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Teachers: *How to handle/ teach/ do CCE in a class of over 100 kids?*

State: *Meditate, count backwards, breathe. Passion is the cure for all such -individual- problems.*

- By Dhipthi Dona

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SURVEILLANCE OF TEACHERS: TOWARDS ACCOUNTABILITY?

- Meera Chandran

Teachers' day celebrations this year, much like any other year, was marked by the rhetoric of teachers being pillars of society, nostalgia for one's own teachers, and calls for valuing teachers' more. Typically however, popular discourse on teachers is replete with laments about the dearth of committed teachers and the low status of teaching as a profession. There is a strident narrative on teachers' lack of accountability that is particularly evident in the case of poor performance of government school students in large scale testing. This is an important concern for those involved in school education that gives rise to a variety of approaches to address the issue. Those concerned with reform in school education tend to advocate approaches that fall under two different categories. As has been argued (Madan, 2012), there is the 'long route' which involves getting peoples' voices to the state to get it to function better. This approach acknowledges the political and cultural processes involved in achieving change of a systemic kind and is a time consuming one. The other is the 'short route' which gets the voices quickly across to the state. Both these approaches have their place in addressing issues in public service systems but unfortunately it is the latter approach that takes the form of a 'quick fix' that abounds when it comes to school education.

The latest in the line of short fixes to be proposed in school education is the move to install closed circuit television (CCTV) cameras in every classroom in Delhi schools and provide parents access to live streaming of video through a mobile app. The Chief Minister of Delhi, Mr. Kejriwal, hailing this move as a historic milestone, said that the surveillance will promote greater discipline among students, promote transparency and accountability in the system (Indian Express, July 6, 2019). The statement clearly indicates the motivation behind this move, which is to increase accountability in schools. Official statements have claimed that surveillance will also serve to safeguard students from abuse which has been on the rise in government schools. The government's response to concerns about the potential violation of safety and privacy of young and adolescent students and teachers was that happenings in school classrooms was not a private matter but is open to scrutiny.

There are several problematic assumptions here but for the purpose of this short piece we shall focus on the issue of accountability. In this case, accountability is specifically being defined in economic or monetary terms, which is to say, the school must be able to produce adequate return on the government's investment in school education. It is important to recognize that this is a functionalist interpretation of education based on the expectation that teachers would teach in a way that produces the learning outcomes that would presumably fetch the long term returns in term of jobs and income. In other words, teachers' role is interpreted as one of ensuring that students achieve these outcomes. Globalisation of large scale assessment has introduced an annual regime of testing of students in India. The poor performance of government school students in these tests have drawn considerable public attention which policy makers and administrators cannot afford to ignore. The problem however lies in the narrow ways in which educational goals get interpreted and implemented in response to the issue of poor student learning outcomes. The move of the Delhi government to install CCTVs is an example of such a narrow interpretation.

The key assumption behind the move by the Delhi government seems to be that teacher accountability can be achieved by continuous monitoring of teachers and the use of surveillance cameras is an appropriate means to do this. Furthermore, it assumes that any lay person watching the live streaming of the classroom will be in a position to judge the quality of learning in the classroom. It would follow therefore that little or no expertise is required to evaluate the quality of teaching learning in classrooms. One may attribute this assumption to the fact that anyone that has been to school believes they know what it is to teach, having seen their teachers do it for over a dozen years. This is what Lortie (1970) calls the *apprenticeship of observation*. This narrow perception of teachers' work is problematic and renders the bulk of teachers' work invisible. The other implication here is also that, the all too familiar grammar of teaching, characterized by teacher-centred, rote forms of learning has remained unchanged both in reality and in popular imagination.

The crux of reforms in education and policy changes in the past two decades have been to do with change in pedagogies towards constructivist curriculum and child-centred classrooms. While the centrality of teachers' role in achieving pedagogic change is quite evident in policy discourse, there does not seem to be a corresponding shift in the bureaucratic imagination. Supervision and monitoring of teachers by the education bureaucracy follows the routine of an inspection culture borrowed and retained since the colonial days. The same can be said of the assessment of students as well. Reforms such as

Continuous and Comprehensive Evaluation (CCE), have led increased frequency of assessments but not what they assess. Rote based learning and testing for rote memorization go hand in hand, further reinforced by the paucity of bureaucratic imagination and teachers' own lack of professional preparation.

