

Panel (TT): Teachers as Transformers: The Classroom as the Grassroots

Papers: 12

Session 1 (Papers 1-6): 11:30-13:00

Chair: Vijaya Sherry Chand

Faculty, IIM-Ahmedabad

Session 2 (Papers 6-12): 14:00-15:15

Chair: Poornima Varma

Faculty, IIM-Ahmedabad

Venue: Audi-2, KLMDC

1.

“Edusafar”- it as a tool for teacher networking, information sharing and learning processes

Kamlesh Zapadiya

Shree Fulzar Sim Primary School, Jasdan, Rajkot

The teacher faced a severe problem of sourcing web based information which could help him to resolve the educational needs and also upgrade teacher himself or herself for future academic courses. In his geographical area, which is very backward ,having internet connection was a priced possession, the whole world was using internet for sourcing and communicating information and these teachers were deprived of this fact. Six teachers came together and made up their mind to resolve these problems. After putting lot of efforts they managed to get an internet connection even though the signal strength was weak and also the flow of electricity was irregular. The six teachers started to write their own blogs and started to share information, but they thought that the outreach of sharing information was limited as it was blog so they thought that a proper website would be an ideal initiative. The teachers launched a website named “EDUSAFAR”. Through this website material pertaining to teachers, students and education was disseminated. The website was teacher focused and many articles, authors; content writers and other individuals who had contributed in education or any other important initiatives were also connected as they were the main source for providing and creating information and knowledge base for teachers on website. The other major outcome was that a teacher’s network and individuals interested in education started to come together and an informal network has started to form. Secondly this website also provides a platform for teachers to interact and resolve their confusions and queries pertaining to education. The innovation has a lot of scope in training teachers as well as perspective building of student teachers.

2.

”MY FAVORITE SCHOOL” -Multi grade and multilevel learning system through short stories without use of compound consonants

Bhavesh Pandya

CRC-CO Deesa, Banaskantha

A newly appointed teacher, Bhavesh Pandya joined in 1999 in a primary school in Dedol, block Deesa , district Banaskantha which had only two teachers which included school principal also for teaching one to six standards. Banaskantha is one of the backward districts of the state having high prevailing population of backward classes. The first challenge which showed up was to combat the situation of classrooms attended by students without a teacher. To arrest this problem and make things more operational and workable a constructive approach was framed to teach multiple classes with one single teacher-Bhavesh Pandya. With support of the school principal the challenge was dealt and an effort of teaching multiple classes with single teacher achieved successful results. While this process of handling multiple classes other matter which surfaced very quickly and strongly was that students had very poor reading and learning skills and that was affecting the learning outcomes of every student, which was also found in higher grades. The challenge was big and many attempts were done to arrest this problem, an idea was contemplated to resolve this problem with help of short stories. The teacher started to use short stories as a tool for improving reading and learning skills among the students and this innovation started to show the positive results. The students were able to identify letters and words in the text matter which also helped students to read and learn other subjects and that was the prime outcome of innovation implemented and there were also other products of the process which came out while implementing the innovation for an instance that teacher started to write short stories without use of compound consonants which served as the content matter for reading and learning. The innovation also provides scope as a material which can be used as reference material in teacher training programme and these stories were published in school text books for standard I to 8 and also in education degree colleges.

3.

State Innovation and Research Foundation-(SIRF)

Sidharam Mashale

Solapur, Maharashtra

Starting as a voluntary group of teachers inspired to form a “dhadpad manch” by an education officer in 1997, the State Innovation and Research Foundation (SIRF) is today a registered voluntary network of innovative government school teachers. The initial innovation of the group was the "teachers' clinic"--good teachers would visit different schools on the weekends and solve educational problems Later, with support from IIM Ahmedabad, the activities expanded to about 3000 innovative teachers. SIRF provides a platform for the exchange of ideas and showcasing of actual experiments through local conferences of the member-teachers. All expenses are met by the teachers themselves or through small donations. SIRF is actively working on issues related to Right to

Education, continuous evaluation of children and the role of School Management Committees. SIRF has validated about 2000 innovations in elementary education in Maharashtra and is now involved in assisting the State Educational Council for Research and Training in identifying innovative teachers and their innovations in about eight districts.

4.

