactions among family, school, and larger cultural and socio-economic frameworks. The study reflected on how the experiences of other vulnerable and economically weaker sections of people with disabilities could lead to a sooner pushout that would make future opportunity a tremendous concern. Respondents were of the belief that documentation through a study such as this could produce educational change if their voices featured in educational discourses and decisions. The paper asserts that these perceptions be formally situated under the purview of the country’s thrust towards inclusive education.

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Drop-out in slums of Chandigarh in context of Smart City Project

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Keywords: RTE Act (2009), Drop-out among children of relocated/rehabilitated slums, Education of the underprivileged, Human development

Abstract

Right of Children to Free and Compulsory Education (RTE) Act, 2009 mandates that “every child of the age of six to 14 years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education” (Parvati & Jha, 2010). The idea of providing free and compulsory education to all children is not merely humanitarian rather it also stems from the need of a nation to develop and progress as a whole. A nation cannot progress without the development of its citizens. The term “human development” is widely used by the media, politicians, non-government organizations, and governments all over the world to mean the capacity of people to fulfill their potential in all the variety of domains in which they function – health, education, and income. This concept of development – based on expansion of capabilities to function in life, in all its variety and richness – is arguably a more productive and more expressive view than the one based solely on economic growth (Borooah, Sabharwal, Diwakar, Mishra & Naik, 2015). The progress of a nation has many dimensions, one of which is to develop the infrastructure. And, as it happens many times, the prime concerns may contradict each other, not necessarily in essence but in terms of execution. The researchers felt that the idea of developing the cities into smart cities, in essence, is welcome but the way it is executed leads to a plethora of problems wherein education and livelihood of the underprivileged (slum-dwellers in present case) become a casualty.

As we know that migration plays a vital role in slum development and the major cause of migration of the poor towards cities is the lack of agro-based industry in India and almost negligible land ownership by socially deprived sections of the society (SC, ST and other minorities). Education is perhaps the most important determinant of a household’s position on the economic ladder and it has the potential of providing equal level ground for all. We are also aware that there is huge disparity in the quality of education accessible to different sections of society, but at least, RTE Act has ensured maximum enrolment of those children who happen to be first generation learners.

The smart city project, an invention of World Bank Organization, was announced in India in 2015 and Chandigarh, already considered to be beautiful (and smart) city, is now being considered under smart city project. Under this smart city project, the need for land and the privatisation of services in cities are a prerequisite. Slums in Chandigarh were a blot on its beauty but the flourishing of the slums had continued under political patronage.
On completion of the project, Chandigarh will become smart with smarter facilities offering a host of new facilities for its residents (Rohtaki, 2017) but at a cost for the already disadvantaged – the slum-dwellers. With the implementation of this project in Chandigarh, it was necessary that slums be demolished and slum-dwellers be rehabilitated at some other location. This step had its direct repercussions not only on the livelihood and lives of the slum-dwellers but also on the schooling of thousands of children.

The present paper is based on the findings of an exploratory research titled ‘Drop-out in slums of Chandigarh in context of Smart City Project’. Two slums of Chandigarh, namely Transit colony, Sector 52 and Dhanas (which were relocated) were purposively chosen for data collection. This study explored not only the rate of drop-out but also the specific reasons. The results highlight the lack of empathy of administration in the manner and the time of executing the demolition drive. The whole process point to the indifference towards the socio, economical and psychological needs of these slum-dwellers. With such inconsiderate moves, the future of young children (who were enrolled briefly under RTE, before they were forced to drop-out because of Smart City Project) is bleak.
An Enquiry into Exit from Government Schools

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Keywords: exit, voice, government schools, private schools, low-fee private schools, NSSO, class, caste, gender, occupation type

Abstract

In August 2015, the Allahabad High Court passed an order directing that all the government servants, elected representatives etc. have to send their children to primary schools run by the Uttar Pradesh state education board. Noting the pathetic condition of the existing government schools in terms of infrastructure, teachers and quality of teaching, the court argued that there is no real involvement of the administration in these schools. Their own wards go to schools with better facilities. The public administration therefore has no actual interest to see functioning and requirements of these schools. A greater accountability could be ensured by aligning the stakes of the public functionaries in these schools.

The poor quality of public schools is not limited to Uttar Pradesh. In a recent paper, we estimated the normative resource requirements for fulfilling the minimum standards set by Right to Education for twelve states of India (Sukanya Bose, Priyanta Ghosh and Arvind Sardana (2017) Resource requirements for Right to Education (RTE): Normative and the Real, NIPFP Working Paper, No. 201, July). The actual facilities and patterns of spending when compared to the normative presents a distressing picture. Even with minimal norms, there is vast amount of underspending per student almost across all states (except Tamil Nadu). In States like Bihar, Jharkhand, Orissa and Madhya Pradesh, the additional requirement is many times the present levels of expenditure, pointing to huge inadequacies in the system.

Exit, Voice and the High Court Order

In a classic work, Hirschman (1970) had looked at the responses to the decline in firms, organizations and states through the lens of exit and voice. The exit option is the traditional option of the marketplace. It is the underlying idea of the school voucher system proposed by Milton Friedman. In contrast, voice is defined as any attempt at all to change rather than to escape from an objectionable state of affairs by voicing your opinion.
The problem with exit as the tool of recuperation is a crucial point in Hirschman’s analysis. As the most quality-education-conscious parents pull their children out and put them in private schools, their exit might goad into action. In case of state funded schools, there is no loss of revenue because of exit, so the recuperative mechanism will not work. In fact, it reduces the demands on the exchequer. But the loss of their voice would likely have a much greater negative impact on quality. Voice is fatally weakened by the exit of most quality conscious parents.

In the Indian context, voice is deeply embedded in the social structure as brought out by research. With the better-off families opting for private education, much less parental pressure is left improvement of the government schools. It weakens the voice of those who are left within the public schooling system and only makes the system less responsive. In this and similar fields, Hirschman had clearly suggested a "tight monopoly could be preferable", preventing parents from moving. This would be better for the school by keeping an active voice among the parents. Allahabad High Court order is as an attempt to reinstate voice and prevent exit in the government primary schools of UP.

This paper uses the context of the judgment and framework of exit and voice to ask:

- What have been the patterns of exit and therefore what is the nature of voice within the government schools? Exit will be explored in terms of the categories of class, caste, religion, gender, education and occupation type and their interactions.

- Where are the children exiting to? Hirschman had spoken at length about the conditions wherein exit would be the easier choice. Presence of close substitutes – and thus competition - is one such condition under which exit will be the preferred option. We contend that low fee private schools have emerged as a close substitute for government schools wherein significant segments are sending their children. The non-functionality of the government schools has found a market response in low-fee private schools.

- How big is the low fee-charging private sector? The existing database for the sector is unreliable. Using the NSSO data, the size of the low-fee private school sector is empirically estimated for Delhi. Such an estimate is useful to answer some of the larger questions for universalisation. What would be the additional resource requirement, if these children in low-fee private schools were to study in public institutions? Alternately, what is the resource savings to the government from pushing parents to low fee private schools?

- We interview parents in a low-income locality of Delhi to understand their decisions regarding education of their children. Exit is not limited to movement from government to private. There are shifts from one private school to another in search for elusive quality in a market system characterized by asymmetric information. There are movements back to government schools as well. As parents realize – yeh bhi school waisa hi hai – they use all their means or go beyond their means to send one of their wards to a standard private school.
Dare to 'Dream' for Dignity through Education: ‘Kanavu’ Alternative School Experiment among Tribal Children of Wayanad

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Keywords: Alternative education
Tribes
Informal education

Abstract

The proposed presentation aims to discuss the working of an alternative school experiment among the tribal children in Kerala. Located in Cheengode of Wayanad district, in the midst of coffee plantations and on the banks of Narasipuzha, a tributary of the river Kabani, Kanavu, a civil society organisation, seeks to make the tribal children ‘dream’ for a life of emancipation from misery and for a life of dignity.

‘Kanavu’ means dream in Malayalam and this ashram school has been described as a ‘school of dreamers’. It encourages tribal children to dare to dream and chase it too. Though the dream is much wider in its vision, the starting point is conceived as that of education. Kanavu provides the space and time for learning for all involved, makes it more learner centric and not teacher centric. It is envisaged to grow into a developed being in harmony with the self, the community, society and nature. The children who attend this alternative school come from different tribes of Wayanad.

Kanavu generates new teaching methods that are said to be relevant to have an impact on the learning of children who are mostly drawn from the social and educational underclass, namely the tribes. Interestingly, this school discards convectional practices of formal class room and formal syllabus. The school teaches mainly lessons of self reliance to the tribal children who have no access to opportunities offered by society to privileged classes of children. They want to prove that tribal kids are capable of learning the same skills as the so-called ‘main stream’ school children.

The children are taught to confront their past not through text books, but by invoking living examples drawn from the life of the community. The school imparts and initiates the children into the process of skills development. They learn music, painting, dance and martial arts in this alternative school. Tribal folk songs and rituals from the core of the effort to reinforce their sense of identity though such every-day routines of the school.

‘Kanavu’ is not merely an attempt to rebuild or preserve the tribal ways of life. The school is also accessible to non-tribal children too. With this convergence of tribal and non-tribal children it is intended to develop a deeper relationship with each other and provide an opportunity to share their ideas. As oppressed and marginalized communities, the tribes have many elements in their ways in life and culture that are unique to them. For outsiders, these elements may appear as strange habits and thus tend to exclude them from mixing up easily with the so called mainstream society. At times this may lead the tribal children into a life of helplessness.

‘Kanavu’ seeks to attempt to overcome such helplessness. And yet, maintain all the positive elements of the tribal culture, their chosen and imposed habits, though it is not easy to separate
them and to reinforce the chosen over the imposed habits. The informal education that is imparted at Kanavu makes communication possible within the tribal community and it leads to some recognition in the society and community. It is these processes and characteristics that the proposed paper attempts to deal with. Various questions and variables are used to identify the impact of such alternative education.

The paper provides an insight into how Kanavu helps to develop the confidence and self esteem among the tribal students to pursue their dreams through an educational process. It documents case studies of some children and their world-views to understand how the educational practices of Kanavu shaped their educational and life trajectories. The case analysis done in the study lets us understand that each tribal child has his/her own capacities and that if they get exposure, these capacities may transform their life and also that of their future generations. Besides, the study adopted both observation as well as in-depth interviews as methods of data collection from both the teachers and the children of the Kanavu school experiment. An attempt is also made to talk to the parents of the children for an understanding of their children's education and also that of Kanavu's impact on their children.
Sharing the Experience of Reflective Practices in In-service Teacher Education Programme

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Keywords: Reflective Practices
Teacher Education
Reflective journals

Abstract

The paper discusses reflective practices in a teacher education programme named Bachelor of Elementary Education (a four year in-service teacher education programme). Reflective writing about one’s experience in the field is a regular feature of the course. However, focus of this paper is just on one practicum offered in the name of ‘Reflective journals’. This practicum is part of fourth year, when student teachers engaged in school teaching for a duration of about four months and they regularly maintain written reflective journals. The paper discusses that reflective journals as a process gives opportunity to student teachers to constantly construct and reconstruct the everyday processes in writing and discussion of personal experiences with teacher educators. Student teachers engage in discourse which can explore ‘vulnerabilities, conflicts, choice and values’. Reflective conversations thus become a powerful agent of understanding ‘self’ as teachers recount not only what they observe in a given context but also their emotions, feelings ideas and thoughts as to ‘future possibilities’ (Pollard, 2002). With the help of few cases paper will try to show that student teachers involve in various areas of education system ranging from infrastructure, teachers autonomy to special needs of the learners etc. Within the process they constantly change and improve their teaching methods, beliefs and sometimes challenge the hierarchies and patterns of dominance in the system. The paper is developed with the cases taken from those student teachers' journals whom author facilitate during their practicum course.
ORIGIN AND DEVELOPMENT OF BUDDHIST EDUCATION SYSTEM

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Keywords: Buddhist  
sangha  
meditation

Abstract

Education is the principal tool of human growth, essential for transforming the child into a mature and responsible adult. The system of Buddhist education was started from the training of Buddhist monks in sangha or in monasteries. It is generally believed that the Sangha is considered as a learning society. The monks educational activities were based on the Buddha’s injunction to the monks to go out into the world and teach them dharma out of sympathy for the world, out of concern for the welfare and happiness of the multitude. If the essential of Brahmanical education is the system of pupils living with their teacher under his house (Gurugrha) called domestic educational system, the tradition of Buddhist system is that of monasteries. It functioned within the regimen of monastic life. It is in the training of Monks and Novices in monastic organizations that the actual system of Buddhist education is to be seen. We have known that the five ascetics ordained and became the first disciples of the Buddha after listened to his first sermon, then Brothers Kassapa, Yasa, all amount to sixty members. In this way, Sangha, its rules and the commencement of Buddhist education have been begun. Theoretically, Buddhist education has place for all the castes without discrimination on sex, religion, and nation etc. There were of course teachings which were taught in the monasteries and the people respectively. The core of Buddha’s teaching contains three major points – discipline, meditation and wisdom. However the teachings of Buddha’s and origin and development of Buddhist Education will be elaborate in detail in the full paper.
“Hearing” Students in Classroom for Equal Access in Mathematics

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Keywords: Teacher Knowledge, Equity in instruction, Mathematics teaching, Equal access to mathematics, Multiple case study

Abstract

Measuring quality of instruction has been a primary concern of researchers since Winne (1987) and Schulman (1986) challenged the then existing methods of process-product research on teaching. Many frameworks for instructional analysis have been developed since then, and each of them projects different aspect of the work of teaching as the prominent one. In this paper, we discuss instruction for grade 7 mathematics classes to elaborate on aspects of being able to hear students. We distinguish hearing from listening, where the former involves meaningful listening. We illustrate that irrespective of the teacher being gender fare and alert in giving equal opportunities to her students, NOT hearing them constrains students’ access to meaningful mathematics. Moreover, it leaves the possibility of developing pseudo-mathematical ideas and feeling of ridicule in students’ mind.

