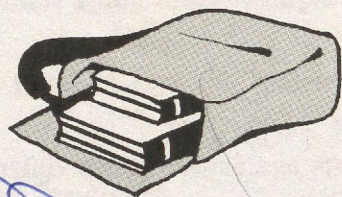


# Leading Edge

Educational Quarterly



Vol. II/No. 2

January-March, 2002

Rs. 25/-

## BRIEFS

- Assessment is an important measure of a child's performance in school. This article is an experience of a successful change in assessment system carried out in a Delhi school by CEMD... (Page-1)
- Remedial classes have often been the subject of controversy. A Delhi principal takes a look at its advantages... (Page-4)
- Violence has actually been found to hinder learning. This article goes into the subject and suggests some ways of making schools violence-free... (Page-6)
- ...and the feelings of a parent on the question of violence against children in schools... (Page-9)

## CONTENTS

1. Does Education Aim at Learning? ..... 1
2. Remedial Classes ..... 4
3. Spare the rod, remove the rot! ..... 6
4. Teacher and Violence ..... 9
5. बाल श्रम पर रोक.....11





# From the Editor's Desk . . . . .

The compulsion to succeed, an ever-widening reality in our society, has brought in its wake increasing levels of tension both among teachers and parents. This finds expression in violence directed at students – the efficacy of which in maintaining discipline is questionable.

Motivation to learn cannot be instilled in children through harsh words or corporal punishment. The teacher has to awaken an inner discipline, an impulse towards knowledge, an inquisitiveness and a sense of wonder in learning.

Research corroborates the view that violence is actually a barrier to learning and works against the basic EFA principle of universal enrollment and retention.

There is a crying need to take steps to sensitise teachers and parents against adopting violent methods to impose their way of doing things on children. Psychologically or physically maiming a child in the effort to get him/her to learn is not the answer because that will hinder the process of growth beyond imagination. Teachers and parents need to be more open to the varied potential of every child. Only then can a supportive, warm, empowering atmosphere be created in schools to make learning a joyful, enriching experience.



## *about ourselves . . .*

The Centre for Education Management and Development (CEMD) is a not for profit institution established in 1992 to enhance the quality of school level education. CEMD is one of four core partners in the Programme for Enrichment of School Level Education (PESLE), which is currently being supported by the European Commission and managed by the Aga Khan Foundation.

CEMD is a Professional Development Institute committed to quality education to enrich the life of every child. Our endeavour is to facilitate quantum change in education by developing institutions and leaders primarily in India.

### **Beliefs about Education**

#### ***Education is a process of empowerment***

- Education instills a core set of principles and the ability to articulate, justify and protect those principles
- Education develops the ability to relate to and interact with diverse people and situations
- Education develops commitment to the creation and use of knowledge and therefore to lifelong learning
- Education helps to create options and make choices, leading to an improved quality of life

### **Overall Aim**

To facilitate change in the mainstream system of school education towards providing quality education especially for disadvantaged children

CEMD's core competency is the facilitation of systemic change in education through institutional development at all levels. The goals of empowerment and decentralization are pursued by making educators and administrators aware of the need for change and providing them with the requisite knowledge and skills from the disciplines of Curriculum and Pedagogy, Management, Behavioural Sciences and Information Technology to effect the desired change. The range of services includes short and long courses in open-learning mode, as well as customized systemic solutions and implementation

support to ensure sustainable change. Research, advocacy and networking complement activities for institutional development.

CEMD works with individual educators/administrators, with private and government school systems and with resource agencies including State institutions to build the capacity of leaders at all levels, as well as of trainers, facilitators and institutional management systems.