“Vidyadham @ Boru”-individualised and peer learning with the help of information and technology

Mehul Suthar

Vidyadham Boru Primary school, Mansa, Gandhinagar

There were many problems which were faced by teachers in routine in the school during 2011 in Boru primary school. But the most important part was to rise above these problems and bring school to new heights. So the teachers of the school thought to do something new and innovative which will score heights for the school, in this regard they thought that today it is world of information technology and appropriate use of it will help them to achieve their dream and co-incidentally they got an opportunity to establish school based IT related infrastructure for educational purposes. The infrastructure included 80 laptops, e- content in each laptop, a K-Yan (computer cum projector), charging cart etc. The teachers learned how to use these gadgets and thereafter how to use these IT based educational products in their own learning and student learning. The basics of using computers were taught at the both levels that is teacher and student level. Use of IT based content and teaching and learning processes made education more interesting which resulted into improvement of the regular attendance in classroom, increase in confidence level of students and teachers both, quick access to web based information for teachers simultaneously reducing the dependency for getting material. The other major outcome was that the learning among the students enhanced due to peer learning processes and also helped in doing fast evaluation of digital answer sheets and doing various kinds of analysis thereafter. The IT gadgets were used to supplement the teachers who were absent for a day or two in school and whole class was managed by students themselves or other teacher. This innovation has set an example and have motivated donors to come forward and contribute for supporting IT related matters and other activities. This innovation has scope for teachers training and also building perspective of B ed./D Ed./M Ed students.

5.

“BE NACHIKETA”- Voluntary Teachers’ Network

Anand Thakar

Primary School Vadiyavala Pay Centre, Una, Junagadh

A group of teachers in Una block, in Junagadh district identified that there was a serious problem that even after good education there was lack of talent and creativity among students in short all round development. So to overcome this issue they came together and did brain storming for resolving this matter. They came up with an idea of starting extra classes after school hours in those respective primary schools where students were falling weak. In these extra classes the weak identified students were brought together and classes were taken based on creativity. Here the teachers used the tools like music, art and craft and drawing in 12 different schools in Una .All the experts and teachers involved in these activities come regularly and the expenses are being born by the voluntary teachers. A proper process was evolved for seeking parents support for this activity. All the material and other material required for conducting these activities is being brought by the teachers and the products created through these activities are exhibited. The innovation and activities focused on listening, speaking, reading and writing and the creative motifs were aligned with these four principles. Innovation provides scope of improvement through listening and reading which helps students to understand and make meaning of the words/sentences properly. Similarly through speaking and writing various expressions and thoughts are developed among students and so combining all factors leads to overall development of students . Four workshops have been conducted till date. Considering the pedagogy aspect the innovation provides a scope for also improving concentration among children and developing communication skills. Another outcome of these activities is that a very strong voluntary network of committed teachers and individuals roped in educational activities directly or indirectly is taking shape. This innovation provides a scope for path to reach and achieve indicators of school comprehensive evaluation, Right to Education and policy matters.

6.

“SAGAR SHALA”- A school for migrant Children and children of shifting fisherman community

Dharmendra Kumar

YUSUF MEHARALLY CENTRE, Bhadreshwar, Mundra, Kutch

Kutch which is one of the largest district of India and is bordering to Pakistan has a very tough geographical set up which also has rich cultural heritage. YMC started to work after cyclone in 1996 which was for limited period and after the devastating earthquake in 2001 YMC started to work in Kutch in a full-fledged way. YMC was into rehabilitation of the earthquake victims. During the distribution of the doles under earthquake rehabilitation it came to their notice that from Muslim community there was only girl who had signed in the register of beneficiaries and rest had thumb prints instead of signature in that register which had names of beneficiaries who received material. Devendrabhai who was volunteering this

distribution shared the information and a survey was carried out and it was established that literacy levels were very low in that area. The main reason they found out was that the people belonged to fishing community which was a shifting community and were unable to avail continuous education. Secondly, the other community identified was of salt pan workers who had no access to schools as they were staying in salt pan itself so literacy levels were low. To address this problem “SAGAR SHALA” was established in tent and process of imparting education started, but another big hurdle surfaced immediately, as government was not ready to mainstream the children who received education in these schools. The organisation advocated the matter with the state government very strongly and finally it was resolved. Similarly the children of salt pan workers were also imparted education through these schools. Secondly the children of migrant workers who came from hindi speaking states to Kutch in search of livelihood faced problem of getting education as there were no hindi schools. YMC did survey of such children and started hindi schools for such children. This innovation and outcomes have scope of teacher training material and also can create a space for new provisions in policy.