Approaches to addressing the issues outlined above, seem to emerge more often than not, from a reductionist understanding of teachers' roles. Live streaming of classrooms is but an example of technology being viewed as the answer to fix complex educational problems. What these technocratic solutions ignore are the historical and structural basis of the issues which Viv Ellis (2019) calls the education debt. In the Indian context, this debt has resulted in a pernicious, class based stratification of the school system, with government schools increasingly becoming institutions for children from the poorest sections of the society. The regime of large scale testing has served as a point of entry for solutions offered to 'fix' school education. The same low performance is also used as evidence to advocate for pro-market reforms, reduction in state funding for costly teacher preparation and salaries.

It should be evident now that teacher accountability is far more complicated and far less benign concept than it is made out to be. Accountability cannot be viewed merely as effective utilization of public funds but requires broader interpretation of aims of education in moral, political and relational terms (Winch in Sarangapani, 2018). Measures such as installation of surveillance cameras to monitor teachers is the kind of short route approach that will take us further away from educational aims.

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TECHNOLOGY AND INCLUSIVE EDUCATION

- Diksha Rehal (1st Year, MA Education)

India is a country that leaves a person spellbound with its diverse cultures, languages and traditions. We, as Indians are proud of our diversity and celebrate the ‘anekta mein ekta.’ But, many a times we mistake unity for uniformity. It leads to marginalization of a part of our society as they feel misfit for the uniform model. A divide is created within the nation which weakens its very foundation. So such ideologies should be nipped in the bud. Unfortunately, it is exactly the opposite which happens in our classrooms. Not only the current pedagogy model uniform in nature but also propagates the idea of a uniform society. No wonder, the students face various sorts of discrimination on account of this. Some of the examples are: not being able to understand the lessons because the language is non-native to them, no provisions for students with special needs to help them learn, and an under or misrepresentation in the curriculum. To tackle this problem, a multi-faceted approach is needed. The use of technology which has bridged the world gives a shimmer of hope.

Smartboards, technology integrated classrooms are the buzzwords these days. The present government is also considering working in this direction as evident from the draft new education policy (Sec. 19 Draft NEP). But, before we jump on the bandwagon it is important to first understand the problem. With respect to language barriers, there are two set of issues. First, finding methods to teach those students who have some familiarity with the language and second, teaching students who have no idea of the language. The first issue can be solved by using simple interventions like providing students with the academic jargon or vocabulary of the lesson a day before. Students can then use online corpus like British National Corpus to understand how that particular word is used in different contexts. In this approach, there is a good chance that the students find a relevant example and able to get the essence of the word. There can also be the provision of chatrooms where students can discuss their ideas with students from all over the world. On one hand, it would provide them a buddy to practise the language and on the other it will get them into the habit of thinking in the language. Second issue can be addressed by collecting and analyzing data of different regions. The teachers who are well-versed in the local language should be deployed at such places. In a scenario where teachers have only rudimentary knowledge of the language, softwares like Google Translate can be used.

Assistive technologies are being used all over the world by people with disabilities to make their lives better. Contrary to people's beliefs, their induction into classrooms is an inexpensive affair. For example: OneNote, a popular note-keeping built-in app by Microsoft have features like text-to-speech, speech-to-text, and text spacing assistance that can help dyslexic students. Other example is of hand talk technology based on flex sensors which makes it possible for dumb and deaf to communicate their ideas in the form of text or speech. Even for visually impaired the Tactile group from MIT is soon planning to launch a real-time text to Braille convertor at an affordable price. Their integration to school classrooms also demands adequate training of the teachers in both handling disabled students as well as adapting to technology. The draft NEP has talked of such programs.