Our website : <http://www.cemd.org>

## **Subscription Rates**

Single copy ..... Rs. 25

Annual Subscription ..... Rs. 100

**Cheque/DD to be made in favour of Centre for Education Management and Development**

## **ORDER FORM**

Please fill this coupon and mail it to :  
**CEMD**

A-287, New Friends Colony, New Delhi - 110 065  
Tel/Fax : 691 1826/27 E-mail : [cemdjo@del2.vsnl.net.in](mailto:cemdjo@del2.vsnl.net.in)



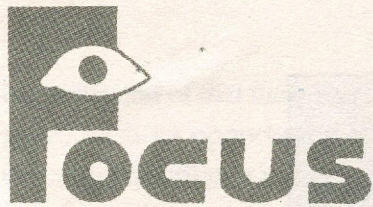
*Leading  
Edge*

**Educational Quarterly**

Name : \_\_\_\_\_

Address \_\_\_\_\_

Single Copy  Annual subscription



# DOES EDUCATION AIM AT LEARNING?

## THE CASE FOR A HOLISTIC APPROACH

— Googsie Khosla

A question that often bothers schools is whether children are really absorbing what they are taught. It was believed that examinations were the tried and tested method of checking this out. But of late doubts have begun to creep in and exams have been found to be responsible for producing success-failure trauma among both children and their parents. In this article the writer relates CEMD's experience of overhauling the assessment system in a Delhi school to make it a better indicator of the overall development of the child.

*“What if learning was the purpose of education?”*  
— David Knob

Education for a child is now widely accepted as an integrated and holistic process which requires a rich and flexible curriculum— not something that remains within the confines of a classroom or a narrow syllabus. Studies have brought into focus the need for considering the variety and heterogeneity of learners, which must in turn be kept in mind while designing teaching methods as well as assessment systems. A child needs growth opportunities in non-scholastic aspects of his life, along with adequate scholastic skills for wholesome development.

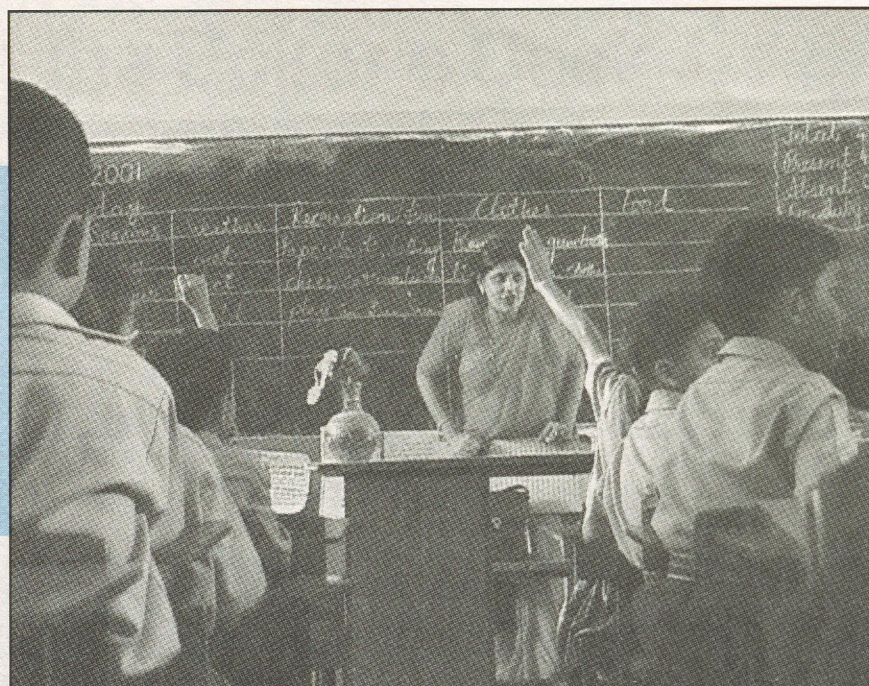
A school curriculum must, therefore, be amenable to varied teaching and learning processes used by the teacher along with her enlightened attitude and behaviour, her innovative ways of grooming children in different learning situations and her ability to use all available resources to stimulate their interest and attention. At the same time it should reflect the school vision and its ultimate goal

towards holistic child development— be it through planned or unplanned activities and learning.

### **Stimulating Environment**

If teaching and learning is taking place through the creation of a stimulating classroom environment, activity-oriented learning and higher order thinking then evaluation too can become a growth-oriented process. Examination systems, instead of serving as indicators of achievement against intended outcomes have, because of their irrelevance and inadequacy, been directly responsible for giving rise to ‘success-failure’ trauma among children and parents.

