



आसेह

अचिरम्, अथक्, अनंत...



(A Quarterly e-newsletter)

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From the Editors' Desk ...

Ever since the civilizations have evolved *diversity* in its most literal form as 'variety' and 'differences' has been an inherent attribute through various manifestations. Ours is indeed a diverse society; be it the diversity in language, culture, life style, education and what not. If we see the present times, the fast changing demographics along with increased access to education have heterogenized the educational scenario too. In today's classroom, the concept of *diverse learners* is acquiring significant attention of educators. There is, a growing awareness and sensitivity towards individuals as learners, having unique talents, experiences and backgrounds that influence their thinking, learning and engagements with others. This reality of diversity in Indian classroom and inclusion raises the question of how well prepared are we to 'include' all children in our classrooms. We as teachers and teacher educators face many challenges to meet the learning needs of our children. Our pre-service teacher education programmes at secondary level still need to sensitize the prospective teachers to celebrate diversity. The articles in this issue draw our attention towards diverse learning and moving towards inclusion. The scholars through these articles have tried to initiate us into this realm of on-going deliberations. We invite our readers to share their observations, experiences, point of views for further discussion through this newsletter.

In this issue...

- Are we leaving them behind...
- Reminiscences
- पुस्तक - समीक्षा
- Pre Service teacher training degree courses....
- वार्षिक अलमनाइ मिलन समारोह रिपोर्ट
- मधुर स्मृति

Upcoming Events

- CIE foundation day eve (Cultural Programme) – 18th December 2015
- Basu Memorial Debate – 19th February 2016
- Basu Memorial Lecture – 26th February 2016

To Our Readers ...

Come and join us in this endeavor. Send your memories of association with our alma-mater, let us apprise each other of the achievements and let's be proud, share experiences and practices followed by us at our workplace, which have a significant contribution in the field of education. Ponder for a moment, share your thoughts and views about education, your assessment or response to various policies and initiatives. You can send your write-up either in English or in Hindi. Please mail us at ciealumniassociation@gmail.com

Without diversity we would be a mindless drone of a single colored spectrum.

- Anonymus

Are we leaving them behind: A case of high potential learners?

Inclusive education means education of all students, where all students are equal participants in the learning process..... This right is upheld by the Indian Constitution. Our schools and classrooms need to reflect this social, constitutional and legal right of every child to be included in the educational processes and practices – our classrooms, now more so than before, need to be ready to include students from different backgrounds, with differing needs and abilities.

Human psychology has significantly influenced our understanding of learners and nature of learning. One of the major contributions of psychology in the field of education is to appreciate diversity among learners. Learners differ in their choice of learning, style of learning and capacity of learning. With more than 12 crore school going children in the country with an enrolment rate as high as 96.7% (DISE 2013; ASER, 2014); schools in India are responsible for shaping enormous human talent. As all human traits and abilities tend to be normally distributed, there are students who learn much differently (slow) as compare to their chronological age peer. Similarly, there are students who learn much faster, think much deeper and demand much more rigor than their average peer group. Such children have high potentials and thus possess advanced learning needs or in other words, they have higher appetite for knowledge. When their learning needs are not met with appropriate stimulation and challenge, they become disoriented, frustrated and underachievers. Advocating the support for children with high potentials, National Knowledge Commission (2009) stated that, “*Providing access to knowledge is the most fundamental way of increasing the opportunities and reach of individuals and groups. Therefore, means must exist for individuals who have the ability to receive and comprehend knowledge*”. Schools are responsible to provide meaningful education to all students. The very definition of inclusive education is incomplete without mentioning the needs of children who look upon us for more challenge, more nurturance and more stimulation. If a sixth grade child is able to complete the prescribed

grade VI mathematics syllabus in two months then why should he/she be forced to sit in the course for entire academic year? Why can't we have flexible policies which allow him/her to learn at his/her own pace? Why can't we prepare teachers who can enrich or accelerate curriculum as per the learning needs of the child? We do feel responsible for those children who lag behind the average group of learners but we rarely think of those children who move ahead of the class. With no sensitivity for such children, we force them to confine to the norms and adjust with standard means of curriculum. If in some cases, teachers acknowledge the special needs of high potential learners; they feel helpless on how to guide such students. Education of high potential learners is a priority area of countries all across the world. Fondly called as 'Gifted Children', these children are supported with special education provisions and learning opportunities through various kinds of academic programs. Gifted Education is a well-established academic and research field with a focus on strengthening educational practices, developing learning resources and training teachers to optimize the potentials of all learners. Gifted education is not an elitist concept; it is one of the most fundamental concepts of need based-learner centred education. How can we do justice with the concept of 'inclusive education' by eliminating one segment of special need learners? The spirit of inclusive education can be realized in true sense when we pledge to nurture all kinds of diversity including children who are capable of climbing academic ladder much faster.