The other impediment to making classrooms more inclusive is the lack of representation or misrepresentation of certain groups in the textbooks. Students from such groups feel alienated in the classroom environment, and it hampers their learning. If we wish to draft an inclusive curriculum , understanding of different social contexts is indispensable. Information and Communication technologies can help in facilitating this process. Firstly, the teachers could be provided access to census data of the area as well as research papers that highlight the socio-cultural scenario of the place. Secondly, they should be provided a platform where they can point out any discrepancy or irrelevance of the curriculum in that particular society, share insights and give suggestions. Thirdly, the platform can be used to share local knowledge and techniques which can be implemented on a large scale. Lastly, the stories of local role-models should be promoted on the platform. This online repository of information can then be used by the curriculum designers to make a more inclusive curriculum.

While such suggestions are made, the question that often arises is whether they can be implemented and if yes, how. Here, I have tried to address a more fundamental question that why should they be implemented and where. Once the environment which needs such interventions, and its place in the society is clear we can move towards how the implementation will happen. The first step would be providing the access that would require basic infrastructure like electricity, hardware, and reliable connectivity. The government is envisioning providing these facilities at the earliest along with the trained IT staff (Sec.19 Draft NEP). The second step will be minimizing the expenses towards inducting new technologies in the classroom. One way this could be done is by organizing national level competitions where students can submit their prototypes for the same. For example: a software that recognizes sign language and converts it into

text or designing a new corpus which has more texts from the Indian literature. These prototypes can be implemented on a pilot basis and then can be scaled further using cloud computing technologies. The final step would be real-time analysis of the adopted methods to check whether we are moving towards the desired goal of an inclusive classroom. Special assessments designed for the purpose as well as teacher feedback can help in recognizing the issues. Accordingly, remedial steps can be taken. So if we will, the dream of a classroom where students are not deprived of education because of their differences can be realized.

AN EDUCATED MAN

- Shalini Soni

Hello everyone!

meet my friend, an EDUCATED man,

And what a man he is.

Lives with tomatoes on eyes but enjoy giving advice

He Wants his child to know what EQUITY, INTEGRITY and IDENTITY mean
but feels PROSPERITY AND POPULARITY always win.

He wishes his child to be knowledgeable.

So he must mug up the number table.

He believes both parents and teachers

shape the society

but blames only the teachers for his child's notoriety.

He wishes "learning without burden"

But he loves and desires

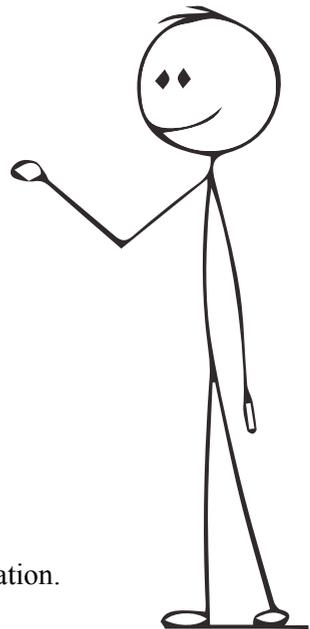
"master of all trade with new version".

An EDUCATED man respects teachers

But does not want his child to be a teacher.

He hopes to see a change in education

But he himself doesn't want to change his thought station.



LANGUAGE LEARNING IN THE EARLY YEARS THROUGH APPRENTICESHIP

- Punam Medh (Ph.D. student)

A language maybe defined as a way of communicating – ideas, thoughts, feeling and experiences – in a given social and cultural context. It is a system made of rules and signs that have meaning in a particular context. These rules and signs have come into existence over a period of time and are accepted by the members of the community in which that language is spoken.

It is nothing short of amazing then that young children begin to understand this rule and sign based system from an early age and learn to communicate in a relatively short period of time. Starting from the age of six to seven months, all the way until the age of 2 years, children expand their vocabulary. Steven Pinker refers to them as ‘lexical vacuum cleaners’ – inhaling a new word every two waking hours. (Pinker, 2007)

How then, do children learn words, construct sentences, know meanings and follow rules of language, specifically the first language, without any structured instruction? Different disciplines like cognitive and developmental psychology, sociology and philosophy too, provide theories that explain this seemingly effortless phenomenon of language learning in children. This paper examines facets of social interaction such as child-parent apprenticeship and guided participation as the means by which children learn not just the semantics, phonemes and morphemes of a language, but also its cultural and value-based elements like the aforementioned examples.