7.

Quality in school education: real fuel for India’s growth engine

Mohammad Mushir Khan

First Year MBA student from BITS-PILANI

Education, without an iota of doubt, is one of the prime bottlenecks in the economic growth of India. In a significant leg up to the government's literacy initiative, a national survey results published in January, 2013 has revealed that almost twenty three crore children are studying in thirteen lakh schools across the country. There is 13.67% growth in student's enrollment from Class I to XII. This is an increase from 20.30 crore students enrolled in 2002 and importantly, there is a 19.12 % increase in girl's enrolment also. It is a fact that the provisions enacted by the Indian Parliament like “Right To Education” (RTE) along with other measures like “SARVA SHIKSHA ABHIYAN” (SSA) and “Mid Day Meals” (MDM) are indeed some of the vital reasons behind such encouraging results. The Government with such measures has succeeded in getting almost 96% of the eligible students (based on age) enrolled in Schools. However, out of these students, 29% have got enrolled in private schools whereas remaining is studying in Government run schools.

However, the discouraging part is that one-fifth of the total primary schools in rural areas still do not have drinking water facility, three out of ten are without usable urinal facilities and about half do not have playgrounds. All these constitute serious infrastructure lacunae. The real problem lies in the quality of education offered at schooling level. The latest survey results published in the “Annual Status of Education Reports (ASER)- 2013 conducted by “PRATHAM EDUCATION FOUNDATION” in association with Ministry of HRD, GOI and other agencies like Program for International Students Assessment (PISA) and Quality Education Study (QES) by WIPRO exhibit dismal picture with respect to the quality of education. It is must be kept in mind that the Government of India spends Rs.6314/= per

student on primary education of a child. Therefore, there is a need to re-think on the government policy in respect of the school education in India.

It is to be noted that quality right from basic education plays vital role in shaping country's economy and as such this issue needs to be addressed, at the earliest. The quality up-gradation in school education single handedly provides real fuel to the India's growth Engine, as it has potential to touch each and every sector that strengthens country's economy. The paper, after carefully studying various survey reports and other government/ non-government documents recommend measures to be considered by the Academic Planners in the Government, for improving quality of school education. It is not that the policies are not appropriate but because of various reasons, they are not appropriately implemented, particularly in the government run schools, where the real masses are acquiring education.

8.

Are students being effectively transformed?

Rishabh Garg

The Indian Education Commission, prevalently known as Kothari Commission, 1964-66 makes several recommendations right from Early Child Care to University Education. One of them is the Continuous and Comprehensive evaluation (CCE).

Of the two key aspects, the continuous factor caters to the growth and development of a child and dejects the judgment of child's performance on the basis of few periodic tests and/or through a single paper-pen examination. It further refutes that scoring 100 per cent signifies the student knows everything about the subject and scoring 0 per cent implies the student knows nothing in the area under discussion. It also takes into account, intra-examiner and inter-examiner inconsistency to the tune of 10% on the child's performance during a standard paper-pen examination. Apart from this, several other factors like stress, anxiety, well-being of a student, errors in question papers, etc. also impinge on the performance of a child.

The comprehensive factor includes scholastic and co-scholastic aspects. The scholastic facet involves academic subjects, work education, physical and health education, art education, etc. Co-scholastic aspects comprise participations and achievements of a child in a range of activities including literary & creative, scientific, aesthetic, fine arts, performing arts, dexterity, wits, team work, emotional skills, value system, etc., in each subject. This : i) reduces the workload on learners; ii) provides equal opportunities to each & every student in diversified areas; iii) facilitates those who are not good in academics but can flaunt their potential through athletics, sports, arts & culture; and iv) enables a novice to acquire skills through writings, oral presentations against a fairly non-stop assessment criterion.

But, do the students really learn skills or just upload themselves with information? Are they truly endowed with talents to acquire proficiency? And do they comprehend whatever they have gathered so that they can make things happen? Though CCE have thrived in achieving the minimum levels of learning at all stages of education yet it could not do really well in

attaining mastery in all competencies. Providing grades, instead of marks, could somehow shrink the intra examiner and inter examiner disparity in assessment, but failed to overcome the anxiety and fear of an examinee. Recording of evidences regarding psychomotor skills and evaluation of key qualities like regularity, punctuality, cleanliness, self-control, sense of duty, desire to serve, responsibility, fraternity, democratic attitude and sense of obligation to environmental protection are observed once in a blue moon.