Attending to younger ones, and listening to them seriously is managed differently in different cultures. However, when it comes to learning in classrooms attending to students is frequently equated with bringing closure to students’ queries and doubts. A teacher who postpones student questions or opens up that question for other students, is a rare incident and often seen as —not responding! to students. We complicate these conceptions, unpacking specific practices that teachers acquire in classroom around listening to students, and illustrate how certain practices are barriers in creating equal access in a mathematics classroom.

National Curriculum Framework (2005) and National Curriculum of Teaching Standards (1989; 2009) both ensure that all students are afforded high quality instruction. As Allexsaht-Snider and Hart (2001) said, “Teachers’ knowledge of mathematics, their preparation to teach mathematics, and their beliefs about and skills for teaching diverse students are all aspects of equitable instruction” (p. 94). Therefore, there are ways though which one can approach equity in classroom instruction. In this paper, we take a stance on teachers’ attempt in hearing students and its connection to their knowledge and beliefs about students’ learning of mathematics. This involves mathematical understandings that are unique to the practice of teaching.
The study calls for a careful study of the teachers’ practice to identify encounters of listening to students, and therefore utilizes a multiple cases study design approach (Creswell 2002).

**Analysis**

The following vignette provides us a window into teacher’s thinking when a student is denied an opportunity to engage with mathematics.

**Vignette 1: Triangle of 13 cm!**

The teacher was teaching congruency of triangles. She drew two equilateral triangles of 13 cm dimension on the board, whose actual dimension was more than 13 cm. She explained the meaning of congruency as the two triangles when one superimposes, match exactly. The students then said the corresponding sides in the given pair of triangles. After this, the teacher asked students to copy the diagrams in their notebooks. She provided few instructions before

1 For example, the ability to use the commutative property of multiplication to compute a product is a skill a teacher needs to teach but it is a skill that nearly every educated adult has. Whereas, knowledge regarding

2 The choice of in this study is made to cover different cases of teaching in the context of school settings in Mumbai, India. The cases of teaching in government schools, private aided and private un-aided schools are considered. Students in each kind of these schools in a way represent the different socio-economic class. Final paper will present analysis of 14 such cases. The study involved a special methodology to capture teachers’ voices about their decision-making in the classroom. They were shown video clips of the classroom and were asked how they made particular decisions at those moments. We elaborate on our methodology in detail in the longer paper.

3 Final paper will have more cross-case vignettes and analysis. Due to space constraint, only one vignette is discussed briefly.the students began. They were to make careful use of the scale, of a pencil that has a sharp point and make the diagram in such a way that the two triangles will be beside each other in their notebooks. All the students began working in their notebooks. The students had same sized notebook that had plain brown cover with dimensions 18.5 cm x 14.5 cm. One of the boy students who had challenge in fitting 13cm triangle in his notebook had following discussion with the teacher.

S: See my triangle, it is going outside the page
T: What did I tell you? I told you to make the two triangles beside each other, sideby-side.
S: I only made one, but it is going outside of the notebook area.
T: No, no, that is not the way. Let me show you. [The teacher walks towards the front of the class, at that moment a girl student raises her notebook, teacher looks at it and says —haaaa!!]

The student here had a legitimate question about mathematics. There was no way the two triangles of length 13cm could be fitted in that notebook. The teacher failed to understand this
question. Further, when we showed this video clip to the teacher after the class, she still thought that the student was not paying enough attention and missed listening to her instruction of drawing two triangles beside each other.

**Results and Conclusions**

In the paper, we will elaborate on other cases of teaching, and unpack further how teachers are listening to students but NOT hearing them. We present data from 14 cases of teaching. We approach the construct of equity in classroom in the context of what do our teacher hear when our students speak in classrooms. We unpack the connection between teachers’ specialized knowledge of mathematics teaching with their ways to address students in the classroom. This analytical approach has given us the opportunity to see equity in a classroom setting that goes beyond some mere mechanism that ensures how many boys or girls spoke in the classroom, whether it was first bencher or the last bencher, etc. We believe that this approach has major implications to teacher education and has a role in inculcating ideas of equity in teachers’ practices.

References


Interdisciplinarity: Much Needed For The Welfare Of Contemporary Educational Discourse

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Keywords: Preconceptions, critical thinking, Embrace ambiguity

Abstract

Education is the pivotal point around which ethical, religious, spiritual, physical and psychological aspect of human beings revolve. All these aspects are so closely interwoven with one another that if any of its aspects are removed, education fails to achieve its aim. Educational aims focuses on the unification of knowledge existing in different branches of learning. So far as the present scenario of education is concerned, it is alienated from real life. There is a gap between the subjects and their respective objectives, not catering the objective of national educational development. For e.g In social sciences, one studies the different aspects of human life and its various activities. The process of water tight compartments of subjects will not give a clear picture of complete society. Moreover, in social science in which we study educational activities of human beings in association with other members of a common society. Therefore, there lies close relationship. Teaching different subjects in isolation seems impossible. So. Presenting my paper highlighting the dire need of interdisciplinarity approaches for the enrichment of national educational objectives. So, the objective of interdisciplinarity approach is to give practical shape to the knowledge of various subjects.

"Interdisciplinarity exists when disciplines mix with and encounter each other and when different perspectives methods and academic areas intersect with each other ".

Significances of the said approach are as:
* Interdisciplinarity teaching increases student learning.
* Helps students to uncover preconceptions or recognize bias.
* Helps advance critical thinking and cognitive development.
* Helps students tolerate or embrace ambiguity.
* Helps students appreciate ethical dimensions of concerns.
* Promote significant learning.
* promotes understanding when students learn in heterogeneous ways.
* Not too costly and its rewarding.

So, we can say that interdisciplinarity study allows for synthesis of ideas and the synthesis of characteristics from many disciplines. At the same time it addresses students individual differences and helps to develop important, transferable skills. These skills such as critical thinking, communication and analysis are important and Continually development at all stages of life. Educational systems are serving students best. If they enable and encourage students to build their own interdisciplinarity pathways. This approach sure to foster a love of learning, ignite a spark of enthusiasm and address learning for students.
A Study of Identification of Learning Disabilities in normal classroom: An Issue in Early Education

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Keywords: Early Education, Learning Disabilities, Elementary schools, dyslexia, dysgraphia, dyscalculia

Subthemes:-Issues in Early Education (literacy, numeracy, pre-school education)

Abstract

Early education is a crucial phase of growth and development because experiences during early childhood can influence outcomes across the entire life of an individual. For all children, early education provides an opportunity to prepare the foundation for lifelong learning and participation, while preventing potential delays in development and disabilities. For children who experience disability, it is vital time to ensure access well-built early education which can help them reach their full potential. Disability is any kind of impairment, physical or mental, that makes it difficult for a person to do what other people are able to do. It hampers significantly an individual’s capability to perform a particular task as per standards. According to census 2011, the maximum number of disabled falls in the category of ‘movement‘ followed by hearing and visual impairments at second place and third place respectively. A large percentage of the disabled are covered by ‘any other‘ category that also covered persons with learning disability. Persons with learning disability are those who have average or above average intelligent quotient but their performances in academics are like that of below average students. Learning disabled children may face difficulties in one or several areas of academics such as reading, arithmetic, spelling and writing. Despite being more vulnerable to developmental risks, young children with disabilities are often overlooked in mainstream programmes and services designed to ensure child development. There is every possibility that each classroom has some learning disabled students. These students come to school regularly but they are likely to become dropouts of their educational needs are not adequately met. Such type of students should be identified as early as possible. The present research study was undertaken to identify learning disabled children of elementary schools in normal classroom of R.S. PURA tehsil, Jammu district. Proper identification is the main step for the upliftment of learning disabled children but due to lack of human and material resources such type of children hinder in the classroom. The investigator, therefore, made an ardent effort to identify learning disabled children in the normal classroom at an early stage so that required interventions strategies can be planned not only to alleviate the causative factor but also to ameliorate their learning process. In order to identify, ten schools (five govt. and five private) of R.S.Pura tehsil was selected. Self made Screening test in three areas like dyslexia (Reading Disability), dysgraphia (Writing Disability) and dyscalculia (Math disability), Academic Achievement record and Culture Fair free intelligence scale were used for their identification.
These tests were constructed and standardized only in selected schools of R.S.Pura Tehsil of Jammu district. It was administered on 350 randomly selected students studying in normal classroom of class 6th to 8th and out of these normal students only 220 students whose score was above 10 out of total items in different areas were considered as learning disabled students. After matching the scores of different tests, only 98 students were identified having learning disability in three areas i.e., dyslexia (4.8 percent), dysgraphia (6.1 percent) and dyscalculia (4.6 percent). The results of the study revealed that boys have higher learning disability as compared to girls. Percentage was used for statistical analysis of data. The present study helps the educationists and teachers as how to identify the learning disabled children and what is the prevalence rate of learning disability so that they make policies accordingly. The finding of this study bears implications for the policy makers. The policy maker at different levels of government need to become proactive in developing policies for children with learning disabled and they should frame policies in favour of the special need children. Whenever policies are framed, it may be kept in mind that early intervention programmes should be developed for learning disabled to enable them to overcome their disabilities. The importance of the early identification and remediation of learning disabilities is well known. The findings of the study are of immense importance to remediate these children which is one of the main issue to fulfil the objectives of education for all. It takes the view that such children should not be under estimated. The study also suggests that such issues will aid educationist for the upliftment of early education.
Metacognition and Learning: A Systematic Review

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Keywords: Metacognition, Learning and Pedagogy

Sub Theme: Alternative educational Practices and initiatives informing education

Abstract

Education is a pivotal factor in development of any society. Education also greatly contributes for overall development of students and Education Institutions work to fulfil this objective of education. Pedagogy, which is used in Education Institutions play key role in Learning and acquire skills of students. Learning is continuous and Life long process, which take place in every sphere of life. Many innovative techniques of pedagogy are used in various educational Institutions to make students more skilled and competent. One of them is Metacognition, which has been proposed by John Flavell. Metacognition refers to knowledge, set of skills and control on one’s own cognitive system, which make more aware and competent to monitor their learning process. Metacognition is also considered as thinking about thinking, knowing about what we know and self-regulation. Generally, three types of Metacognition strategies: Planning, Monitoring and Regulation strategies, which play influential role in pedagogy and students learning as well.

Planning are done in various studies like to setting goals for programme, course, making students learning outcomes and use cognitive instruction strategy to develop effective pedagogy. Monitoring is concerned with keep observing, weather the class is going smoothly or not, students are grasping something or not, objective of course have been met or not. Regulation strategies give chance to correct mistakes in pedagogy or planning for any course.

For students learning perspective, all three strategies contribute greatly. Planning is done to set goals for study, doing task analysis and generating questions. Monitoring play role in keeps tracking oneself for understanding about the concept against the set goals. Keep tracking attention behaviour in class and attention behaviour while reading text are monitoring strategies. Regulation strategies help students to correct them and bring them back on right track and motivate to achieve their goals of learning and education.

Teaching metacognitive strategies to students can make them more aware, self-regulated, knowledgeable and good learner. Using metacognitive strategies in pedagogy, increase effectiveness of teaching of teachers in Education Institutions.

The purpose of this research is to review on role of Metacognition in Learning of various levels. Last fifteen years researches have been reviewed in this paper. Main research questions, which the study proposes as follows:
What is the role of Metacognition in pedagogy?

- Can metacognition be used in pedagogy of every level teaching?
- How do Metacognition make students competent and skilled learner?

The rationale of the study is to practice metacognition in pedagogy in every education institutions, which can increase metacognitive skills of student of all level, which will help them to be good problem solver, decision maker, good learner and self-regulator.

Review of Many studies is evident that Metacognition greatly contribute in Pedagogy and Students learning both separately. In Pedagogy, certain strategies can be practiced to raise standard of education and make student skilled and competent. Students can practices Metacognition themselves to become problem solver, decision maker, self-aware and good learner.
Role and Agency of Student-Teachers in their own assessment: Learnings from the B.El.Ed. Programme

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Keywords: Agency, Assessment, Student-teachers, Internship, B.El.Ed

Abstract

Teachers represent the visible and active face of our education system, as they serve the system at the delivery end. However, their role is not limited to mechanically transacting the curriculum but have a much larger part to play in the entire teaching-learning process. The teachers need to be sensitive to the contexts and realities of the socially diverse context of India. Therefore, they must develop critical perspectives and questioning mind towards the dominant discourses and cultures. In order to develop critical and creative thinking in our teachers, it becomes pertinent that they are given opportunities to be autonomous and critical during their own training as a teacher. The programme must build in experiences which provides autonomy and opportunities for critical thinking and informed decision making. For this to be achieved, the student-teachers in a beginning teacher preparation programme must be actively involved in their own learning process, so as to create a similar environment for their own students, when they actually teach in the classrooms.