Language is integrally intertwined with our notions of who we are, on both the personal and the broader, societal levels. For example, consider a society like the Indian society which prioritizes and values respect for elders. Indian languages have separate categories of pronouns that may be used for elders and peers. In Hindi an elder is addressed as ‘*āp*’ and a peer or younger person is addressed as ‘*tū*’. Similarly in Bengali, ‘*āpni*’ is considered respectful for an elder whereas ‘*tumi*’ is an acceptable form of addressing a peer or a younger person. Likewise in Gujarati, ‘*tamE*’ is used for an elder person and ‘*tu*’ is used for a peer or a younger person. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our families, social groups, and other associations. (Amberg & Vause 2009).

Albert Bandura first introduced the idea of social learning where he posited the significance of close social ties for learning. His theory was woven around model-based learning and learning through imitation giving rise to the idea of vicarious learning. When a mother, for example, is trying to feed some food to her child, she may affectionately persuade him to eat more by saying ‘thoda aur khā lo beta...thoda aur’ / eat a little bit more child ...a little bit’. This child may later repeat the same words, in a similar tone, to his father, at dinner time ‘eat a little bit more *bābā*...a little bit’. Though not entirely out of context, here the child can be seen imitating his mother. The child has learnt new words, as well as captured an emotional nuance (of persuasion) by experiencing it from his mother (vicarious learning). If the parents notice this act of the child and chuckle with affection, the child is likely to feel happy and sufficiently motivated to repeat the act of imitation for other words that he hears from caring role models. One can see the completion of a learning loop here – imitation, feedback, leading to more imitation.

Vygotsky later elaborated the idea of learning in a social context where he suggested that it is a result of social interactions between the growing child and other members of that child’s community. It is out a cooperative process of engaging in in mutual activities with more knowledgeable others (MKO) that children become knowledgeable. Consider the aforementioned example of a child using the phrase ‘a little...a little’ purely by imitation. A child may associate the meaning of this phrase to mean ‘eat more’ in a certain context. However, he may later observe his mother using a similar phrase ‘a little ...a little’ while refusing extra serving of food helpings in an attempt to be polite. Here the phrase ‘a little...’ carries with it a cultural nuance of politeness and culturally appropriate behaviour with others. The child may ask his mother about it or may infer this new meaning of ‘a little...’ on his own. An older child may even ask his mother to explain why the same phrase means two different things. This example illustrates the learning of language and its cultural role through a process of social interaction, a mix of imitation, observation and guidance.

Barbara Rogoff suggests that ‘different societies offer an apprenticeship to children to enable them to participate gradually but fully within that socio-economic-cultural setting’ (Rogoff, 1990). For example, a child is taught to address other relatives in his home by referring to the names of the relations such as ‘*kākā*’, ‘*māmā*’ or ‘*ātyā*’. When a mother talks to her child about her brother, she will always refer to him as ‘Vijay *māmā*’ in the child’s presence. Bundling up the relation with the name of the relative is a sure way of teaching a child about the different relations in the house as also a way of lending respect

to that relationship. This act is also aligned with the larger societal goal of maintaining a classification of different relations as each relation performs a different role in the society.

Age appropriate skills and habits that are integral to a community's culture are inculcated in young children at an early age by parents and elders in the family. For example, children are taught not to serve food with unclean hands or with the same hand that is used for eating. Certain communities insist that a '*capāti*' (Indian bread) be broken just using three fingers of the right hand. Mothers may teach cooking skills to little girls, like how to roll out '*capāti*'. A mother will not just impart the skill of getting the '*capāti*' in shape through repeated corrections but may also end up teaching cultural nuances of how a chapatti may be served (always with the right hand and the side that touched the flames always goes under). Similar intricacies are taught in more complex skills like pickle-making.