Jyoti Sharma

Associate Professor
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- 1 Reference: The handbook on 'Including Children with Special Needs' (2014) by Department of Education of Groups with Special Needs, NCERT initiated by Ministry of Human Resource Development under Sarv Shiksha Abhiyan

Reminiscences...

After completing my masters in English Literature, my obvious choice was to pursue an M.Phil in English. Yet a suggestion made by my parents made me appear for the entrance test at CIE. What followed was a love affair. The archaic charm of the

building was so inviting on the very first glance. But the soul of the institution existed in the teachers, who were institutions in themselves. Prof. K Bose beautifully sculpted not only my intellect, but my character too. I also owe so much to Prof. Nargis

Panchapakesan, Miss Devi fondly known as Chechi, Prof. N. Siddiqui, Dr.M.S. Bawa, Prof. Krishna Kumar, Prof. RP Sharma, Prof. RN Mehrotra, Suneeti dee, Prof. Mukhopadhyaya, K.K. Jain sir Pathak sir, Leena Manhas Ma'am, G.P. Mehrotra sir, N.K. Dutt sir, Tyagi sir, Prof. Srivastava, Bhatia sir, Prof. U.S. Sharma, Prof. Mattoo, Dr. Anand Prakash, R.D. Mehta sir, Prof. Sabharwal and many others.

My time at CIE was an era full of romancing with ideas and ideologies over endless cups of tea and 'matthis'. The interesting and erudite teachings were never limited to the classrooms and the teachers did not just shape our characters but made a remarkable difference to our very being.

I fondly remember the morning assembly, the canteen, the bench outside it which was an eternal source of discourse and debate, the PT period with us playing in pure white 'salwaar-kameez', and the craft and woodwork period supervised by Janardan Prasad

jee who would always cycle down to see us through this activity. The librarian not only knew where to find all the important books by name and location but could tell each one of us which books to consult to write assignments based on the name of the teacher who had given it.

I was perpetually envious of Jaya dee, Gopa, Geeta Sahni and other seniors- my 'Guru Behens' for getting more attention from Prof. Bose then what I presumed I deserved.. The experience of a decade may never be translated or justified through my ruminations. Nevertheless the Institution speaks for itself even today.

Sangeeta Chauhan

(B.Ed. batch 1980-81)

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पुस्तक- समीक्षा

पुस्तक : 'रवींद्र मनीषा'

लेखक : रणजीत साहा

प्रकाशक : साहित्य अकादमी, रवींद्र भवन 35 फ़ीरोजशाह मार्ग, नयी दिल्ली

मूल्य : 400 रुपये

गुरुदेव रवीन्द्रनाथ ठाकुर एक ऐसे अद्भुत सृजनात्मक व्यक्तित्व थे जिनका रचनात्मक हस्तक्षेप न केवल साहित्य एवम गायन में रहा बल्कि वे एक चित्रकार के रूप में भी उतने ही रचनात्मक रहे। रणजीत साहा ने अपनी पुस्तक 'रवींद्र मनीषा' में रवींद्रनाथ ठाकुर के इसी रचनात्मक व्यक्तित्व को समग्रता में पकड़ने की कोशिश की है। यह पुस्तक वस्तुतः रवींद्रनाथ की रचनाओं के माध्यम से उनके जीवन दर्शन को पकड़ने का माध्यम बन गयी है। लेखक रवींद्रनाथ की विभिन्न रचनाओं का विवेचन-विश्लेषण इसलिए करते दिखते हैं जिससे वे रवींद्रनाथ के जीवन की कुछ हद तक मीमांसा कर सकें। प्रस्तुत पुस्तक में साहित्यिक ग्रन्थों का चयन मूलतः दो रूपों में किया गया है, एक तो इसमें रवींद्रनाथ के अपने इकसठ साहित्यिक-ग्रन्थों का विवेचन है वहीं दूसरी ओर रवींद्रनाथ पर लिखे गए कतिपय स्वतंत्र निबंध भी हैं। इकसठ साहित्यिक ग्रंथों में रवींद्रनाथ द्वारा रचित छिहत्तर कहानियाँ, पंद्रह उपन्यासों, और इकतालीस नाटकों के साथ साथ बत्तीस निबंध भी सम्मिलित हैं। परिशिष्ट में गुरुदेव द्वारा रचित कुछेक पत्रों को स्थान दिया गया है।

रणजीत साहा ने इस पुस्तक की रचना में अपनी एक अलग रचनात्मक दृष्टि अपनाई है और इसी विशिष्ट रचनात्मक दृष्टि के कारण यह पुस्तक रवीन्द्रनाथ ठाकुर पर लिखे अन्य ग्रंथों से थोड़ी अलग एवं विशिष्ट बन गई है। दरअसल लेखक ने गुरुदेव के साहित्यिक ग्रन्थों की काल क्रमानुसार समीक्षा