One such area is assessment of student-teachers during the pre-service teacher education programme. The methods and processes used to assess the student-teachers affects their learning and also influences their ideas related to teaching and learning. If the assessment methods are narrow and assume a passive role of the student-teachers, it is directly going to impact the perception of their knowledge and stress the fact that learning is equivalent to rote memorization, and is external and unchangeable (Willis, 1993). Hence the student-teachers must undergo a comprehensive, continuous and sustainable model of assessment. The student teachers should essentially be an active participant in their own assessment process as opposed to the traditional view which assumes their passive role in the assessment process. The programme must equip them with skills that helps them critically evaluate their own progress, achievements and weaknesses. Literature on assessment indicates the importance of involving students (in this case student-teachers) in their own assessment process. This can be achieved by involving student teachers through self-assessment, peer assessment and dialogic feedback procedures.

During a pre-service teacher education programme, internship component provides experience to the ground realities of schools. There is a vast body of literature which shows that internship possesses immense opportunities for the student teachers to learn. An internship program
connects field to the theoretical understandings through various actors- students, student-teachers, mentors, educators and cooperating teachers. Given the benefits and immense learning avenues offered by the internship component, the way internship component is assessed and support offered during this phase becomes extremely important.

In this context, the present paper attempts to unravel the role and involvement of student-teachers in their own assessment process. It will investigate and discuss the extent to which there is scope for self-regulation and involvement of student-teachers in the process and methods of assessment during the internship period. For this purpose, this paper will draw its findings from my M.Phil research study _Internship in a pre-service teacher education program- Assessment practices and its implications_. This larger study focused on the assessment methods and processes used to guide the student teachers during the school internship phase of the B.El.Ed program. This investigation explained the process of assessment followed in the B.El.Ed program during the internship phase, the actors involved in the assessment process and the nature of assessment and feedback given to the student teachers.

References:


Ways of learning at home and school: Bridging the gap

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Keywords: Student questioning, Everyday ways of learning, People’s science, Process of science

Abstract

The notion of 'learning' amongst lay people is such that they generally ascribe it to schooling. It is ironical that learning which involves knowing your world and asking questions about the world, happens inside the four walls of classrooms away from the outer world. Market driven education is creating a gap between everyday and formal ways of learning.

The discourse in school is generally guided by questions which are not framed by students (Dillon, 1988). Even if students do discussions and ask questions, it has to be according to certain rules and procedures which are very different from informal talk outside of the classroom: being part of a large group, raising hands, being called upon by the teacher, not speaking out of turn, talking one at a time, sticking to the topic, not sounding stupid, etc. All too often the teachers and/or the textbooks also give the expected answers, which the students are supposed to memorise. There are some reports that questioning by and between children may decrease as they grow older and start going to school (Chouinard, Harris, & Maratsos, 2007; Berger, 2014; Falk & Margolin, 2005). However, there are contradictory reports as well (Good, Slavings, Harel & Emerson, 1987; Yamamoto, 1962).

The HRD Minister Prakash Jawadekar, last year in a statement, sounded progressive when he complained that India lacks innovation as children are discouraged from asking questions: "Innovation is a process of rebellion essentially. Unless you rebel, unless you challenge the status quo, how can you innovate? ... Why do we lack innovation in India? Because, we don't allow questioning. We don't promote inquisitiveness. If a child asks questions in school, he is asked to sit down. This should not go on. We need to promote inquisitiveness, children should ask questions." (8 July 2016 - at an event by the Amanda Bazar Patrika Group)

However, we wonder whether he will actually advocate that all people will be allowed and encouraged to ask questions. Do manual labourers, or the children of manual labourers, have minds, thoughts, and feelings that need to be heard? Or do they just have useful hands and bodies? As Rohith Vemula wrote, obviously about what he and other Dalit students were experiencing, "Our feelings are second handed. ... Our beliefs coloured. ... The value of a man was reduced to his immediate identity and nearest possibility. To a vote. To a number. To a thing. Never was a man treated as a mind. As a glorious thing made up of star dust." His letter is actually a question for the rest of us.
We wonder whether it is really true that students do not ask questions or challenge authority either in or out of school. In an effort to find out, we have been studying students’ informal talk in various contexts.

In our studies outside of the regular classroom, we have found children engaging in authentic discourse and questioning. In some cases we have seen this happening without teachers asking students to ask questions, without teachers being present, or with teachers who are less authoritarian and less talkative. In this paper, we will describe some examples of student-student discourse which happened spontaneously, and in which some students asked investigatable questions. They also spontaneously tried answering their questions by doing what we identify as simple science investigations which included observation and experimentation. Surprisingly, we also found instances in which students did their questioning and investigating subversively, as they thought that it was not science and furthermore that it was something which was not allowed.

Some educationists may find our definition of the science process to be too broad. They might rather see a distinction between science and the ways people solve everyday problems and learn outside of formal education. They may define _everyday knowledge_ or _traditional knowledge_ and distinguish it from _modern western knowledge_, which they would see as a body of knowledge which is the product of the _modern western science_ done by professional scientists (Aikenhead and Ogawa, 2007). However, we claim that science is not just a body of knowledge, but a process - a process in which questioning is an essential aspect. Therefore we believe that science learning should not be focussed on remembering or understanding any so-called _body of knowledge_, but on doing the science process, which includes questioning.

Informally, outside of school, people do learn to some extent to do science by doing science. However, they face constraints, their learning is blocked after a certain point because of obstacles such as lack of access to libraries or internet, language and communication problems, lack of time, and most important, lack of the economic means to carry out experiments and do science at higher levels. For example, ordinary farmers cannot afford to try two different methods of cultivation side by side because of the tremendous economic risks they face. Tailors cannot afford to be too experimental when making a shirt because the cloth may be wasted or the customer may not be satisfied.

Thus, educationists must confront the basic questions: _Who should be allowed or encouraged to do science and and for what purposes should science and science education be done?!_ We argue that we should resist hegemonic definitions of science in which genuine people’s science is not given the attention that it deserves.

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Development, 72(1), i-129.
A Comparative Study of Self Concept, Stress and Level of Educational Aspirations of Physically Challenged and Normal Students in Inclusive Schools

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Keywords: Self-concept, Stress, Educational Aspirations, Physically Challenged and Normal Students.

Abstract

The study on which this paper is based was conducted to compare the level of self-concept, stress and level of educational aspirations of physically challenged and normal students studying in inclusive schools located in Jammu Province. The sample of the study consisted of 410 students (205 physically challenged students and 205 normal students) studying in 8th, 9th and 10th class. The sample was selected by using multistage random sampling technique. Children’s Self Concept Scale (Hindi) developed by S.P Ahluwalia and H.S Singh was used to study the self-concept. To study the level of stress among students, Student Stress Scale (English) developed by Dr. Zaki Akhtar (2011) was used. Level of Educational Aspiration Test (English) developed by Yashmin Ghani Khan was used for studying the educational aspirations of the students. Null hypotheses were formulated to test the significance of difference in level of self-concept, stress and level of educational aspirations of normal and physically challenged students. The data was analyzed by using statistical techniques like Mean, Standard Deviation and C.R. Findings of the study revealed that normal students have better self-concept, are less stressed and have higher educational aspirations than physically challenged students. Inclusion seeks completely do away with the difference between special and regular education, and to provide a suitable education for all students, with or without disability, in their local school. The physical presence of children with disability in the regular classroom does not by itself make sure progress and development of such children. The study suggests that besides physical infrastructure, flexibility in the curriculum, teachers’ training and change in teachers’ attitude and attitude of society are basic conditions for success of inclusive education.
Role of information and communication technology in access to higher education: Experiences from Scheduled Caste students

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Keywords: Scheduled Caste, Higher Education, Inequality, Generation, Access

Abstract

Literacy and education are important indicators of human capital and play a pivotal role in human development that impacts overall social-economic development milieu. Higher levels of literacy and education improve development indicators consistently and also lead to better attainment of socio-economic development, empowerment of the weaker sections and community as a whole. Higher Education improves individual’s quality of life by enabling individuals to expand their knowledge and skills, and by widen their understanding of the world. It has been universally accepted that the efficient productive quality of human beings can only be improved by improvements in education and skills.

Education is widely acknowledged as social capital which work as catapult for personal development as well as social transformation. At one hand where School Education provides foundation for development to an individual on the other hand higher education equips individuals to fulfil their individual and social roles and goals. Affluent groups and dominant caste dominate the educational Institutions and those who are lower in socio-economic status apparently fell behind.

It is important to know how educated Dalit young men perceive education, how they seek to use educational credentials to obtain 'respectable' jobs, and how they react when this strategy fails. Increased formal education has given Dalit young men a sense of dignity and confidence at the village level. However, these men are increasingly unable to convert this 'cultural capital' into secure employment. This has created a reproductive crisis which is manifest in an emerging culture of masculine Dalit resentment. In response to this culture, Dalit parents are beginning to withdraw from investing money in young men higher secondary and tertiary-level education. Without a substantial redistribution in material assets within society, development initiatives focused on formal education are likely to be only partially successful in raising the social standing and economic position of subordinate groups.

Education has its own virtue of equipping its beneficiaries with the ability to acquire and use information for their future goal orientation and achievement. In her study on higher education choices Brooks (2002) emphasises the importance of social networks, particularly family and friends, and of teachers in school and colleges who are the most significant source of information. Hapless victims of social traditional commemorative practices of keeping Dalit
uneducated which can be seen in old north Indian axiom that a Brahmin should not touch the plough and a sudra must not touch the Vedas. Such habits created a vicious circle of misery and ignorance which reproduce barriers of inequality. One of such barrier is access to information. First generation schedule cast learner have to suffer most due to unavailability of educated informed parents. Information and communication is one of the most important determinant which frame the direction of the access especially in the context of the Scheduled Caste.

This study was carried out in 2 districts in Uttar Pradesh i.e. Balrampur District and Ghaziabad District. As my focus was on Higher Education, I approached students who were studying in the Government Higher Education Institutions of Balrampur (M.L.K College) and Ghaziabad (M.M.H College, Sambhu Dayal College, M.M. Degree College). At the very first level of the sample selection, I approached all the students in Higher Education at the Post graduation level, irrespective of their caste (This was done because I did not want Scheduled Caste students to feel different or segregated by asking only Scheduled Caste students to respond to the questionnaire). A total of 1470 students from the Post-graduation course in Balrampur District and 1167 post graduation students in Ghaziabad District were asked to respond to the questionnaire to obtain an appropriate sample size of Scheduled Caste participants. After getting all the responses, I analyzed 150 questionnaire responses from Balrampur District and 156 from Ghaziabad District of Scheduled Caste students. After the scrutiny of the questionnaires 128 questionnaire responses from Balrampur District and 133 from Ghaziabad District were found appropriate, and considered a reasonable number for further study. From among these 128 and 133 participants, the second-level research participants were selected on the criterion of generation, whether they were first or second generation learners.

The paper tries to capture the various sources of information for the first generation and second generation learners and their impact on the access to higher education. Limited knowledge about career/ academic options among SC students is one of most influential factor which affects their access to higher education. Among many causatives, lack of agents and agencies of information can be one and their limited availability to First Generation Learner SC’s can be another. Limited communication groups and media also refrain them to access information for themselves. Smaller caste community, under-qualified parents, closed peer groups, and inefficient government mechanism of imparting information are among other components in this factor.
Understanding the Shadow Education Market: A case study of the Coaching Industry in Kota

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Keywords: Shadow Education
Private Coaching
Education Market

Abstract
Parallel to formal systems of education, there has been in existence a shadow education system. Every nation in the world has outside-of-school classes and tutors that are used to help students navigate a successful passage through school and into adulthood (Baker and Le Tendre, 2005). The nature and the conduct of shadow education however, vary at the national levels. Forms of shadow education include private tutoring, organized after-school cram sessions, and professional tutorial centres, used to advance academic performance in terms of both achievement and attainment. In the literature, shadow education is understood differently, wherein different countries and communities perceive shadow education in different contexts. Researches show that the use of shadow education is growing and that it is taking various forms from informal tutoring to highly institutionalize ‘outside-of-school’ classes (Aurini and Davies, 2004; Buchmann, 2002; Davies and Quirke, 2002; Hua, 1996; Stevenson and Baker, 1992).

In Indian context, the shadow education system is understood in terms of private tuition and private coaching taken by students. Private tuition industry largely involves students from grade 1st to 12th, who supplement their formal education along with coaching classes for various subjects. Private coaching industry involves students preparing for various entrance examinations like IIT-JEE, NEET and other competitive examinations. Most of the Indian studies have emphasized on prevalence of private tuition (Azam, 2015; Majumdar 2014; Sujatha, 2014; ASER 2013; Sen, 2001). A study by Rao (2017) explains the transformation of the city of Kota as a result of the emergence of coaching institutions. The study emphasizes on how the urban sprawl and restructuring of space is produced as a result of rise of a post industrial education economy of shadow education.

Theoretical Understanding: Nature of shadow education market and its Implications
There is the emergence of a shadow education market parallel to the mainstream education system. Unlike other education market, the shadow education market is largely unorganized, the interface between students and the institution converge towards a typical market, albeit, imperfect as compared to a formal system which is a quasi-market which functions in presence of formal intervention by the regulatory authority. An enquiry into the nature of market for coaching industry would be looked through micro economic theory. An understanding will be
drawn from education production function (EPF) (Hanushek, 1979) and concepts of hierarchy among education institutions by Winston (1999). EPF would help in understanding the relation between students as raw material and value addition in terms of augmentation in the cognitive capacity as explained by human capital theory in them is the output. The paper will briefly discuss the overview of shadow education market and its implications. In the literature, implications of shadow education market are divided into economic, social and educational implications. Economic implication of shadow education is looked through the proportion of expenditure incurred on shadow education by the economy as a whole. Social implication addresses three main issues: consequences of pressure on students, impact on social relationships and the implication of social inequalities. In many circumstances, shadow education market is likely to affect the body it imitates. Researchers have highlighted the range of dimensions of educational impact; use of school facilities, instructional time, educational content and pedagogy, teacher performance, student learning and classroom dynamics (Dang and Rogers, 2008).