Rogoff writes that in some cultures, families are pre-occupied with attending to a communication that will eventually help in achieving economic success in adulthood. Whereas in some cultures, education about understanding social cues or weather patterns is more important. It may be significant to note however that in Indian contexts where children grow up in large families, a child may receive both forms of education – economically relevant and socio-culturally significant – from different family members.

Rogoff emphasizes the role of 'joint attention' or 'joint socialization' as a key means for children to acquire language. As such language, which may be considered as a carrier of a culture is thus acquired through apprenticeship and guided participation.

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43वाँ “गणित शिक्षा का मनोविज्ञान” सम्मेलन (PME 43 Conference)

- अरिन्दम बोस

गणित शिक्षा शोध के क्षेत्र में PME (Psychology of Mathematics Education) एक प्रतिष्ठित वार्षिक सम्मेलन है जिसका आयोजन प्रति वर्ष जुलाई महीने में होता है। यह एक शोध सम्मेलन (research conference) है जिसमें गणित शिक्षा शोध कार्य में लिप्त विभिन्न देशों से अध्यापक, शोधार्थी एवं शिक्षक भाग लेते हैं। इस वर्ष PME का 43वाँ सम्मेलन दक्षिण अफ्रिका के ऐतिहासिक शहर प्रिटोरिया में प्रिटोरिया विश्वविद्यालय (युनिवर्सिटी ऑफ प्रिटोरिया) के सुरम्य प्रांगण में 7 से 12 जुलाई तक आयोजित किया गया। इस सम्मेलन में 51 देशों से कुल 399 प्रतिभागी उपस्थित थे। भारत के तीन अकादमिक संस्थानों से कुल 6 प्रतिभागी थे जिनमें टाटा सामाजिक विज्ञान संस्थान (TISS) से डॉ रुचि कुमार और मैंने भाग लिया। अब तक इस सम्मेलन के 43 संस्करणों में यह दूसरा मौका था जब इस सम्मेलन का आयोजन किसी अफ्रीकी देश में हुआ हो। इससे पहले सन् 1998 में दक्षिण अफ्रीका के स्टैलेनबॉश शहर में यह सम्मेलन आयोजित हुआ था। इस वर्ष PME सम्मेलन का विषय (theme) “गणित की क्षमता के पहुँच में सुधार” (improving access to the power of mathematics) था। सम्मेलन का यह थीम या विषय सिर्फ प्रासंगिक ही नहीं अपितु यथार्थवादी एवं समयोपयोगी भी है। यह वर्ष दक्षिण अफ्रीका के अंधकारमयी, अन्यायपूर्ण और विषमतामण्डित रंगभेद नीति (apartheid) से उबरने का रजत जयंती वर्ष है जो सम्मेलन के इस विषय को और प्रासंगिक और मूल्यवान बनाता है। हाँलाकि यह शोध और विश्लेषण का सवाल है कि गणित शिक्षा किस हद तक सामाजिक न्याय, समता और निष्पक्षता के प्रसार में कारगर साबित हुआ है। खासकर उन क्षेत्रों में जहाँ गुणवत्तापूर्ण गणित शिक्षा के पहुँच (access to quality mathematics education) पर अबतक प्रश्नचिह्न लगा हुआ है और जिसमें भारत सहित अधिकांश देश/समुदाय शामिल हैं चाहे वह देश/समुदाय विकासशील, अल्पविकसित अथवा विकसित ही क्यों न हों।

गणित शिक्षा के मनोविज्ञान का अन्तर्राष्ट्रीय समूह (International Group for the Psychology of Mathematics Education या IGPME) जो PME सम्मेलनों का आयोजन करता है, गणित शिक्षा शोधार्थियों का समूह है और उसके उद्देश्य निम्नांकित हैं -

गणित शिक्षा के क्षेत्र में वैज्ञानिक विचारों का आदान-प्रदान और अन्तर्राष्ट्रीय सम्बन्ध बनाना और उन्हें बढ़ावा देना