Inadequacies of assessment systems were addressed by CEMD under its Education Management Resource Programme (EMRP), undertaken with support from the Aga Khan Foundation to improve management of education in socio-economically marginalised schools. To bring about change in this respect, EMRP partner schools in Delhi felt a strong need for brainstorming among teachers at all levels to pinpoint shortcomings in the



assessment system. The question they asked themselves was whether the current method of evaluation was really assessing what it was designed for. Was the growth of the child in accordance with the original objectives of the school? Was the child aligned with the belief systems held by the school? And was all this taking place within the parameters of the mandated legal framework?

After several such sessions the teachers found courage in their conviction of the need for change and were ready to elaborate on their plan to carry this out before the school management. Their innovative scheme meant acquiring several new registers for class recording, more photocopying of worksheets for assessment and newly printed report cards for the parents. Apart from this, there was need for teacher training in the new methodology required for teaching and assessing children at reading, speaking, observing, hypothesising, analysing and evaluating on given issues. After carefully weighing the extra cost in material and human resources against benefit for the children, the managements decided in favour of supporting the plan of the teachers.

#### **Vital Stakeholder**

The need now arose to share this change with the other vital stakeholders—the parents.

The new task had to assume a different dimension, in

approaching a body of people who were keenly concerned about their children's progress yet had no experience of educational advancement theories. The parents feared that the new techniques could threaten the life chances of their children and jeopardise their hopes of success. The task of winning their support and understanding, was a huge challenge which was approached with considerable trepidation but amazing imagination by each school. Parents were sent attractive letters of invitation to a joint meeting. This was followed up by personal calls creating rapport and conveying the value attached to their ideas. Illustrated information was also sent covering the school's concern over the burden being unjustly imposed on their children. All this had the desired effect as parents came pouring in at different age-level forums organised by the schools.

#### **Presentations**

Presentations by the teachers on the new assessment plans drew innumerable questions from parents who sought clarifications, unsure whether they would be able to cope with a changed system. The teachers, confident about its value and the inevitable success of their ideas, patiently explained the benefits it would bring to child learning and finally lead to parent satisfaction within a year. The parents were encouraged to raise concerns and challenge the school's methodology for a couple of hours,

but at the end of that they expressed their delight at being given such an opportunity to clear their own minds, develop confidence in the school, its teachers and its belief system.

### **Creative Teaching**

As a result of this the system widely known as continuous comprehensive evaluation (CCE) was put in place in these schools. This in turn required the adoption of new creative teaching strategies to satisfy the different learning styles of children and different leadership and decision-making needs. The teachers then had to teach in a way that would help assess children not just in academic learning but also such related capacities as aesthetics, cooperative learning and decision-making. This was done, for example, by assigning them projects in groups during which all these attributes came into play. Personality traits of the students were observed as they engaged in discussions and debates while doing group projects. Teaching-learning then focused on the holistic development of the child that was clearly reflected in

improved performance by the children who now found learning to be an enjoyable exercise rather than a burden.

Dev Samaj Modern School in south Delhi was a prime example of successful development and change within the EMRP partner schools. This was evident in the performance of the middle school children, who now qualified in greater numbers for admission to other senior schools. In 1995 only 53 per cent of the children were able to cross the minimum required 50 per cent marks to gain admission, but by 2001 this chunk had risen to 67 per cent.

Even the senior school showed considerable progress in class twelve by moving from 59 per cent first division and 41 per cent second division in 1995 to 86 per cent first division and 14 per cent second division in 2001. In addition, the senior school received an award for achieving the distinction of being the only school in the zone which had no failures.

# STROT

## STRENGTHENING THE ROOTS OF TOMORROW

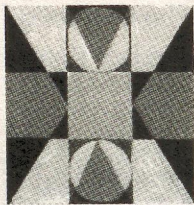
*S*trot is a campaign run by Safe Blood Organisation, an NGO.

Its aim is to sensitize the younger generation towards blood donation; its positive aspects on the health of the donor and to help remove fears and misconceptions. SBO organises free one-hour workshops for students of class IX to XII.