The proposed paper in the first section, attempts to discuss theoretically the nature and prospective implications of shadow education market with special reference to market for coaching industry in Kota and how it is different from formal education market. In the second part the paper intends to discuss the peculiar characteristics of this market in context of Kota. As the coaching institutions in Kota are located in clusters the study will attempt to probe into some of the broad parameters of the Kota coaching industry such as how many students are taking coaching, how many players (providers) are operating in this market, how are fees of the coaching institutes determined, how this market is understood and what kind of competition prevails in this market. In the literature the emergence of such a typical ‘market’ for private coaching industry has not been studied from an economic perspective.
Extending the scope of curriculum in social science through children’s writing

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Keywords: curriculum critical consciousness children's writing

Abstract

Introduction - What to teach in a school classroom has never been a challenge in the mainstream schools as there is always a prescribed curriculum. The contextualization of the curriculum has always been a challenge. As a teacher, we are required to follow a prescribed curriculum for our children in the school. The responsibility to develop the curriculum lies with the specialized institutions such as NCERT (National Council of educational research and training) and SCERT (state Council of educational research and training). NCERT develops the curriculum for the school going children and it works as guiding principles for most of the curriculum, developed in different parts of the country. We are the part of a diverse Nation and thus it is not possible for any institution to develop the curriculum, which accommodates the diverse need of the people living in this country and in this context, role of the school and the teacher becomes extremely important in contextualization of Curriculum.

A child constructs her/his knowledge while engaged in the process of learning. Allowing children to ask questions that require them to relate what they are learning in school to things happening outside, encouraging children to answer in their own words and from their own experiences, rather than simply memorising and getting answers right in just one way — all these are small but important steps in helping children develop their understanding.1 (P 17, NCF 2005). The paper explores the work of a teacher in this context and try to see that to what extend his initiative to include the write-ups of the children extend the scope of the curriculum. This work was done between July 2015 and February 2017. The sample batch of the students selected for the study was taught by the same teacher in class 9th and in class 10th.

Methodology:
The methodology adopted is empirical. Researcher himself is the teacher and this study develops out of his practice of teaching in the classroom.

How does it all begin? Teaching here in one of the government school of Delhi, one of the major challenge I face as a teacher in the school classroom is that the children studying in class 9th are not able to express his/her ideas through writing. Traditionally, what they are being trained for on the name of writing, is basically copying the text from the blackboard, from the textbook, from some help book or from the notebook of other students. If the students are asked to write few sentences independently they find it very difficult and most often they come with the excuse that they haven't memorized it.
I wanted my students to learn how to write. I don't mean how to write sentences or how to write grammatically correct sentences. What I mean by writing is that they are able to express their opinion and ideas through writing.

**What I did?**
I believe that asking the students to write on the topic of their choice would make it easier for them to start writing a page on daily basis. I was aware that there are few students in class who don't know how to write and they can only write by copying from somewhere keeping in mind the challenge of such students, I allowed few students to copy from somewhere but I stated that I would prefer and encourage writing without copying. At this stage of the work, I had clearly objectives in my mind;
1. To encourage students to write on regular basis. It would enhance the writing skill
2. To enable them to learn, how to write independently and thus it will become easier for them to make an answer in examination

Since students were not habitual of this kind of work, they found it very difficult and they insisted that the topic should be given to them to write. I was adamant to not give the topic. I believed that giving topic to write about has certain limitations; One, that it would encourage all the students to write on one topic, some may be comfortable writing on that topic, some may not be comfortable with that topic, Two, I discovered that thinking to write about a topic in itself is a wonderful journey, this is the beginning of their thinking process. Many of them has shared it through their writing that how painful it is to find the topic.

I guided them in the beginning about the kind of things I expect them to write. I suggested them to start with the story