1. गणित शिक्षा के क्षेत्र में अंतःविषय अनुसंधान (inter-disciplinary research) को बढ़ावा देना
2. मनोविज्ञान की गहन और विस्तृत समझ को आगे बढ़ाते हुए गणित पठन-पाठन के विभिन्न आयामों पर इसके प्रभावों को विस्तार से समझना

IGPME द्वारा समय समय पर क्षेत्रीय सम्मेलनों एवं विशेष परियोजनाओं का आयोजन किया जाता है। इसका वेबसाइट <http://www.igpme.net/> भी एक समृद्ध संसाधन है जहाँ पुराने सम्मेलनों के कार्यवाही-पत्रक (conference proceedings), नौकरी रिक्तियाँ, अनुसन्धान के विभिन्न अवसरों की जानकारीयाँ, PME के समाचार-पत्र (newsletters) उपलब्ध कराये जाते हैं।

इस वर्ष का सम्मेलन भारत के लिए विशेषतः गौरवशाली रहा। PME अथवा अन्य ऐसे प्रतिष्ठित सम्मेलनों में प्लेनरी अभिभाषण देना गौरव की बात होती है और यह पहला अवसर था जब PME सम्मेलन में प्लेनरी वक्ता के तौर पर भारत से पहली बार किसी को चुना गया। भारत से होमी भाभा विज्ञान शिक्षा केन्द्र, मुम्बई के निदेशक प्रॉफेसर के. सुब्रमण्यम ने प्लेनरी व्याख्यान दिया। भारतीय गणित शिक्षा समूह के लिए यह एक उत्कृष्ट सम्मान तथा पहचान का द्योतक है। प्रो. सुब्रमण्यम ने “शिक्षार्थियों में गणित की पहुँच को बढ़ाने का माध्यम अनुदेशों में निरूपण सामंजस्य” (Representational coherence in instruction as a means of enhancing students’ access to mathematics) शीर्षक पर अपना व्याख्यान दिया। उन्होंने होमी भाभा विज्ञान शिक्षा केन्द्र में गणित शिक्षा पर अब तक चल रहे अनुसन्धान से विकसित तथ्यों का विश्लेषण करते हुए निरूपण सामंजस्य (Representational coherence) जैसा नया सिद्धान्त प्रस्तुत किया। सम्मेलन के अन्य तीन प्लेनरी व्याख्यान क्रमशः दक्षिण अफ्रीका से प्रो. सिज़वे माबिज़ेला का “गणित और गणितीय साक्षरता” पर, कटालोनिया-स्पेन से प्रो. नुरिया प्लानास का “बहुभाषिकता और गणित शिक्षा” पर तथा कनाडा से प्रो. पीटर लीलेडाल का “संस्थागत मानदंड” पर था। PME में प्लेनरी पैनल आयोजन करने की भी प्रथा है। इस वर्ष के प्लेनरी पैनल का विषय था – “जो सफल देशों में काम करता हुआ (अंतरराष्ट्रीय तुलनात्मक अध्ययन के अनुसार) साबित होता है, वही अन्य देशों में लागू किया जाना चाहिए”। इस रोचक तथा उत्तेजक पैनल में चार देशों से गहन शोधकार्यों में जुड़े अनुभवी अध्यापक और एक पैनल अध्यक्ष थे।