The system that has reasonably done well, in transforming the conventional class-rooms (black board-chalk-duster culture) into a collaborative-cum-inter active course group at junior level, has turned out to be almost disastrous at higher level. With this system, students are mostly engaged in projects, assignments and presentations, thereby getting too little time to study. In a competitive world, where students get their passport to portals of higher learning, especially to professional porticos, on the basis of a few hundred theoretical multiple choice questions, grades no longer remain viable. In order to score more in competitive exams, either students move to a dummy college or carry out their CCE assignments by “copy-paste method” without bothering for the contents or relevance of material.

CCE, instead of making students more participative, expressive and inventive in the concerned subject, has become an instrument to grant liberal marks to bump up their overall percentile in the report cards.

What went wrong at the higher education level? The University Grants Commission prepared a roadmap to introduce CCE by the year 2012 at undergraduate level. But in states like M.P., the over-enthusiastic administration implemented the action plan suddenly in a single academic session that too without sensitizing the academic community and the stake-holders. The CCE should have been implemented step by step taking the feedback concurrently. Then, subject wise orientation of teachers should have been prearranged for the faculty before commencement of academic year. For the conduct of subject specific orientation, the UGC or DHE should have constituted subject-wise resource groups or have appointed pedagogical experts for each subject. Moreover, there should have been unit- and sub-unit wise list of concepts, teaching points, learning outcomes, core content, hard topics, minimum levels of learning, mode of assessment, alternate mode of evaluation, etc. On this basis, universities should have published teachers’ manual for each subject to make teachers familiar with various tools and techniques in evaluation. The Universities should have prepared resource persons to conduct workshops for framing quality questions, for setting quality question papers and for quality evaluation.

However, CCE was made compulsory and slapped on the academic fraternity without any ground work. And the most lamenting of all is that a student has to qualify the CCE before his/her final exams using any number of attempts. CCE does not mean that teachers have to go on administering test after test till the student passes. In fact, if a student fails in the first test, teachers should take remedial steps in the respective subjects and may allow, at the most, only one additional test. The secretarial guidelines are full of flaws and need to be reviewed

methodically. CCE is an effective form of teaching, learning & evaluation and unless it is meticulously planned and directed it cannot produce tangible results.

Keywords: CCE, Child Creativity, Growth & Development, Comprehensive Education, Value-based Knowledge, Skills.

9.

Use of currency coins as learning resources to create interest about history among secondary school students

Mr. Rajesh Patil

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Indian history is full of diversity. Innumerable emperors, kings, sultans, monarches, nawabs and invaders created their impact in various regions at different times. Multiple religions, faiths, creeds, uncountable languages added colors to this broad canvass. Comprehending Indian history becomes a daunting task for school children because of this vastness. Broadly students face two major difficulties, firstly repeated names of persons and many battles at the same place is difficult to figure out and secondly the chronological order of regimes and the successors create confusion. We have three Chandraguptas belonging to two different dynasties with different nicknames, equal number of Akbars difficult to understand their relation. Many Ahemadshahas and three battles at Panipat in different periods. Shivaji had a son named Sambhaji and also a brother with similar name. There are similar names of sultans, badshahas and Bahamani rulers. The names of British governors and their chronological order tests the patience of students. All this culminate into making history learning, a tedious task.

But history can be the most interesting subject if attached with some concrete proofs and supported by exact 'time frame'. Since twenty three years, the researcher has been using currency coins to support historical details. Coins, especially the old one's attract the attention of students and make them inquisitive. Repeated class exhibitions about particular era coins before the topic helps students to understand the topic in a better way. They try to attach information gained during coin exhibition with historical details and try to find out similarities and differences. Coins offer exact dates, years, messages and pictures of the personality it belongs to. Above all, the exact period of coins clear the confusion about chronological order.

Coins have a global acceptance. The researcher used American special quarter dollar coins to comprehend the 'Unification of U.S.A.' at Gallaudet University, Washington D.C. during the TEA Program, Spring 2012.

Key words:- currency coins, learning resources.

10.