I wanted my students to learn how to write. I don't mean how to write sentences or how to write grammatically correct sentences. What I mean by writing is that they are able to express their opinion and ideas through writing.

``` —_मा रख, ओंो के से रख ओंॊ?
सय, हभ योज एक नेज रखने के एफ फोरेट है। आन फोरेट हो फक कु छ बी खो, कहँॊो से कसी के फाये हभ रखी औय वे भको जो तःहाय अनबव हो जो तभ भहसस कयते हो। आन तो फठी आसानी से कह देते हो नय भजक रखनें फठी ती हो तो फहुँत को हमज हो जाती है, कक कस के फाये हभ रखे, ओंों मा रखे, ओंों के से रख_ों ओं के से शंु कंो, कई फाय _कभ मह होती है कक शंु आत के से कय धोड़ी देय उसके फाद कसी बी एक ट यक को रकय उसके फाये हभ सोचती हॉ, उसक श आत कयती हॉ, भम धीये धीये उसक फाये हभ रखते रखते नेज वया हो जाता है। भम मह सभज हभ नहँॊो आता कक ख भ कहो कंो।
कबी_कबी तो रखते रखते शंं ख_भ हभ नहँॊो होत। फल के आसान होता है अनने शं भभ रखना
रक कोई ट यक होना चाए हंजसके फाये हभ हभ जाते हो कमा हो, तबी हभ औय उसे भहसस्कासानी से रख सकते है।
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(Sir, ask us to write a page on daily basis. You suggest that you write
anything from anywhere about anything or anyone and do write about the things which you have experienced. You suggest it easily, but, when I sit to write I get confused about how to write, what to write about, how to start writing. Often, the challenge, I face that how to start. I start writing and I keep writing the page get filled then I don't understand where to stop writing. Sometimes, there is a flow of words it doesn't comes to the end. It's very easy to write in his/her own words but, I feel that some topic must be given, about which, one is familiar with or have experienced and this is how one can write easily.)

How did I ensure that they all are writing?
I took a variety of steps to ensure that all the students are writing.
1. It became my daily ritual to see the write-ups of the students as my first work in the classroom; gradually, students discovered that the first thing sir asks that you have written a page or not
2. I asked her student to keep a checklist maintained so that we can track that who is writing who is it not writing.
3. I enquired about the reason if a student failed to write on a particular day; through the checklist I could discover that a particular student is not writing for several days, I called their parents.
4. Sometimes, I called the parents to share the wonderful write-ups, their wards have written and congratulated them.
5. I asked student that if they want me to read their write ups, if they allowed I used to share it with the class and sometimes even in the school assembly. I used to click those writeups and share it on the WhatsApp group of the teachers.
6. I started a practice of reflecting upon the write ups, which were brought by the students. These were some of the steps which ensured that every child is writing on regular basis.

Sample; 40 students of class 10th studying in Sarvodaya Vidyalaya Number-3, Sector 7 RK Puram, New Delhi-110022

Findings
The paper would present the write-ups of the children along with the prescribed curriculum and would try to see, that how the write-ups of the children extended and contextualized the curriculum prescribed for their class in Social Sciences. The paper would also discuss the outcome of the juxtaposition of Curriculum and children’s write ups in context of their performance in annual examination. Since the write-ups of the students was discussed in the classroom, it enhances their engagement in the classroom processes. Their opinions, ideas and knowledge were used as a valid content for the classroom discussion. This practice established them as an important agent who could contribute in the formation of knowledge and in that context this process transformed them from the passive receiver of knowledge to a contributor in the formation of knowledge. The major focus of the paper would be on discussing the processes which led to an interesting development which was not originally thought of. A major portion of the paper would be devoted to discuss the write-ups, which throws light on the various challenges they faced in their life and shows their critical awareness about such challenges. Since, they were free to write on the topics of their choice, many of the write-ups could not be seen as the extension of Curriculum but such write-ups establishes the growing critical consciousness in them about the life around them and this is what the ultimate objective of a
curriculum is. One section of the paper would also try to explore the learning for the researcher in this process and would see the implication of these learnings in improving the day to day classroom teaching learning process.

**Conclusion and Recommendation**
The work conducted with the children helped discover the gap and fill it with children’s writing. This helped the researcher to improve his practice and it also made the students in the class room an active agent who participates in the process of knowledge creation and they are not merely the receiver of the given knowledge. I see that there is a huge scope for such work in Indian context. This would bring the classroom discourse from a static situation to a more vibrant place of learning.

**References;**
A Study of Performance of Mid Day Meal Scheme with Special Reference to Jammu Province

Author: Ms Rekha Rani
Affiliation: Research Scholar P.G. Department of Education University of Jammu
Keywords: Mid Day Meal Scheme, Enrolment, Dropout Rate, Attendance and Nutritional Status.

Sub-Theme: Re-Imaging Educational Purposes in Evolving Education Societies

Abstract

The National Programme of Nutritional Support to Primary Education, commonly known as the Mid Day Meal Scheme (MDMS), was launched in India in August 1995. Mid Day Meal Scheme is the popular name for the school meal programme in India. It was first implemented for the primary and upper primary school children to maximize their enrolment and reduce school dropout rates, which were important from the viewpoint of Universalization of Elementary Education. On November 28, 2001, India’s apex court, the Supreme Court, directed all state governments to provide cooked mid day meals instead of raw food grains. The Mid Day Meal Scheme was launched in the State of J&K in September, 2004. The main objective of the Mid-Day Meal Scheme is to attain the goal of Universalization of Primary Education. To achieve, the objective, emphasis is laid on increasing the enrolment, attendance and retention of children in primary classes, simultaneously; the aim of this scheme is to improve the nutritional status of these students. The present study attempts to evaluate the performance of Mid Day Meal scheme on enrolment, attendance, dropout rates and nutritional status of the students studying in government primary schools of Jammu Province. To gather the information regarding the performance of the scheme, 200 government primary schools were selected by using random sampling technique. In order to study the performance of Mid Day Meal Scheme on enrolment, attendance, dropout rate and nutritional status of the children of classes’ I-V data was collected from the admission registers, attendance registers and result registers for different academic year 1999-2000 to 2015-16. The study reveals that performance of Mid Day Meal Scheme is impressive in terms of dropout rate, attendance and nutritional status but enrolment was found low because of mushrooming growth of private English medium schools in the locality, choice of parents towards these schools, shortage of teachers in government primary schools, lack of infrastructure, lack of drinking water facility, lack of separate schools for girls, illiteracy of parents, lack of awareness among parents, etc.
Pedagogical inertia and In-service Teachers Training

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Keywords: Teachers Training
In service
Pedagogical Inertia
Reproduction in Education

Abstract

This paper is based on the analysis of the process of teacher training under two flagship schemes for school education, implemented by Government of India 1) Education for all (Sarva Shiksha Abhiyan) and 2) National Secondary Education Campaign (Rastriya Mahyamik Shiksha Abiyan). This paper presents the fact that teachers' training, teacher education and processes responsible for capacity building of teachers are being dictated by the pedagogical inertia rather than the needs of progressive education. This paper is mainly divided into two parts; the first part of it represents the classical character of pedagogical inertia and the second part demonstrates that teacher-training and other related process for teachers capacity building is mainly governed by pedagogical inertia.

The progressive tradition of teaching at school (Kumar, 1996; Neil, 1960; Warren, 1986), suggests that, the change in school and teaching requires a critical change in pedagogy. Usually teachers’ training has been considered as a mechanism to enable teachers for progressive education, but very few evidence are available to show that the prevailing process of in-service teachers training is in any way related to this change. Indeed, teacher-training or teacher-education should be determined by deeper experiences of change, rather than the proxy and dominant 'academic' rituals (NCERT, 2005). This indicates the process of transition stuck into the inertia of ceremonial discussions, where deep experience is used as slogans and teacher-training or teacher education takes the form of one or other kind of ritual. While pedagogical inertia is the product of these processes, it also reinforces & strengthens them in a cyclic manner.

In order to establish the notion of pedagogical inertia, help has been taken from the ideas of Bourdieu and Passeron (1977), Ilyich (1974) and Gandhi (1953). The ideas of Bourdieu and Passeron (1977) helps us in understanding the reproductive phenomenon of teacher education, whereas through Ilyich (1974) and Gandhi (1953), we get distinct references to analyse the limitations of the dominant processes of teacher education in particular and of education in general. These references provide us a foundation to create a new framework viz a viz dominant vocabulary of inertia.

To present the outline of the pedagogical inertia, on one hand, the evidences from policy provisions, government guidelines, implementation of teacher-training under flagship schemes, dominant practice of teacher education, the functioning of responsible
institutions for teachers’ training have all been laid down, and on the other hand this paper also provide the analysis of the subjects and method selected for teacher-training. This paper provides analysis of the in-service teacher training provided under major programs such as SSA and RMSA, and has tried to analyse the factors that determine the nature of in-service teachers’ training under this program. This part of paper is based on the evidence collected during the period of 2010-2015. These evidence include the Annual Progress Report of the State's SSA and RMSA, the details of the action plan of the Project Approval Board and the manuals for teachers training, as well as the process of planning process of the training. Based on these evidence, it can be deduced that the pedagogical inertia plays an important role in designing the activities of the in-service teacher training at all level, including planning, designing and implementations.

In the course of this analysis six different stages of in-service teacher-training have been explored, they are 1) Assessment of teacher need for training 2) Preparation of training plan and approval of plan 3) Selection and development of subject content for training 4) Selection and preparation of trainers for the Training 5) Teacher participation during the training and 6) Monitoring and post training support.

The study and analysis of the above 6 stages indicates that the dominant behaviors related to in service teachers training, the prevailing technique and organizational practice, not only regulate under inertia but also strengthens the inertia in a new way. In the last section of this paper attempts to understand how the training experiences of a teacher relate to quality of school education has been translated into classroom process. And to an extent, process of schooling can be influenced by the process of teacher education. In order to understand these questions, studies were conducted to deduct whether contemporary discourse in school education were actually responding to the current school education.

Observation of recent interventions (education programs and in-service teachers training), clearly depicts that in Indian society, the trend for visualizing the school and teacher training process as a laboratory has increased where the primary objective of the teacher is to repeat the things that have been learned and not to create.

Reference:

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Keywords: secondary school, marginalized community, alienating strategies, pedagogy, transdisciplinary approach

Abstract

'Quality' of education consists of several physical, psychological, social and cultural aspects that are vital in determining nature and strength of quality. Experience, research as well as secondary data like UDISE suggest that rural areas or countryside in India lack in many of these factors. With implementation of Right to Education Act 2009 (RTE) and Sarv Shiksha Abhiyan (SSA), elementary education has seen positive growth in all components related to quality education over past decade and a half. But basic and absolutely necessary provisions like school within three to five kilometer of radius (by walkable road) from students' residence, adequate number of teachers equipped with academically progressive and socially meaningful teaching practices and pedagogy, teaching learning material with reasonable quality remain as some of the daunting concerns facing secondary and senior secondary education.

Even in a highly industrialized and resourceful state like Maharashtra, there are several pockets across the state where secondary schools, popularly known as high schools (grade 8 to 10), are located at tiring and painful distances of 10-15 kilometer from students' habitats. Since majority of these students come from economically poor and culturally marginalized backgrounds, attending secondary school regularly becomes a struggle in itself. Poor access to secondary education generally leads to students discontinuing after seventh or eighth grade.

The problem of access gets aggravated with alienating school-culture, language being the prime reason of alienation of students coming from culturally marginalized communities. Further, if a village or a habitat is populated predominantly by tribal people, like the one in which my work is being carried out, linguistic aspects like highly non-verbal culture, difference between school-language and languages of neighborhood negatively impact students' achievements. These schools hardly provide any opportunity for integration of the real life knowledge of students with that in the classroom.

My own upbringing in a tribal village underlines the fact that indigenous knowledge base of tribal children is more in harmony with nature compared to other groups including non-tribal
rural communities. Even after a decade of National Curriculum Framework 2005 (NCF), the possibility of creating a connect between knowledge of tribal children and that in secondary school remains largely unexplored. Due to airtight compartmentalization of syllabi and curricula a possibility of intra-subject connection across grades and inter-subject connections within a grade is also diminished. Text books which by and large remain the only source of teaching-learning for rural students in general and tribal students in particular explicitly show such rigid boundaries. Traditionally schools strongly emphasize on fragmented, subject-wise timetable and the subject teachers are largely unaware of the content beyond their textbooks. The idea that enrichment of human knowledge can be ensured by combination of all spheres of knowledge remains only at philosophical or theoretical level, reality of schools exhibiting the opposite.

Puzzled by these issues and troubled by alienating experience of schools, I started working in Madhyamik Vidyalaya Dadhare, a secondary school in a village named Dadhare in Wada block of Palghar district in western Maharashtra. The school had 81 students distributed over grades 8 to 10th with 48.75% of girls. 80 out of the total of 81 students come from tribal community and have Warli as language of their surrounding or what can be termed as familiar language. I observed that the group was more or less lacked in basic school-borne skills and competencies but possessed substantial indigenous knowledge expressed through their discussion about nature, surrounding, agricultural practices, fishing and hunting practices, seasonal forest products, seasonal food, etc.

Methodologically, I reviewed the curricula of all three grades of 'high-school' i.e. grades 8 to 10. My efforts showed that that within each grade there are several inter-subjects overlaps in terms of content and content of all the three grades within any grade intersecting too. Moving beyond textbooks, I noticed that not only many concepts are developed spirally across the grades but also the cumulativeness of the curricula of different subjects and grades.

This review also suggested that there was a lot of scope for contextualizing the curriculum for the tribal students. Topics in General Science like soil, crop patterns, pollution and its effects, pollination, genes and heredity, etc. in the curriculum can be easily connected to their indigenous knowledge. Owing to NCF's emphasis on 'significance of contextualizing of education' and 'situating learning in the context of the child's world, and of making the boundary between the school and its natural and social environment porous', the attempt was to create more meaningful learning experiences. Ultimately, as NCF puts it, 'the aim of knowledge is to connect with the world.' Guided by these recommendations of NCF, I developed and provided students highly contextual learning material related to basic literacy and numeracy, important skills students in Dadhare School were lacking even after seven or eight long years of elementary education.

Owing to Kothari Commission's (1964-66) thrust on 'integrating practical work with general and vocational education and application' which is echoed by NCF in suggesting that 'an experience of academic learning and work are simultaneously collocated, there is a chance of greater creativity in academic pursuits as also in the methods and tools of doing work‘, emphasized hands on assignments for these students. These assignments were preceded by work based on strong inputs for enhancing their literacy and numeracy skills and abilities of these students. Special material was developed so that starting from grade 8, emphasis on theoretical concepts increased as students moved to grade 10. Bringing students to grade appropriate conceptual
competency level when they finish 10th grade by writing State Board examinations was an important aim of the effort.

My paper describes in details the deliberately developed strategies for these students, and discusses nature and extent of academic help these students got in passing the Secondary School Certificate Examination which is generally an important hurdle for marginalized students for continuation in schooling or unskilled labor work. Equipped with quantitative data like achievement levels at the beginning and at the end of intervention, this paper asserts the importance of crossing disciplinary boundaries as well as establishing a connect between school and lived reality. Qualitative data like students' experiences and analyses of specific cases shows how trans-disciplinary approach plays vital role in enhancing learning achievement as well as retention of tribal students in schooling.
Welfare in Contemporary Educational Discourses and Marginal Communities in Neoliberal Area: Evidences from Dalit Narrations

Author: Dr. Dhaneswar Bhoi* Neelima Rashmi Lakra†
Keywords: Economic Growth, Welfare in Educational Discourse, Education of Dalits, and Neo-liberal Challenges

Abstract

India is the one of the largest higher education system in the world. Widening participation in higher education is still not inclusively achieved in this large education system. Inequalities are persisting in many ways to access and participate in higher education. The inequalities are seen on the basis of interstate or regional disparity, rural-urban disparity, economic disparity and social groups’ disparity. Promising an opportunity to all for widening participation in equitable mode is blocked with inequality, exclusion, globalisation and international competitions.

Education is considered as an important means of development and change in any society. More so in the society like India which is diverse, complex and based on social inequalities which has got social sanction by varied religion followed in the country. However, education in Indian tradition has not been open to all and particularly to the downtrodden sections like Dalits. During independence, the Indian Constitution made special provisions for all the socio-economically backward communities for their development. Special among these provisions were the ‘educational facilities’ to support their education at all the levels. The Dalits are now facing new challenges in their day today life as well as in their educational life.

Objectives