TISS के CLIX प्रॉजेक्ट के गणित समूह के तरफ़ से इस वर्ष PME में एक वर्किंग समूह (Working Group) का आयोजन किया गया जिसका विषय था “तकनीक का सार्थक प्रयोग कर गणित के पहुँच के विस्तार में चुनौतियाँ और प्रतिक्रिया”। इसके साथ ही दो शोध-पत्र (Research Report) प्रस्तुत किये गये, एक short oral एवं एक poster भी प्रस्तुत किये गये। मैंने दक्षिण अफ्रीका के प्रॉ. मामोखेती फाकेंग और कटालोनिया-स्पेन के प्रो. नुरिया प्लानास के साथ मिलकर एक रिसर्च फ़ोरम (Research Forum) का भी आयोजन किया जिसका विषय “गणित शिक्षा और भाषा विविधता पर अब तक हुए शोध से उभरे सिद्धान्तों” पर था। कुल मिलाकर भारत से अच्छी प्रतिनिधित्व रही लेकिन दूसरे देशों की तुलना में यह नितान्त कम है। इस बात की आवश्यकता है कि भारत में गणित शिक्षा शोध कार्य का समुचित विस्तार हो और हमारा यह समुदाय बढोतरी करे। NCF-2005 के गणित शिक्षण के राष्ट्रीय फोकस समूह के आधार पत्र के अनुसार “गणित में विशिष्ट शब्दावली का उपयोग सुविचारित, सजग और विशिष्ट शैली में होता है” (पृ. 10)। मेरा मानना है कि गणित की भाँति गणित शिक्षा की भी अपनी विशिष्ट शैली है जिसका प्रसार एवं संप्रेषण ऐसे सम्मेलनों में भली भाँति होता है और प्रतिभागी इन शैली से अवगत हो पाते हैं।

PME सम्मेलनों में हर वर्ष IGPME के अन्तर्राष्ट्रीय समिति (International Committee) का पुनर्गठन होता है जिसमें चार निर्वाचित सदस्यों का कार्यकाल समाप्त होता है और चार नए सदस्यों का चुनाव होता है। इस वर्ष चार नए सदस्यों में मेरा भी चुनाव हुआ। यह पहला अवसर है जब IGPME के अन्तर्राष्ट्रीय समिति में भारत का प्रतिनिधित्व रहेगा।



Topic - PME43 Research Forum on Mathematics Education and Language Diversity Research: A Report,

Speaker- Arindam Bose

29 August 2019

Abstract-

This talk will discuss deliberations from a Research Forum (RF) on language diversity and mathematics education which some of us had organised in PME43 conference in Pretoria, South Africa in July 2019. This RF focused on and discussed a range of theories and approaches of their use in research on the above topic and what these theories have enabled us to see, say or do. A similar RF on researching mathematics education in multilingual contexts was last held in 2004 during PME28 in Bergen, Norway which had discussed the significance of theory in research into multilingualism within mathematics education and its interdisciplinary nature. Four decades since the inception of the PME conferences, when the world has become more multilingual, it was timely to reexamine what theories have been used or whose development has emerged to explore the complexities of language diversity in mathematics classrooms. This talk will discuss the theoretical grounds contributing to the domain.

Topic - State of School Management Committees- A Study of SMCs in Four States of India,

Speaker- Gomathi Jatin

12 September 2019

Abstract-

In this talk, we will discuss the study on ‘School Management Committees’ funded by ‘Save the Children, India’, which was conducted by a team of faculty/researchers from CEIAR, TISS. The main purpose of the study was to critically analyze the functioning of SMCs with regards to their constitution, establishment, functioning, challenges, limitations, contributions and potentials towards improving school education. The study was conducted in selected states of Bihar, Odisha, Rajasthan and Telangana. It was designed with an intention to provide critical insights into various themes like perceptions, constitution, functioning and challenges with regard to the SMCs of the selected schools. The study adopted a mixed methods approach combining both the quantitative and qualitative methods. Given the need to cover a large number of schools established by the state governments that have SMCs, a survey was conducted to gather data from varied sections of respondents. Survey, Interviews, Focus group discussions and Observation, formed a major part of the study. Appropriate tools were constructed to gather data from the respondents, which comprised a wide range of stakeholders including government functionaries, Panchayat Raj Institution members, StC nodal officers, head teachers, teachers, parents and children. The study attempted to capture some of the best practices followed by SMCs in the intervention states of StC, India and to understand the conceived change by StC. Findings of the study paved way to deliberate and focus on certain critical issues which could seriously have an impact on the quality of education in the country today.