की है। समय के साथ-साथ जो जो बदलाव रवींद्रनाथ के जीवन में आते गए, उनकी भाव-विचार प्रक्रिया में आने वाले इन परिवर्तनों को उनकी रचनाओं के माध्यम से रणजीत ने पकड़ने का प्रयास किया है। इस तरह यह पुस्तक रवींद्र साहित्य की समीक्षा मात्र न रहकर एक तरह से रवींद्रनाथ के जीवन में झाँकने का एक रचनात्मक साधन भी बन गयी है।

रवींद्रनाथ एक भावुक कवि ही नहीं थे बल्कि वे अपने समय की विसंगतियों को देखने-समझने वाले रचनाकार भी थे। एक शिक्षाविद् के रूप में उनके शैक्षिक विचार गुरुदेव के कोमल अंतस को तो उभारते ही हैं साथ ही उन्हें एक युग द्रष्टा विचारक के रूप में भी सामने लाते हैं। लेखक ने इस पुस्तक में रवींद्रनाथ के निबंधों का संकलन कर उनके इसी चिंतक रूप को सामने लाने का प्रयास किया है। महात्मा गांधी ने एक बार कहा था कि रवींद्रनाथ वस्तुतः 'समग्र मानवता के प्रतिनिधि' हैं रणजीत साहा भी 'रवींद्र मनीषा' की रचना कर इसी कथन को सिद्ध करते दिखते हैं। यह पुस्तक दरअसल अपने आप में एक आग्रह भी है कि गुरुदेव रवींद्रनाथ की शैक्षिक दृष्टि, बाल साहित्य इत्यादि पर अलग से कतिपय स्वतंत्र ग्रन्थों की रचना भी की जा सकती है।

संजीव कुमार भारद्वाज

बी. एड. (2008-09)

Pre-Service Teacher Training Degree Courses: Are they preparing teachers to work in inclusive classrooms?

At present, three kinds of teacher development degree programs at secondary level are being offered by various universities in India. These are Bachelor in Education (B.Ed.), Bachelor in Special Education B.Ed.(special) and Bachelor in Physical Education B.P.Ed. These programs are preparing professionals for regular schools and inclusive schools. With the implementation of RTE 2009 and Sarva Shiksha Abhiyaan (SSA) lot of Children With Special Needs (CWSN) can be seen sitting with their non-CWSN peers in the same classroom. The presence of CWSN has made these schools inclusive but the question worth asking is, are the teachers prepared to meet the demands of inclusive classroom i.e. identifying the learning needs and modifying the pedagogy accordingly so that participation of every child is ensured.

A few curricula under these three kinds of programmes studied from the inclusive education perspective revealed that—

- In the programme of B. Ed, an attempt was sparingly made to sensitize the trainees towards special needs via few topics in the compulsory course related to psychology and also via optional courses (not mandatory for all to study). The programme is only sensitizing the trainees towards the various categories of special needs as skill building is out of the purview of the course
- The programme of B. Ed. Special education aims at preparing experts in only one of the categories of disabilities via B. Ed. Special HI/VI/LD/MR/Autism etc. The pass outs of this programme are usually placed in special schools. These trained professionals are not able to work across disability so working in the inclusive school is ruled out. In addition, these professionals are trained in pulling out students with special needs from classrooms in order to provide one to one session as per the need of the child
- The programme of B.P.Ed. is preparing teachers to work as physical education teachers in the regular schools and none of the core courses have mentioned anything about the CWSN or disability or Paralympics. The children with special needs are usually not welcomed in the

playground due to fear of accident or some miss-happening

- The school teaching component of the programmes commonly known as practice teaching is an essential part of the teacher development programme. Few lessons need to be delivered in the inclusive classroom where CWSN are present along with non-CWSN peers. Unless the aspect of practice teaching is made inclusive, the message will not reach the field and desired changes may not be visible
- In all three kinds of programmes, pedagogy courses need to be in harmony with inclusive pedagogy, so that the skills of the trainees may be enhanced in addressing the special needs of the learners by making adjustments, accommodations and modifications in the regular teaching learning activities.

From the perspective of inclusive education the teacher training programmes should aim at preparing teachers who may be able to identify the special needs in the regular classroom, make the necessary changes in the teaching learning methodology, practice the inclusive pedagogy, conduct ability based evaluation and should be able to work in collaboration with the other desired professionals like speech therapist, occupational therapists etc.

This nowhere, indicates that if such a course is prepared and implemented it will extinguish the need of experts prepared by the B. Ed. Special education. Instead it is simply emphasizing that the regular teachers prepared by B. Ed should be trained in inclusive pedagogies so that they are able to take care of the learning needs of CWSN, to some extent, with respect to their own discipline, without relying too much on the special educators.