To study the impacts of neo-liberalism on economic growth, development and social development. To enquire the educational accessibility, participation, performance and achievement of SC students in neo-liberal era.

Methodology

This is an exploratory study on SC students in higher education, mixed approaches were adopted to collect and analysed the data. It is proposed tentatively to select 250 students and 10 in-depth interviews from the scheduled caste students those who are pursuing their post graduation. Appropriate representation to all the faculties will be given in the sample. Semi-structured interview schedule, in-depth interview, observations and focus group discussions were adopted as tools and techniques for the data collection of the proposed study. The primary data were collected from the field through interview schedule, in-depth interview, focus group discussion,
and by observation. The secondary data will be collected from the state government departments; Govt. reports, MHRD reports, periodicals, magazines, research articles, books and journals. The data analysis procedure is done on the basis of thematic analysis method; statistical techniques will also be used for data tabulation and computation process.

Though the county is achieving significant economic growth, the inclusive growth, social development, social equity and justice have been destabilized by the private players who have entered the education market with the sole purpose of making a profit. Rapid privatisation, introduction of self financing courses in public educational institutions, structural changes in fee adversely affect equitable accessibility, participation, performance and achievement of SCs in higher education.

The evidences gathered from the theoretical and empirical analysis conclude that the neoliberalism has made the castle of capitalism over the dead stones of social and welfare ideology. In neoliberal era privatisation gives negative experience where the social equity and justice ruptured by the private entrepreneurs. Neo-liberalism comes from the American psyche which playing power-play in the game of public vs. private, it originated starting from the theory of firm to the functional transaction theory. Even of the strong resist of Marshall, Marx, Friedman and the ideal national theorist, privatisation appear in the globe through functional transaction theory by claiming the management failure in oil crisis. In the modern history, privatisation was started in 1930s in Italy and Germany, interesting neither the Fascist nor the Nazi policy implied withdrawal of state control over the market whereas in today's privatisation the state has no control, all regulation are free by liberalization policy.

To access equity in higher education, there is a need of fully public pattern of higher education where the affirmative action enshrine in, if not state should regulate the education system, implement the affirmative action in private higher education and go for the constitutional amendment for safeguarding the interest of marginal communities to access the higher education at private premises. To avoid the segregation in higher education both private and public education institutions should fallow the equal format of courses, common entrance system, equal courses of study. Particularly the private educational institution should have the pre-entrance orientation programme for the SC students to maintain the equity in educational accessibility at higher education level. To save the nation and its disadvantage people from course of the privatisation there is an urgent need of policy changed or regulates the private policy for achieving an egalitarian and just society on the basis of welfare economics.
Teacher Education: Challenges and Issues

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Keywords: continuing professional development, policy, sustaining supportive environment, teacher education programmes

Abstract

At the beginning of the twenty-first century, continuing professional development (CPD) in the field of teacher education is unfathomable, however, leave many intellectuals in pensive mood. The skills, knowledge and experience that teachers gain both formally and informally as they work, seem to be inadequate in present teaching-learning scenario. Since teacher development is a continuous process along with the evolution of school education, the challenges for CPD continue to emerge from time to time with in different dimensions and with diverse features difficult to predict at any point of time and equally impossible to propose any permanent solutions for the emerging issues. More appropriate action would be to empower the teachers and teacher educators to face the challenges as and when they emerge and develop capabilities and confidence in shaping them to their advantages. However, some of the generic and congenial issues associated with the systems for professional development of the teachers and teacher educators are the following:

Education itself is a first order activity, concerned with theories and practice of teaching and developing the young. School and classroom processes and activities seem to be far away from the theories taught in the teacher education institutions as knowledge in present scenario, is transformed from being static and possessed singly by the educator to something far more collaborative, emerging, fluid and dynamic, transforming both the roles of student and teachers. Teacher education institutions have been mindlessly proliferating and mushrooming in nearly all parts of the country to meet the increasing demand for more qualified and trained teachers. Compromising attitude of these institutions appertain to quality teacher education worries everyone concerned from a policy maker to employer.

The National Council for Teacher Education (NCTE) set mandatory norms and standards for these institutions in order to keep the quality of teacher education at satisfactory level. Efforts of the NCTE seemed to be inadequate to counter present issue. Justice Verma Commission has also recommended steps to discourage the unwanted institutions and to enhance quality of teacher education programmes in the country but of no use. Recent initiative of doubling the course period of B.Ed. and M.Ed. programme in the country by NCTE is a welcome effort for supply of quality teachers. It also suggests prima facie the total supply of teacher is going to be halved until infrastructural development takes place. It is high time the Governments, both at
the Centre and the States, come out with long term and sustainable policies and plans for continuous supply of adequate number of teachers while ensuring the quality of the teacher education programmes.

The ultimate aim of CPD is to produce a reflective practitioner, be a teacher or teacher educator, to be reflective having a broader vision of the aims of education, prevailing contexts and environment for learning, the methods and resources that are available and can be created, and such other elements which can be proactively manipulated for effective learning. Creating and sustaining supportive environment for CPD may need these essential features as an environment of collegiality, openness and trust; opportunities and time for disciplined enquiry; opportunities for teachers’ learning content in context; scope for re-defining leadership in schools to include teachers; and supportive networks, collaboration and coalitions. There is high and urgent demand for trained teachers, particularly at the elementary stage, as a result of mandate for trained teachers in RTE Act 2009.

Practitioners in any field need time both to make professional development an ongoing part of their work on a daily basis and to see the results of their efforts. Teachers, researchers and policy makers, both in developed and developing countries consistently indicate the greatest challenge to implementing effective professional development is lack of time. There are number of countries like China, Germany and Japan where teachers have significant amount of time (30 to 40% of their daily working hours) to engage in their professional development. Japanese schools provide their teachers with 20 or more hours each week for collegial work and planning, visiting other classrooms and schools and other such professional development activities. In India, although planning for classroom and school activities are being emphasised, there is no provision of extra time during working hours each day for the purpose. Not only the time but many other constrains are faced by practitioners and the stakeholders.

It is need of time to activate resource centres, promoting research and innovation and creating centres of excellence in teacher education. Policy making and implementation at all level such as establishment of centers of excellence and institutes of national importance in teacher education, activating quality assurance systems, orienting the social and moral code of the teaching profession may be few of the many ways of moving ahead.
Learning from Krishnamurti and Tagore: Criticality, Empathy, Ecology and Welfare

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Keywords: Krishnamurti
Tagore
Progressive Pedagogy

Abstract

This paper explores the educational innovations proposed by 20th Century Indian educational reformers and philosophers, J. Krishnamurti and R. Tagore. As part of a larger project examining progressive educational ideas of both these philosophers and their contemporary relevance, this paper aims to examine the possibilities for Krishnamurti and Tagore’s pedagogic projects and reform initiatives to help guide progressive educational policies and practices in contemporary times, especially in teacher education. The main research questions of the larger project are:

- How do modern movements towards learner-centred pedagogy, global ecological awareness and social responsibility reflect the indigenous ideals of these Indian thinkers?
- How do teacher educators, policymakers, and school leaders perceive their educational ideals and its implications within the Indian context and beyond?

This paper will be based on literature review of primary texts on education written by Krishnamurti and Tagore. It will also review secondary literature by other scholars, who have studied and written about both these philosophers and schools influenced by their philosophies. Both Krishnamurti and Tagore’s collective focus on learner-centered pedagogy, creativity, criticality, ecological awareness, and global citizenship has great potential to re-educational purpose within India and beyond in the 21st Century (see J. Krishnamurti, 2016; G. Krishnamurthy, 2013; R. Tagore, 1929 a, b; S. Tagore, 2008). For example, Tagore highlighted the problematic aspects of didactic teaching and static notions of ‘knowledge’ that is memorised uncritically: ‘[in schools] we are made to lose our world to find a bagful of information instead. We rob the child of his earth to teach him geography, of language to teach him grammar’ (Tagore 1917, p.116-117). Krishnamurti similarly emphasised the humanity of learning that transcends topics in curricula: ‘In these schools of ours, responsibility to the earth, to nature and to each other is part of our education’ (Krishnamurti, 2006, p.21).

However, despite contributions from these historic progressive thinkers, as well as contemporary global and local discourses on learner-centeredness, current educational practices and systems in India have been resistant to change. The system continue to rely on rote memorisation and colonial notions of teaching and learning that privilege compliance over critical thinking (Sriprakash, 2012; Brinkman 2015). This paper will, therefore, attempt a review of pedagogic innovations proposed by Krishnamurti and Tagore during British India and seek to outline their connection and/or disconnect with contemporary educational policies and practices within India.
References
Gender Identity and Primary School Teaching: A Study of Male Primary Teachers

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Affiliation: Central University of Kashmir
Keywords: Primary school teachers, masculinity, gender identity

Abstract

The positioning of a male as primary teacher opens up an interesting proposition of studying not just their reduced representation in primary school teaching, but also gives insight into the issues of negotiating their masculinity, and the prejudices of being in a feminised profession. In recent years, the ongoing consistency of calls for more male teachers throughout westernised nations has led to a closer examination of the male teacher experience and statistics at school level. Research shows the male teacher social position as complex and difficult (Bagilhole and Cross 2006; Coulter and McNay 1993; Cushman 2005; J. King 1998, 2004; Mills 2003; Murray 1996; Sargent 2001; Simpson 2004; Skelton 2001; Smesdley 1997; Smith 2004; Williams 1995). Some of this complexity arises from the seeming contradiction of male primary teachers being valorised because of their rarity and as role models, especially for their perceived benefit of ameliorating the academic and social woes that some boys experience in schools (Skelton 2002), and in male teachers having greater access to privileges that are less available to their female colleagues, such as favouritism in employment and promotion (Williams 1995). However, at the same time male teachers are also under a cloud of suspicion as to why they would choose primary teaching and would want to work with women and children (King 1998; Sumison 2000). In the 1980s, feminist educators, amongst others, wrote on the need to increase the numbers of men teachers in primary schools as a means of breaking down sexual barriers in ways that would benefit both pupils and teachers.

The objective of this study was to examine the trend of primary teachers in schools of Delhi and the variation in pattern of their representation across government and private schools. The study is based on the secondary data source i.e., U-DISE and a survey of available literature. This study reveals that the concentration of male primary teachers remains more in government schools vis-a-vis the private. The survey of literature opens up the complexities of dynamics of teacher gender in the primary schools. It brings forth the perceptions and the issues that male teachers face at primary schooling.

Keywords: Primary school teachers, masculinity, gender identity

References
Abstract

Teach For All (TFAll) is a transnational education reform organization with a global network of 40 independent, locally led and funded partner organizations that aim to eliminate educational inequity by recruiting and cultivating leaders, who are optimistic and energetic, but also new to the world of education and schooling, through two or more years of commitments to teach in their nations’ high-need classrooms to ensure that their students attain an excellent education. TFAll conceptualizes education as a moral project for ‘nation-building’, as education moulds responsible citizens, promotes peace and understanding, and contributes to world democracy (Kopp, 2011). This goal of ‘nation-building’ can be seen across promotional materials of the organization and its partner organizations. However, this goal is at odds with the organizations’ design, i.e. while each of the partner organizations’ frame education as a vehicle for nation building, each of these organizations’ must also maintain independence from the control of government and other external entities, with an autonomous board, a diversified funding base, and the freedom to make operational decisions, challenge traditional paradigms and sustain the approach in the face of external change (TeachForAll, 2016). Hence, TFAll is a global movement of 40 national organizations (including Teach For India (TFI)) which do ‘nation-building’ work but are not nationalized and remain outside the purview of their respective nation’s governing structure. Moreover, as per Kopp, nation-building can be achieved through global engagements (Kopp, 2013a), and therefore, TFAll and partner organizations follow (and repeat) a ‘shared problems, shared solutions’ philosophy, i.e. the challenge of educational inequity persists world-wide and that this problem is strikingly similar from Austria to Argentina and that solutions to the problem can be shared (Kopp, 2012). TFAll, therefore, renders global educational inequity ‘legible’ through a common standard (Scott, 1998), and represents the problems and solutions as formulaic, broadcasting a ‘humanitarian narrative’ which makes ameliorative action as morally imperative (Laqueur, 1989) (Gupta & Mistri, 2014, p. 48). The platform offered by TFAll to its global partner organizations creates a sense of solidarity and identification, what Sassen (2006) calls ‘transnationalized citizenship identity’, built on good intentions and humanitarian convictions.
The organization replicates almost everywhere, the personal stories, from its network organizations, which display the overarching humanitarian narrative and provide evidence for TFAll's theory of change. For instance, since 2012, post Malala Yousafzai’s shooting, Kopp has repeated and reframed her story on multiple occasions and multiple platforms (Kopp, 2013; Kopp, 2013a) (Friedman, 2013). TFAll (and TFI) derives its rhetorical power through replicability, i.e. though stories like Malala’s may seem like outliers, they are portrayed as quite ordinary, and TFAll maintains a vast archive of many such transformational narratives from its network organizations to reinforce its theory of change. These stories are a kind of renewable resource, which can be re-produced (with high efficiency) in any of the partners countries, defying the contingencies of time, place and demographics. TFAll and TFI’s use of these stories to “sell” their theory of change and brand of reform is however understandable. What ignites my curiosity is the manner in which these stories and narratives are used as a means of “scalability”, by continually projecting the non-elusive nature of “transformational change” in education (across contexts).

TFAll and TFI (in the Indian context) therefore, emerge as the bastions of this pedagogical knowledge to replicate and spread educational change, and gain the moral authority to bring about a revolution in education, using “scale” as core to its theory of change. “Scale” is a term that has been used for long in education reform circles and by policy makers, and has conventionally referred to replication of models and experiments within a specified geography or at most at the national level. But TFAll (and TFI) departs from such conventional reference to scale in multiple ways by- 1) making “scale” a part of common language related to change and reform, 2) projecting narratives and stories as evidence for “scale”, and 3) being ambitious beyond the national border, setting their sight on the global stage. Such a conceptualization of “scale” then becomes a mechanism for independent global growth and the success of a transnational education reform movement that circumvents the limitations of governance.

This paper revolves around the question- How is it that personal stories and narratives, of situated change, serve as tools for scalability and growth? What is achieved through pairing of these narratives and scale? The paper critically looks at stories as technologies of scale’, and the relationship between stories of “shared solutions” and the scaling of “transformational change” and global education reform. An attempt has been made to understand the making of a “reformer” through the medium of these narratives, and the relationship that is forged between the individual “reformers” and the organization at large due to these stories, i.e. how TFAll and TFI as movements derive their legitimacy through each fellow’s self-transformation, their journeys from struggle to change to spectacular success.

An attempt has also been made to show how these individual “reformer” stories lend a “reality effect” to TFAll and TFI’s theory of change, and how these stories travel the globe, operating on various audiences (Stone, 2004), building and strengthening the TFAll ideological apparatus and making “global change a personal undertaking”. The paper highlights the manner in which using the medium of narratives and stories, generic reformers are created, thereby facilitating the making of the reform organization. TFI’s (and TFAll’s) success as an organization, its promise of nation-building, and ambitions of scaling, is dependent on fellows’ continual buy-in of the TFI model. Its scalability depends on the production of discourse of finding “shared (human) solutions” to “shared (global) problems”. Individuals take pride in their everyday work, even though their stories project them to someone they may not be, and have conflicting selves in the process.
English language learning levels at the end of class V: A comparative study of two States

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Keywords: Sub-theme: Inclusionary perspectives towards re-envisioning education

Abstract:
All over the world, governments have pledged to ensure enrollment in school for every child. In the past few decades, the focus has shifted from mere enrollment to improving the quality of education in schools. This shift has been possible, to a large extent, by the results of various learning assessment studies.