Upcoming Events

DIDAC India - 11th Edition,

24-26 September 2019,

Place: Bangalore International Exhibition Centre, Bengaluru, India

National Conference on Language Pedagogy ,

11-13 December 2019

Place: Regional Institute of Education, Capt. D.P Chaudhary Marg,
Ajmer -305004, Rajasthan, India

EDUCATION FOR ALL

- Ashish Shinde (1st year MA student)

You teach me inside four walls,
But I construct knowledge in my thoughts.
I imagine, create and experiment with you.
I consider you the light of my life.
And nothing can travel at your pace.

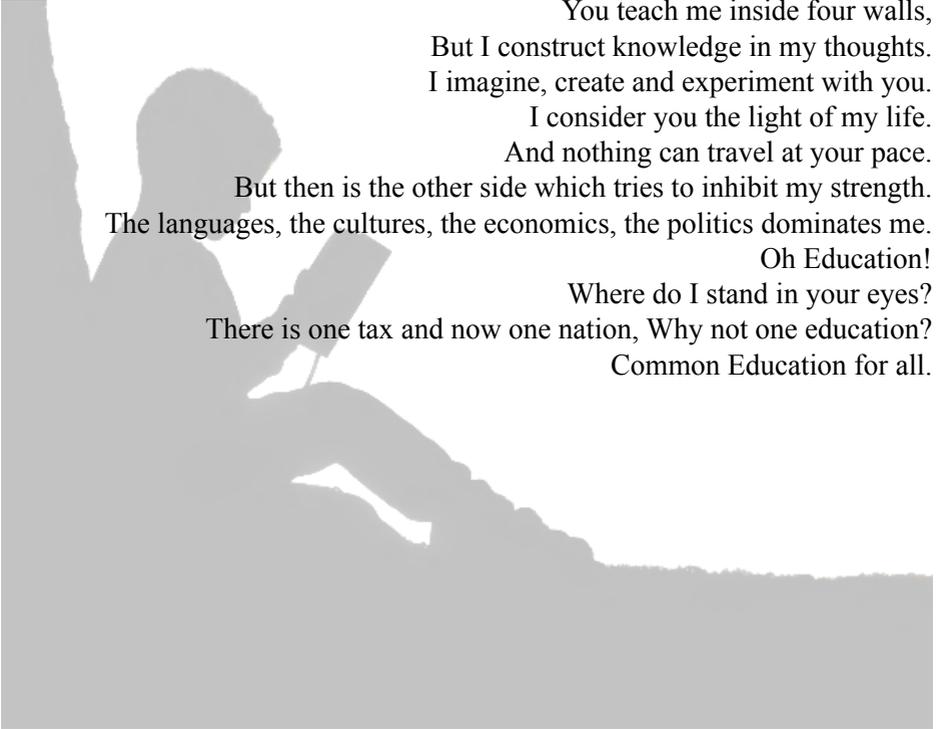
But then is the other side which tries to inhibit my strength.
The languages, the cultures, the economics, the politics dominates me.

Oh Education!

Where do I stand in your eyes?

There is one tax and now one nation, Why not one education?

Common Education for all.





CLix, CEIAR has won the OER collaboration award for excellence 2019, under the category tools, resources and practices. This award is from the Open Education Consortium. The award recognises the CLix collaborative partnership dedicated to developing open education resources of the last five years, involving MIT, USA, State Governments of Telangana, Chhattisgarh, Rajasthan and Mizoram; several Indian Higher Education Institutions: HBCSE (TIFR), NIAS Bangalore, IUCAA, Pune and Mizoram University, NGOs: Eklavya, MP, CERP Jaipur; one Corporate: Tata Class Edge, and all possible through the support of the Tata Trusts.

<https://www.oecconsortium.org/projects/open-education-awards-for-excellence/2019-winners-of-oe-awards/tools-and-practices-awards/>



The award has been announced on the OEC website, and will be also presented to us in November at the OEC annual conference in Milan.

The news of our award has also been covered in the Indian Express.

<https://indianexpress.com/article/education/clix-project-tiss-bags-another-international-award-school-education-india-5986969/>

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