*School heads may contact :*

### **Safe Blood Organisation**

Helplines : 9810125104, 9810125105 & 9810125106  
E-410, Greater Kailash Part-II, New Delhi.



## REMEDIAL CLASSES : GENTLE HELPING HAND

— *Karan Singh Yadav*

Time was when students who used to go for tuitions were actually looked down upon. Not any more. These days it is a matter of prestige and it is those who do not go for tuitions or supplementary help who get an inferiority complex. But it cannot be denied that a few do require such help. Dr. Yadav, the principal of a Najafgarh-based government school, examines the question of remedial classes and offers some suggestions.

There have been different ways of imparting education since time immemorial. Broadly speaking they may be classified as 'formal' and 'non-formal.' School has been the most important and most effective way of formal teaching and thus has had a very prominent and lasting impact. There is no denying the fact that with the spread of information technology (IT) and the availability of other means of communication and teaching aids, teaching has become simple, speedy, accurate and more informal.

Therefore, one need not be taken aback when groups talk about 'de-schooling' society as it is still recognised that there is no real substitute for schooling and classes. A computer, after all, can never replace the classroom situation that has a teacher with a throbbing heart, where students feel, listen, speak, discuss, exhibit emotions and gain culture as well as knowledge.

### **Distractions**

Though teachers, in both public and government schools do their best, there are several factors that distract the attention of the students and thus hamper the teaching-

learning process. Such an environment particularly affects a number of students who are unable to cope with classroom teaching and therefore lag behind. Their proportion depends upon the school, its teachers, the environment and the parental care available to them.

### **Tadpole Philosophy**

These then are the students who give rise to the greatest concern as they never succeed in realising their potential. Our education system seems to be governed by R.H. Tawney's 'tadpole philosophy' in which many tadpoles struggle to become a few frogs, where many are called but only a few are chosen. It may be described as an education that makes for frustration. At various levels along the uphill grind, groups of climbers from among the huge party that start, are sloughed off and only a small number reach the summit complete with university degrees.

Those unfortunate ones who fail to cope with expected achievement levels are branded as low achievers, slow learners, backward and so on. But the fact is that they

can be brought on level with the rest, of course with some special attention usually given in 'remedial classes' or 'tutorials'.