It is no longer a matter of tidy classification of what is working, and what is not, in the education system. The ‘why’ becomes equally important, as education is a pulsating phenomenon that shapes and is shaped by society. Large scale Assessment in education is one such tool that obtains information for the purposes of assessing the overall health of the education system of a country. Such assessment is not about more tests, it serves as feeder information about student learning and learning needs.
The National Council of Educational Research and Training (NCERT) New Delhi, has been conducting periodic large scale assessments at different grade levels. Known as National Achievement Surveys, (NAS), they have been periodically conducted in the country since 2001.
This paper examines in detail the 2014 assessment results of Class V in two states, with the focal point being language assessment. The states chosen are Nagaland, where English is the state language, and Madhya Pradesh, which has Hindi as its state language.

Methodology
Subject wise multiple tests and questionnaires (school, pupil and teacher) were used to assess learning achievement data and background information. A sample of 250 schools across selected districts were studied in the States. Information was also gathered about background factors including the school environment; instructional practices, qualification and experience of teachers, and the home background of students, etc. through the questionnaires mentioned above to ascertain their influence on students’ achievements. In Language, 15 items of reading comprehension and 5 items of language elements were used as anchor items.

Sample Selection
For selecting the representative sample, government and government-aided schools with Class V were included in the sample frame.

Main research findings
Where qualified teachers and adequate infrastructural facilities are available, English may be introduced from the primary level, but for the first couple of years it should focus largely on oral-aural skills, simple lexical items, or some day-to-day conversation.
Teachers need to work with students to develop their competence in reading at various levels.
It is imperative that provision for education in the mother tongue(s) of the children be made, and teachers trained to utilize the multilingual situation often found in the classroom as a resource.

End Note

As with any Large scale assessment, including NAS, the findings provide a number of insights for all stakeholders–policy planners, curriculum developers, trainers and educators----and could potentially lead to systemic reforms. This understanding could then be used to redesign interventions such as teacher training, curriculum and textbook design and on-site teacher support, so as to improve students’ learning. This also has implications for performance of schools, their monitoring and the roles and responsibilities of teachers /school/ support institutions like CRCs/BRCs/DIETs/SCERTs. In other words, the findings need to be translated into action within the classroom and result in improvement in students‘ learning.

Furthermore, assessment procedures should not remain focused merely on the knowledge of grammar and local reading comprehension. They should be continuous and address different aspects of linguistic diversity seen in different registers and genres and incorporating communicative tasks that cut across the curriculum.

This would contribute to a humanistic vision of education based on the principles of social justice, inclusion, and diversity.
Abstract

Early years are considered very crucial for setting the foundation for child’s overall development. Therefore ensuring the nurturing and stimulating environment for development and learning becomes a necessity to allow a child to achieve her full potential. Pre-school education was envisioned to support this development with an enriching and stimulating environment. Research says that quality pre-school education plays a significant role for the development of young children before they enter to formal schooling, ensures the smooth transition from pre-primary to primary schools and has noticeable impact on learning levels in later years.

National policy on education 1968 and 1986, both recognize the importance of pre-primary education and recommend one-three years of pre-school education as an initial step towards formal school. And, though NPE 1968 didn't suggest much about the curriculum or its guidelines for pre-primary education and consider it as a program of activities; NPE 1986 explicitly recommends for child oriented, play-based programs with no formal teaching of 3 R’s i.e. reading, writing and arithmetic. However, over the years it has been recognized that most of the Early Childhood Care and Education (ECCE) programs are inadequate to provide stimulating and enriching environment for learning and development and thus unable to achieve the goals of ECCE. One of the key components ensuring quality is a developmentally, cognitively appropriate curriculum, which sensitively consider the socio-cultural context of the child.
National ECCE curriculum framework 2013 came into existence to fill the vacuum created due to lack of appropriate curriculum framework for ECCE. Different states in India are already working towards strengthening the pre-school education and developing state specific Early Childhood Care and Education (ECCE) curriculum aligned with the National ECCE Curriculum Framework, and ECCE Policy 2013, as a part of ECCE reform.

‘The India Early Childhood Education Impact study’ also strongly recommends for designing a flexible, age-appropriate and play-based curriculum which deliberate upon an early learning continuum to ensure the availability of quality pre-school experiences for young children. Presently various ECCE programs are running in India and they are following their own curriculum for pre-schools, which mostly found to be a downward extension of the primary curriculum.

National ECCE Policy, and NCF position paper on ECCE strongly recommends for an activity based, developmentally appropriate, experiential, child centered and flexible curriculum to address the interrelated domains of development. Workbook/worksheet/activity books are visualized as a ‘supportive essentials’ for transacting the curriculum to achieve the objectives of ECCE. However, what happens when these ‘supportive essentials’ start holding the central position in learning process in early years? Activity book for 3-6 years have been designed and implemented in some of the states as a part of ECCE reform, which was thought to support the classroom learning process and help a child to transform her experiential learning in structured manner. These activity/work books are the only print material available to that large section of children who are attending pre-primary education in AWCs. This paper is an attempt to analyze the activity/work books of Rajasthan and West Bengal in the light of National ECCE policy and curriculum, which advocates for activity based, child centric curriculum. Paper also explores the selection and treatment of contents in these activity books. Contents for early years should be designed to support the natural learning desire and curiosity of young children and should not be limited to narrowly defined subject areas. So it becomes imperative that contents in the activity book are aligned with the broad objectives of pre-school education and provide ample opportunities to strengthen children’s learning in a more systematic manner.
However, these books should not be a replacement of classroom activities and various experiences a child gains while interacting with her surrounding and peers. This paper also captures the classroom observations and analyzes how these activity books are being used in Aanganwadis and their pedagogic worth for early education. It argues that if such activity/work books are replacing the classroom activities and started holding central place in pre-school learning, then it's a sign of evolving ‘text book culture’ in pre-school education also.
Pan-Indian Nationalism Masked by Regionalism: A Study of Schooling in Assam

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Keywords: Nationalism, Regionalism, Education.

Abstract

School is the primary institution in the life of an individual, which shapes one’s orientation for future endeavour. It is the arena for the production, reproduction and at the same time normalisation of specific set of values, norms and ideals. It is the school that serves as the prime ideological apparatus of the state. They play the most critical role in identity formation that students will carry into adulthood. Through the norms, practices and expectations provided by schools, students try to make sense of their experience and then define themselves.

This paper will focus on how students, from a state engraved with the history of difference and conflict in various ways with the ‘mainland’, shape their idea of regional and national identity attachment, through various school rituals and processes. Here the focus will shift to the negotiation and formation of national and sub-national sentiments through schooling among the students. This paper will look at the way students imagine the idea of the citizen when it comes to conflict between nationalism and regionalism.

Preparation of citizenship is a key task of all state education systems. Whether through the whole curriculum or through specialised programmes, education provides socialisation into what has been termed as the ‘imagined community’ of the nation. Citizenship according to Meenakshi Thapan must be viewed not as a legal status but as a social process that leads to the production of values concerning freedom and autonomy, as well as those that construct students’ perceptions of their relationship with society. The school assembly every morning is also one such space within which such education takes place. Veronique Benei was of the view that regional attachments along with early socialization processes, leads to the making of a social, cultural and political person.

The roots of nationalism are nurtured by people who share a common identity in the form of historical memories, ‘pride, humiliation, pleasure and regret’, attached to common incidents of the past. A nationality is formed when people sharing some common characteristics, becomes collectively self aware of this fact and allows itself to be mobilised on this basis for further emotional integration, unity and political advantages ranging up to the formation of a national state. However India’s past, John Stuart Mill implied, would not provide any such cohesive ideology to command the loyalty of all the people of India. Historically two kinds of consciousness emerged simultaneously side by side by the mid 19th century. One was that the Indian people had enough cultural homogeneity and geographical unity to be regarded as a single nation. Another parallel consciousness was that the regional linguistic communities had more of such homogeneity and unity and that, they deserved to be called nations or nationalities. Regionalism is rooted in India’s cultural and linguistic diversity. Projected in
geographic terms, it is at the state level both an ethnic and an economic phenomenon. For the purpose of this study, I have looked at the Sankardeva Sishu Niketan school situated in Nagaon district of Assam, run by the Vidya Bharti trust. Ethnography method was used for the purpose of the study. Here the focus is on the fact that the school which is named after the father of Assamese culture (Srimanta Sankardev), gives little importance to the ideologies of that person, nor is a regional character sought to be maintained despite being a school of vernacular (Assamese) medium. Sanskrit is prioritized over the regional languages. The outcome of my fieldwork projects that the creation of Assamese citizenship is formed on the basis of Hinduness and Indianness..
DISENGAGEMENT OF CRITICAL PEDAGOGY AND ITS AFFECTS ON STUDENT POLITICS IN GOA

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Keywords: Sub theme: Re-imaging educational purposes in evolving societies

Abstract:

Student Politics has always been the best form of dissent. It’s potential to change the whole power dynamics of the society has been timeless and still echoes all around. One of the main purposes of having Universities in India was with a focus on promoting ‘freedom of thought’. Having a pool of students who can provide a new dimension in the contemporary thoughts with their sharp level of critical thinking is something that every university must possess. Without Student’s active participation in changing the mode of society it endangers the life of critical thinking. Since last 2 years India has witnessed a wide range of student movements. It started with the protests at FTII in 2015 followed by Occupy UGC Movement, HCU Unrest & the Rohith Vemula Case, the JNU Episode & other unrests that were seen around in Indian Campuses & Universities which clearly showed the voice of dissent. Universities like JNU & HCU celebrates the idea of discussions & debates in the classrooms & outside the classroom as well which has been maintained by the faculties of these respective universities by adopting the methods of Critical Pedagogy. It has given rise to a strong academic culture shared by the students and the teacher. Unlike the other parts of India in Goa the student politics are vexed with the political pygmies. Student Politics, unfortunately, has become ‘politics without politics’. Student politics in Goa is no more a politics but hooliganism. Students are nowadays seen casually protesting against their campus problems, but without any state – wide organised network. Even the student unions are not seen functioning publicly, except to contest the GUSU Elections and organize Cultural Events with DJ Nights & Pool. The dynamism of the student movement has also become a history with the student on the campus solely concentrating on his or her career. It is a sad story that the student community in Goa has become an ‘impotent community’, having no social consciousness or even the basic urge to fight for social justice. It is interesting to ask why the student community in Goa is not at the par level of the students of other universities from other states. If we closely observe the schools and colleges in Goa their classroom setup is hardly engaged with any space for debates or discussions. The Teacher enforces a ritual form of learning on the students which does not give any room to express opinion or develop the urge of creating new ideas among students. One may argue that the above
practices is seen all over the institutes in India but in Goa the students are not developed with the ideas of critical pedagogy which results in having student leaders who are not in a position to challenge the issues & policies of the state govt. Campuses in Goa are intellectually drained and we have a few number of students in Goa who pursue higher education. This paper will try to understand the connect between lack of critical pedagogy practices & the nature of student politics in goa. It will try to present the interventions that can be made through critical pedagogy in reviving the student politics. The research methodology would be of conducting interviews and discourse analysis method would be used.
Redesigning Primary Education Initiatives in Jammu & Kashmir State

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Keywords: Sub theme: Re-imaging educational purposes in evolving societies

Abstract

In Jammu & Kashmir, the task of providing basic education for all gained greater momentum only after the National Policy of Education (NPE), 1986 (revised in 1992) was launched. The Prime Minister’s Special Action Plan emphasized total eradication of illiteracy, equal access and opportunity of education up to school leaving stage, improvement in the quality of education at all levels, and the need for expansion and improvement of infrastructural facilities. Universalisation of elementary education, raising quality of education at all levels and improving learner achievement were thrust areas as well. The World Declaration on Education for All (EFA) adopted in Jomtein in 1990 was an important milestone in the march towards universal elementary education, and girls and women’s access to basic education. These international developments together with several positive developments within the country brought the need for recognizing basic education as a fundamental right of every citizen.

The State Government as early as 1930 introduced a scheme of compulsory education for boys up to the primary standard. Accordingly a law entitled “The Primary Education Act” (Act 3 of 1986), was enacted and made applicable to only few districts but was not implemented. The very low percentage of literacy in the State is a legacy of the past and the cumulative effect of several factors such as limited educational institutions, economic backwardness of the people to finance the cost of educating their children and above all the preaching’s of religious leaders. It was during post-independence period that the government launched a campaign of building up a network of educational institutions. At the time of independence only 7% of the population was literate. The need for universal education for all children in the age group of 6-14 years recognized as a crucial input for nation building was given due consideration
in the successive five year plans. This resulted in a manifold increase and spatial spread of infrastructure facilities and increased coverage of various social groups yet the goal of providing basic education to continued to remain elusive.

Elementary education was given the highest priority in sub-sectoral allocations within the education sector, indicating a strong reiteration of the country’s resolve to achieve the goal of EFA during the XII plan period. The goal was sought to be achieved through several measures which included:

- Amendment of the Constitution to make elementary education a fundamental right.
- Decentralization of planning, supervision and management of education through local bodies at the district, block, and village levels.
- Social mobilization of local communities for adult literacy through campaigns and for promotion of primary education.
- Convergence of different schemes for UEE.
- Stronger partnership with Non-Govt. Organizations (NGO’s) and VO’s.
- Advocacy and media campaign for UEE.
- Provision of opportunities for non-formal and alternative education for out-of-school children in the most backward areas and for the unreached segment of the population in response to local needs and demands.
- Universal participation and retention rather than universal enrolment. The goal of UEE was enlarged to include provision of education of a satisfactory quality to all children.

While the growth of literacy in females is increasing at a faster rate than male literacy, the gap in the male and female literacy has been a major hindrance in the Universalisation of Elementary Education in the country. Another area of concern is to reduce the gap between the rural and urban literacy rate. Thus reduction in poverty, promotion of female education, and providing incentives for retaining the children from weaker sections of society would have to go together so that the goals set by SSA and also the Millennium Development Goal by 2015 set by UNESCO can be achieved. Furthermore, the challenge for providing quality education at the elementary level involves improvement in the preparation, motivation and deployment of teachers, the quality of text books and of infrastructural facilities. It also involves making education relevant to society's needs, to sustain and deepen current reforms in education, and to encourage local planning and management of strategies for expanding and improving elementary education in the State. This has to be achieved through effective and sustained advocacy, massive community mobilization and awareness programmes. Improving the performance of the
teachers is the most important challenge as they are the principal instruments of education. This paper is an attempt to redesign primary education initiatives in Jammu & Kashmir State with a contextualized action plan.
Reaching the Less Privileged through Information and Communication Technology.

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ABSTRACT:

Information and Communication Technology (ICT), has set in motion each and every walk of life ranging from business to governance and administration to education. It has changed the concept of traditional classrooms and has brought in significant changes in the quality of education at primary, secondary as well as tertiary levels. Information and communication technology has completely transformed the services, academic institutions now provide to their students and faculty. It has changed the way; information is gathered, processed and disseminated. The impact of ICT on learning is in relation to use of digital media, primarily computers and internet to facilitate teaching and learning. ICT resources are easy to access, readily available and user friendly. ICT in an educational context implies for any technology that is used in conveying, manipulation and storage of data by electronic means. ICT has revolutionized in toto each and every sector in general and education in particular. There is no denial to the fact that ICT resources have provided a helping hand in uplifting the overall education system, but despite that, the impact of ICT services on academia has been minimal in the world as a whole. ICT offers an easy access to knowledge. It has put an end to the barriers of space and time. ICTs also allow for the creation of digital resources like digital libraries where the students, teachers and professionals can access research. Such facilities allow the networking of academics and researchers and hence sharing of scholarly material. ICT has now become a potent tool in reaching out to the people at large, cutting across the