The teachers trained in physical education need to be skilled in involving CWSN in various games and sports and other physical activities after appropriate adaptations and accommodations in the rules, procedures and may be also in the required equipment.

Bharti

Assistant professor
DEGSN, NCERT

वार्षिक अलमनाइ मिलन समारोह रिपोर्ट



05 सितंबर 2015 को असोसिएशन द्वारा वार्षिक मिलन समारोह आयोजित किया गया। केंद्रीय शिक्षा संस्थान के सभागार में आयोजित इस कार्यक्रम में संस्थान के पूर्व सदस्यों ने अपने शैक्षिक जीवन के अनुभव साझा किए, साथ ही अलमनाइ असोसिएशन के 'लोगो', वेबसाइट, त्रैमासिक न्यूजलेटर एवम फेसबुक पेज का लोकार्पण किया गया। कार्यक्रम का संचालन अलमनाइ असोसिएशन के कोषाध्यक्ष श्री आशीष रंजन ने किया।

उपर्युक्त कार्यक्रम का शुभारंभ दीप प्रज्ज्वलन करके किया गया। इस दौरान संस्थान के पूर्व सदस्यों डा. उषा शर्मा, डा. महेश प्रसाद एवं श्री फिरोज़ अहमद ने संस्थान व अपने शैक्षिक जीवन से जुड़े अनुभव हमारे साथ बाँटे। उनके वक्तव्यों में एक ओर संस्थान से जुड़ी मधुर स्मृतियों की गमक थी तो दूसरी ओर शिक्षा क्षेत्र की विसंगतियों के प्रति आक्रोश के स्वर भी। उन्होंने हम सभी को शिक्षा में सुधार लाने के लिए कार्य करने के लिए प्रेरित किया। इससे पूर्व अलमनाइ असोसिएशन की अध्यक्षता डा. नीरा नारंग ने अलमनाइ असोसिएशन के मिशन एवं विज़न पर प्रकाश डाला तथा असोसिएशन की

नवनिर्वाचित कार्यकारिणी के पदाधिकारियों का परिचय कराया। कार्यक्रम के प्रारम्भ में संस्थान के शोधार्थियों समरेश भारती एवं रीतु ने महात्मा ज्योतिबा फुले के जीवन पर आधारित प्रेरणादायी प्रस्तुति दी। उन्होंने महात्मा ज्योतिबा फुले से जुड़े वृत्तचित्र के माध्यम से बताया कि वर्तमान समय में जब शिक्षा बाज़ार की वस्तु बन चुकी है और शिक्षा का लक्ष्य केवल बाज़ार की ज़रूरतों को पूरा करना रह गया है, ऐसे में महात्मा फुले के उस शैक्षिक दर्शन को अमल में लाने की बेहद ज़रूरत है जो समाज के हर तबके को बिना किसी भेदभाव के शिक्षा प्रदान करने की वकालत करता है।

कार्यक्रम के दौरान अलमनाइ असोसिएशन के नये 'लोगो' का लोकार्पण किया गया। तत्पश्चात अलमनाइ असोसिएशन की वेबसाइट एवं फेसबुक पेज का प्रवर्तन किया गया। साथ ही अलमनाइ असोसिएशन द्वारा शुरू किए गए त्रैमासिक न्यूजलेटर 'आरोह' के प्रथम अंक का विमोचन भी किया गया। कार्यक्रम के अंत में अलमनाइ असोसिएशन की सचिव डा. वंदना सक्सेना ने सभागार में उपस्थित सभी भद्रजनों को धन्यवाद ज्ञापित किया।

मधुर स्मृति



प्रो. गेसू अरविंद हमारे बीच नहीं रहीं। विगत 04 नवंबर 2015 को उनका देहावसान हो गया। प्रो. गेसू पिछले 38 वर्षों से केंद्रीय शिक्षा संस्थान में सक्रिय रहीं - पहले छात्रा के रूप में तदुपरान्त शिक्षिका के रूप में। अपने कार्यकाल में जहाँ वे संस्थान की विभिन्न गतिविधियों में सक्रिय रूप से सहभागी रहीं, वहीं संस्थान की अलमनाइ असोसिएशन के साथ भी सदैव उनका जुड़ाव रहा। वे

अलमनाइ असोसिएशन की कार्यकारिणी की सदस्या थीं। उन्होंने चार वर्षों तक अलमनाइ असोसिएशन की उपाध्यक्षा के रूप में इस असोसिएशन को जीवंत बनाने में अपना महत्वपूर्ण योगदान दिया। अलमनाइ असोसिएशन ऐसी कर्तव्यनिष्ठ एवं चिंतनशील सदस्या के प्रति सदैव श्रद्धावन्त हैं।

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