Mother Tongue based Active Language Learning (M-TALL) is critical to Children's Quality Education

Binay Pattanayak

Jharkhand is a multilingual state based on its rich cultural traditions from 32 tribal communities and more than 18 languages. In every village of the state, children relate and communicate in various types of languages, other than Hindi. The state government, in a unique manner has declared 12 tribal and regional languages as official languages of the state. They include *Santhali, Ho, Mundari, Panch Pargania, Nagpuri, Khortha, Kharia, Kurukh, Kurmali, Odia, Bengali add Urdu* other than Hindi.

However, education of children is pre-school learning centre (*Anganwadis*) and Primary school (classes I to V) is initiated in Hindi, which is not the mother tongue of a majority of children in the state. This creates a high level of language disadvantage for every child.

Consequently, neither a child, in a majority of cases, understands the teacher or text in neither the classroom, nor the vice versa. Attitude of teachers and school also adds further salt to the children's frustration. Lack of comprehension and continuous disadvantages related to children's identity and development accumulate in the form of fear, frustration and illusion. Majority of children discontinue their participation in school activities and ultimately leave the school.

11.

21st Century Teaching technique to transform passive classrooms to student centric learning centers " A case of Nagpur Interactive Creative Educations (NICE) Program

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Abstract: In the words of Mr. Bhau Gawande, a retired Joint Director of Education, Mumbai who was also a senior consultant to UNICEF and UNESCO through MPSC, Mumbai "education, as we know, and as it is imparted in the schools, is exam based". Teaching is imparted by cascading the incessant flow of information, as though children are like empty pitchers. As per the belief of the majority of teachers, teaching happens but no one bothers whether learning occurs or not. Whether the children understand or not, they are expected to remember and reproduce crammed text from the books on the answer sheets in prescribed time limit. Children feel compulsion and burden of learning this way. Once the examination gets over, they try to forget at first possible instant all the toil they had put in the entire session. The school education system is facing the problems of shortage of teachers and schools, heavy syllabus and school bags, and disinterested students. India's literacy rate is 74%. Yet only 1% Indians are rich and 55% Indians are very poor. The main reason for this is lack of interest and enthusiasm in students. The education the way it is imparted do not open the minds of the students and uses their brains in a very mechanical and limited way. The paper discusses how the innovative teaching technique transforms the teaching "learning in the class room by bringing in focus, improving concentration, enabling thinking,

encourage discussions, instill listening, and increase creativity. It also suggests the role of teacher as facilitator.

The technique is a six stage process. Details available on TEDx Video available at www.youtube.com/watch?v=uzu9RY4tP-A Department of Education, ZP Nagpur (Secondary board) has executed this technique for all schools in Nagpur District under the Nagpur Interactive Creative Educations (NICE) Program. These include the city of Nagpur along with 24 other small towns. The Sample included students from class V to class X. The demonstrations of the technique were followed by feedbacks from Principals, teachers and students. The analysis of data reveals following: 99% students want to be taught by this technique. 90% teachers found this technique very useful. The technique improves concentration (approx. to 40%) and enthusiasm (almost 100%) The technique brings down the teachers burden by 50%. The technique brings savings in time by 50% for syllabus completion and The technique improves result by 50%. Thus the Nagpur NICE experience needs propagation, replication and validation in higher learning too. The 21st Century Teaching Technique is unique, simple and effective and can provide solutions to India's many problems including poverty and employability. The paper also discusses the probable roles of government, media, NGOs, social workers, academicians, and parents in empowering creative educators.

Keywords: The 21st Century Teaching Technique NICE Employability

12.

Use of Dramatization in teaching at Primary School Level for Gujarati subject

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In communicative language teaching drama methods play an important role because of their holistic approach. Bharatmuni has considered Natyashastra as the Shastra which satisfies the people of varied interest. He stated that no art, knowledge, sculpture or events of the world are so that cannot be found in drama. Thus all the arts and knowledge (Vidya) can be dramatized and the dramatized creation contains some special characteristics. It activates the emotions of the actor, cultivates natural discourse, and brings about dynamism and interest in the events. These special characteristics of drama make the message easily understandable. Especially in language teaching dramatization may useful method and it should be checked.

The present research work is an attempt to observe the effectiveness of teaching by dramatization of some of the points that can be dramatized for the Gujarati subject taught at primary level. The researcher, being associated with teaching at primary level for a long time and an author of more than 25 one-act and multi-act plays, has made an attempt to use his rich experience in educational research.