barriers of caste, creed, religion, region etc. ICT has a huge untapped potential in reaching out to the less privileged sections of the society. ICT can ultimately contribute to meeting MDG targets and goals. Rising inequalities in a number of countries point towards the fact that ICT services do not benefit populations equally, leaving behind the less privileged people of the society.

Information and communication technology has a lot to offer to end up the rising inequalities in the countries. The knowledge of various ICT services, facilitation of proper ICT infrastructure and proper usage are the key components that need to be taken into consideration for any successful ICT intervention. The present study is an attempt to target the first step of the ICT implementation model, with the intention to make people in general and students, administrators, researchers and academicians in particular know about the various tools ICT has to offer in order to bring people under a common roof sharing the same amount of benefits. Secondly the fast emerging concept of Inclusive education across the world needs to taken seriously; the study will act as an attempt to draw promising relations between ICT and Inclusive education. In general the study will act as an eye opener about the various promises that ICT has to offer in the overall upliftment of unprivileged people. Thus ICT has an integrative role in the society, striving towards equality and equity. A number of practical impediments in the ICT implementation have also been discussed threadbare.

The present study is primarily based on secondary data with a limited inclusion of some primary data in the form of interviews, discussions and opinions from variety of experts. The present study is an effort to highlight the impact of ICT in reaching out to the less privileged sections of the society and also to explore the possible impediments in the harnessing the benefits of ICT equally by all the sections of the society.
CAN ICT REPLACE A TEACHER? : A STUDY OF TEACHER'S ROLE IN DIGITAL AGE

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Abstract:

Teacher roles are acted out in concert with the conditions and characteristics of a teaching-learning environment. Teaching practice in urban schools is being increasingly influenced by the use of digital tools for pedagogical purposes. ICT (Information and Communications Technology) has become an integral part of teaching and learning process. Teacher’s role has become more important in the era of digital learning. Learners are more inclined towards technological resources than mere lectures. Teachers are struggling everyday to keep up with the pace of all sorts of information and communication technologies. Learners of this generation are digital natives. According to Grabe and Grabe (2007) technologies can play a role in student skills, motivation and knowledge.

The discussion on whether technology will replace teachers or not was rehashed recently when Massive Open Online Courses (MOOCs), online courses designed for large-scale global participation, became one of the hottest topics in education.

This study investigates the impact of this development on teachers’ role from students’ as well as teachers’ perspective. The study also aims at deriving an idea of the efforts taken by teachers to cope with the digital age and to assess the importance of teachers in the age of technology. The approach to the study was both qualitative and quantitative. The sample for the study consists of 10 teachers, 5 teachers from two different CBSE schools, Hyderabad, State of Telanagana and 50 students of ninth standard, 25 from each of the same two schools. The study hypothesizes that with the teaching – learning process becoming ICT based, learners do not feel the pressing need of teachers. The study used a questionnaire for students and semi-structured interview for teachers as tools.
The study proved that integrating ICT into classrooms has become challenging for the teachers and the students are more inclined to technology oriented classes. The lingering doubt of computers replacing teachers is reasonable but the study provided enough evidence to prove otherwise. The results of the study indicate that with the very inception of technology based learning, demand for teachers have increased and students are more in need of competent teachers. After cross verifying the findings from the quantitative and the qualitative data, the researcher has come to the following conclusions:

- Technology based learning allows much of the work of basic instruction to be offloaded to computers so that teachers can focus on the aspects of teaching that they find most rewarding, such as mentoring students and facilitating exploratory learning projects. Properly implemented blended learning does not eliminate teachers, but instead eliminates some of the job functions that teachers find most onerous.
- Students claim that the use of ICT has enriched their learning experience but at the same time they feel teachers cannot be eliminated from the teaching learning process. They are aware of the significance of a teacher's presence in the classroom.
- Teachers believe that browsing internet without teacher's help is very distracting whereas the students think otherwise. This is mostly because school students are not matured enough to think rationally. Teachers speak out of experience hence they know what is best for their students. Students at this age need guidance which can only be given by a teacher.
- Even though ICT comes with a lot of features like e-book services, videos, internet archives, etc students prefer seeking help from teachers as their prior knowledge of choosing books or collecting information is very limited.
- The rise of technologies has complicated its adoption and integration by teachers in classroom. The effective integration of technology into classroom practices poses a challenge to teachers.
- The doubt of teachers being replaced by computers in future is mounting because of the lack of competent teachers. The causes of incompetency are lack of proper training, unorganised curriculum for teacher education and inadequacy of resources.

The following recommendations are offered by the researcher after thorough investigation:
• Given the changing nature of technology, the composition of the technology education curriculum for teachers should be revamped.
• Adequate training should be given to teachers to foster their digital competency.
• Schools should be well equipped with proper technological resources.
• Teachers should be given positive reinforcement and proper acknowledgment for their service in form of incentives, promotions and rewards by the school or government.

Bottom line of this research is that technology will not advance the students’ learning process if we marginalize or eliminate teachers. However care has to be taken to prepare teachers so that they will be ready to reinstate their positions in the classrooms.
EMPOWERMENT OF RURAL SCHOOLS THROUGH COMMUNITY PARTICIPATION

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Abstract

About 70 per cent of India's population stays in rural India. India has multiple problems such as dependence on agriculture, poor wages, distress migration, malnutrition, poor implementation of government schemes and lack of access to quality healthcare and education facilities. The rapid increase in rural population since 1950s accompanied by the magnitude of rural illiteracy and unemployment has also made rural development more relevant. Added to this is the realization that the mere growth of education and agriculture sectors has not been able to fulfill the needs of the vast majority of the rural people. Courses in rural development aim at understanding and address these issues in a broader context by equipping students with sound theoretical knowledge and field practices. The matter is whether the present administrative and academic structure is capable of playing its role as an agent of change. In order to accomplish this task in a country like India four conditions are essential. Firstly, the ideas, attitudes, values orientations and predispositions of bureaucracy should change if it is to succeed as a major instrument of social transformation. Functionaries in development administration and academic are not expected to role or function as masters of the people but are needed to facilitate, stimulate and promote change and development. They have to be responsive to the needs and aspirations of the people. Secondly, the bureaucratic organization and structure should be reasonably decentralized, free from procedural rigidities and should involve the people in decision making. Thirdly, since political leadership lays down policy and gives direction to development administrative performance but is, to a large extent, influenced by the support and co-operation of political leaders. It is, therefore, essential that bureaucrats and political leaders develop a new understanding of their complementary roles and forum functional relationship accordingly. Fourthly, since the rural development programmes related to education involve a number of projects which are aligned to one another so that they affect various facts of rural economic and social
life. In this context, rural development can be possible when rural schools will be empowered and empowerment of rural schools can be possible when community members will be actively participated for their school. In the present paper, by empowering rural schools, it is simply meant that joint and integrated efforts (by Govt., NGOs and community) are made to improve the various dimensions/aspects of rural school for ensuring overall rural school development. But the basic issue comes into focus with regard to –How to make Rural school Development Strategy a success? Without the co-operation of each other nothing can take final form. At school level, it can be possible through proper monitoring and management of various plans and programmes by the Government, Teachers and Community. Community involvement in the long run will prove a very effective measure not only successful implementation of Right to Education by making it relevant and related to the life but also further encourage the community to make constant and consistent efforts to bring quality in the field of school education so that its very foundation could contribute further to bring excellence in various fields of education.

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IMPACT OF GLOBALIZATION ON WOMEN EDUCATION IN RURAL AREAS

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Keywords: Education; Women; Rural; Globalisation

Abstract

The present paper examines the impact of globalization on women education in rural areas. Globalization provides new opportunities to solve world-wide problems and at the same time it creates new challenges that need to be recognized. Globalization has been used as a slogan by most of the developing countries over the last few years. Most countries have welcomed this phenomenon, while some countries fear to welcome it. Globalization has had various impacts on the lives of the people ranging from rich to poor, black to white, man to woman, rural to urban, etc. Though, in the global village, there is no difference between man and woman, but due to women’s deprivation from resources and other opportunities, they are more affected by globalization and deeply experiencing its effects. Globalization has improved the lives of women worldwide, especially the lives of women living in developing countries. However, women remain disadvantaged in many aspects in life including health, employment, rights, and education. Studies have shown that female children are not attending than male children in rural areas. In extremely poor or rural areas, females are less likely to have any type of education. The education of girls is not valued in many societies because they are expected to contribute more at home, while boys should gain skills to work outside the home. The present paper reveals that the elimination of inequality in education would help to lessen poverty in general. Also, female education has indirect effects for society such as improved fertility rates, improved child health, and improved educational opportunities for everyone in the household. In addition, increased skill levels allow women to participate more in the economy, which will increase the economic prosperity of the family. Although globalization has opened markets worldwide, increased profits, and created more jobs for women. Present Scenario of rural education in Jammu and Kashmir is quite poor. Persistent female illiteracy is a major impediment to women's empowerment; empowering women and adolescent girls through literacy and education can enable them to develop analytical skills on gender, development and other issues. Rural women of J&K should be empowered through education as they form an important part of the society. The present paper emphasizes that rural women should be encouraged to enroll in literacy programmes. They should be encouraged to know that the benefits that would accrue to their being literate are greater than the economic benefits they are currently enjoying and so they should take bold steps to leave their trades at the stipulated time for literacy classes. One of the opportunities that globalization has provided for women is the increase in employment. By expanding mass communication, media, globalization has also boosted women’s awareness level so that they have better chance to prove themselves and have more chances for selection as well. Quality and access to education is the major concern in rural schools as there are fewer committed teachers, lack of proper text books and learning material in the schools. Though Government schools exist, but when compared to private schools then quality is a major issue. Majority of people living in villages have understood the importance of education and know that it is the only way to get rid of poverty. But due to lack of money they are not able to send their daughters to private schools and hence depend upon government schools for education. Above that, in some of the government schools there is only one teacher for the entire school. If the quality along with number of teachers can be improved in these schools, then aspiring rural women and India can fulfill their dreams of
doing something great. Additional Early Childhood Care centres need to be opened up to meet gaps in the Integrated Child Development Scheme and relieve women from the burden of sibling care. Education and text books should be made interesting. For rural girl students, textbooks related to their culture, their traditions and values should also be there so as to create their interest in studies.
“Feminist Enquiry into Women’s Education in Precolonial India”

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Keywords:

Abstract

This paper begins with the premise that feminists in India have not given sufficient attention to women’s education in precolonial India, though there is a plethora of literature on women’s education both during colonization and after India got her political independence. The effort in the paper is to describe women’s education in precolonial India, before 1750, or India before Europe as Catherine B. Asher and Cynthia Talbot put it, through feminist lens by making use of secondary literature which focus on various literary sources, written and oral, and archaeological sources, which include, material remains as well as, inscriptions, coins and inscribed images to delineate what may be considered as non modern feminism. While tracing and recognizing the agency of women in Indian history in the context of consistent attempts to ‘invisibilize’ them, the paper argues that despite constraints on the lives of women, elite or ordinary, or differently situated women, there were women, while understanding their location in patriarchy, who were successful in deconstructing knowledge through their women-centered understandings of reality within the dominant social structure and its patriarchal value system.

It is important to point out what constitutes education in precolonial India. Following Mitchell, in societies of traditional kind socialization or knowledge is intertwined with family and kinship obligations, as well as religion, and once initiation into these are done, education is complete, and in this context feminist enquiry looks at the modes of resistance or contestation of powers that determine individual or collective lives in a world deeply marked by gender hierarchies and inequities. Therigatha, Songs of the Nuns, during the 6th Century BC in Pali, is the earliest known anthology of women’s literature, which took shape when the songs composed by the Buddhist theris, or senior nuns, were collected into the Therigatha. These poets were contemporaries of the Buddha, inform Tharu and Lalitha and, in these songs, for instance, Mutta, Ubbiri, Sumangalamata, Mettika, depict how –…women used spaces Buddhism opened
up, individually and collectively, to contest the powers that determined their lives. Then there are the bhakti poets in the medieval period - Akkamahadevi, Sule Sankavva, Janabai, Rami, Gangasati, Ratanbai, Mirabai, Molla, Bahinabai, and Tarigonda Venkamamba who were composing in the regional languages, deliberately breaking the literary and religious hold of Sanskrit – for many years after Lal Dev lived and died, the vakhya form she shaped continued to dominate the literary tradition in Kashmir, which traces the roots to that colorful rebel poet and mystic. Upper-class Mughal women practiced purdah but had access to learning and commanded respect - they knew Persian and could read religious texts and many were well versed in the arts, and paintings show women in the royal families in serious discussion with jogins. A good example is Gul-Badan begum's history of her brother Humayun's reign, Humayun Nama. Nur Jahan, married to emperor Jahangir in 1611 rose to be one of the most powerful people in the empire, known for her courage, diplomacy, her skill in archery, designing jewelry and dress, innovations in cuisine, farmans or edicts were issued under her seal and her name was struck on coins.
Impact of Public expenditure on Elementary Educational Outcomes in Indian States

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Keywords: public expenditure; elementary education; drop out ratio; enrolment ratio

Abstracts
This study is an attempt to inquire impact of public expenditure on educational development in Indian major states. This analysis is an important for make a suitable composition of public expenditure for reducing educational disparity among states. As a same time trying to find answer for the certain questions like: what are the recent trends of public expenditure on elementary education in major states for the period of 1991 to 2014. Dose the public expenditure make have any impact on the educational outcomes i.e. literacy rate, student enrolment ratio, teacher pupil ratio, drop out ratio? The central argument of this study is that amount of public expenditure is playing significant role to procure basic amenities for elementary education. The general consciousness is that through the adequate amount of public expenditure it is possible to tackle all these educational problems. Due to this government trying to increase share of public expenditure on education in terms of GDP per cent but never achieved the targeted level of 6 per cent of GDP which is suggested by Kothari commission.
Innovative Teaching Method – An Alternative Educational Practice.

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ABSTRACT

The present study was conducted to assess the attitude of Secondary School Teacher Trainee Students towards an alternative Educational Practice. That is views of ‘Nature Laboratory’ in Teaching Science. The study is conducted during practice teaching program. Traditional Educational model inhibits child’s natural development. Indian classroom are found monotonous for students. Future teachers need to be exposed to non-traditional teaching. An experimental research was conducted. A total of 30 respondents (student teachers) were identified for the study. Pre-test was conducted. They were exposed to handle pupils during practice teaching sessions both in traditional in classroom set up as well as in non-traditional classroom – that is Nature Laboratory, a divine gift. The investigator used teacher attitude inventory to assess the attitude student teachers in both pre-test and post-test. The data collected was analysed. Mean, S. D. and t-value of score was calculated. The investigator used scientific attitude scale to assess the scientific attitude of pupils and the data was analysed. The study revealed that, the student teachers showed better attitude towards teaching when teaching is done in Nature Laboratory – an alternative educational practice. The scientific attitude level of the pupil is increased. Above all both student teacher and pupils developed joy in teaching learning, critical reflective thinking, hands on minds on experiences were experienced. Constructivism approach pedagogy was fully implemented in the new approach.