



Panel's title : Within & beyond the classrooms in India

Coordinator (Affiliation, University...) : Dr. Neelima Asthana (University of Delhi)

Language : English

Topics : Education

Panel presentation :

Education supposed to be successfully imparted to children in locally relevant and culturally appropriate ways. The responsibility to educate the children has been put largely on schools in almost all the societies across the world. Schools in turn put all the requisite demands to a teacher who creates the space for direct interaction between the learner and the knowledge.

India being a country of diversity, rich cultural and religious heritage challenges the teacher to create the appropriate spaces of learning inside the classroom. This diversity should be catered in such a ways that it becomes the strength of our education system. Teachers hope to foster human connection and strengthen intra-cultural and inter-cultural ties within and beyond the classrooms. Every class, every group, has its own distinctive dynamics, determined by the individuals in it. Most of the discussion about diversity focuses on the following forms of marginalization: race, class, gender, and sexual orientation — and rightfully so, given the importance of these forms of difference. In fact, students come to the classroom with different backgrounds, sets of experiences, cultural contexts, and world views.

Making learning possible for everyone is the goal, and is often a challenge. It is our professional responsibility to make learning equally possible for all students. Additionally, issues of diversity play a role in how students and teachers view the importance of the classroom and what should happen there. Each individual whether student or teacher takes their share of learning as it stands relevant for their specific contexts. The major focus of the classroom interactions and school as a whole is to impart the relevant knowledge without burden. In this panel we urge to discover how Indian schools are utilising the strength of being locally relevant and culturally appropriate.

Key words : - Education, Diversity, Context



Participants :

1. **Name(s) (Affiliation, University...)** : Dr. Neelima Asthana, Assistant Professor, Lady Irwin College, University of Delhi

Communication's title : A case study of innovative school 'Netarhat'

Language : English

Presentation:

Netarhat Residential School is a live example of Indian-ness and the universal brotherhood of ideals and values. Believes in the philosophy of World is family. A very successful educational experiment and a true blend of philosophy of idealism, realism naturalism, pragmatism and existentialism. Training of head, heart and hand (3H) is being practiced here since 1953. It strongly follows the principle of equity and equality. The philosophy of inclusion is being practiced here since ages. The school follows the tradition of Gurukul to provide quality and value based education and provides opportunity to the children from all section of society for their all round development irrespective of their socio-economic status. Education for the enhancement of life skills is a great contributor in inculcating right kind of values in the students. The education of skill development in agriculture, wood work, metal-work, art, music, science, literature, humanities etc. helped students in self realization and motivate them to work towards the betterment of the society.

The greatness of the place is reflected in the feelings of its alumni when they say that," Though we had almost a similar routine for six years, there was no trace of monotony. It is a miniature world in itself."

Key words : Case Study, School

2. **Name(s) (Affiliation, University...)** : Dr.Sandeep Singh, Assistant Professor, Ramjas College, University of Delhi

Communication's title : Classrooms in Higher Education: Challenges &possibilitie

Language : English



Presentation:

Freedom to learn is the most basic requirements of the young minds so that they can develop a divergent thinking and explore their real interest areas. There must be challenges and goals in the process of learning which nurture the young brain and prepare them for future. At times it is less likely that a student asks question in the classroom. Multiple dimensions towards this are discovered by teachers when they try to analyse the reasons behind this habit of abstaining or shying away from asking questions. Rewards can be fixed for asking questions in class rooms.

It is the responsibility of an institution to make the student think and select their area of interest. Here a counselling becomes very beneficial. There should be such an environment ensured by the institution so that a student is encouraged to generate questions. One way or the other can be chosen to develop such a curriculum in which there is plenty of space for questioning and the student is allowed to think freely.

The screening of some science films to make the subject, science in particular, interesting. Schools can select some role models both males and females from across the globe and also from local areas to inspire the pupils.

Key words : Classrooms, Higher Education

3. Name(s) (Affiliation) : Shashi Shukla, Assitant Professor, Miranda House, University of Delhi/ P.hD Scholar from IASE, JMI

Communication's title : Conversations in classrooms

Language : English

Presentation :

Children talk for a wide range of aims. A much heard topic and content of such conversations revolve around gender specific contexts. Gender is a process, a stratification system and a structure that forms the very basis of our human society. Gender plays a decisive role in forming and understanding the reality of our society. The influences of gender on humans can be easily observed through the very birth of a child. The various agents of socialisation like family and school tend to condition a child as according to the gender norms of the society and in this process the conversations of young children tend to be a medium as well as a catalyst to propagate the appropriate gender identity characteristics. According to liberal feminists, if the children in school were not taught



to behave in a sex- stereotyped way, the adult world into which they would graduate would be a more equitable place for both sexes. So therefore, we must find the strengthening of the notion of distinguished gender identity present at the very root of this socialisation process in primary schooling. And as talk being the most readily available resource to unfold the various layers of gender in classroom, the present paper will discuss, “Portrayal of gender in classroom conversations of Primary School Children”.

Key words : Primary School, Conversations