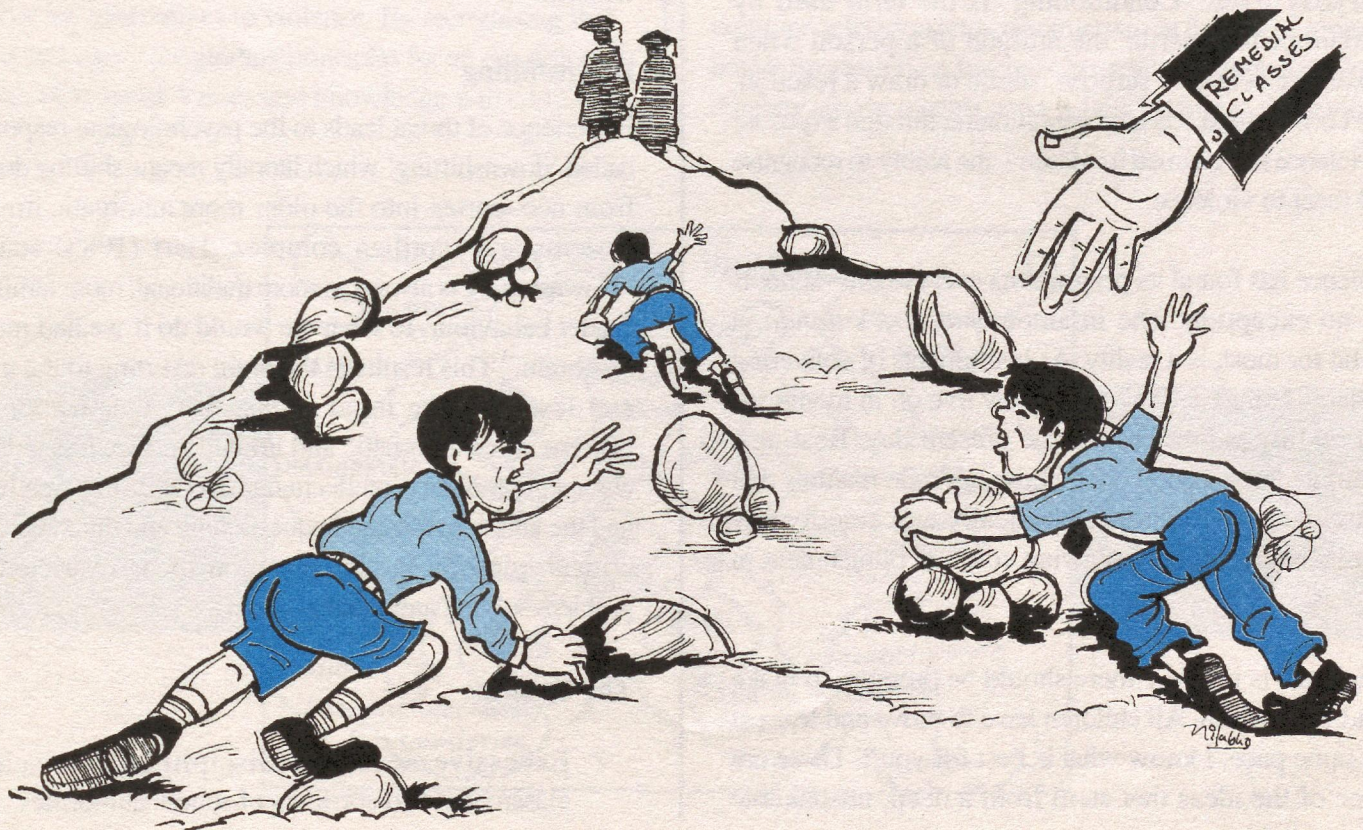
### Teaching packages

A remedial class consists of an entire group of students who need special care and attention so that they attain at least the minimum levels of learning or set goals at specified levels. In these classes, special 'result-oriented' teaching packages are delivered.

The biggest question that perhaps needs to be answered is whether remedial classes actually help the students. Experience shows that such classes and tutorials actually rescue a student by helping him to get rid of his frustration. This happens as it helps to put him on an equal footing with those with whom he is already an equal in most other respects. This in turn instills confidence in the child. Remedial classes thus bridge the gap not only inside the classroom but even beyond it.

However, a number of points need to be kept in mind to make a success of remedial classes.

- ❑ Identification of students for such classes must be done very carefully and judiciously
- ❑ Size of the remedial class or tutorial group should be small or moderate
- ❑ Teaching should not be of the routine variety but should be novel, friendly and specific
- ❑ The teacher taking the remedial classes must have concern towards students
- ❑ Ample time should be given to students to present their problems and difficulties
- ❑ In remedial classes students should be encouraged to come forward and interact with the teacher and other students
- ❑ The management in remedial classes should be democratic but with some check
- ❑ Remedial classes must follow the problem-solving method
- ❑ Follow-up sessions should be frequent.





## SPARE THE ROD, REMOVE THE ROT!

— *Madhavi Sibal*

There is no denying this!! Violence, in classrooms and on school premises, still exists as a means of reprimanding and maintaining order. This article is a compilation of ideas of a team of educators who feel concerned about the growing instances of school violence and corporal punishment.

“It was a clean movie – not even one slap!” seems to be a casual remark at first. But closer examination reveals a shocking but absolute acceptance of violence in our everyday lives. ‘Conditioning’ is the term used by academics to describe the attitude of a person when something ceases to surprise, startle or draw a reaction. The constant and repeated conditioning through exposure to violence has claimed its victim – the ability to recognise and react to violence.

Violence has found its perpetrators everywhere— schools are no exception. The infamous *masterji's danda*, a cliché for most, is a reality. As instruments of delivering justice – feared and revered – they live on in memories and on tiny palms even to the present day. Beatings, slapping, threats and verbal abuse are rude realities that continue to mar children physically and emotionally despite court rulings outlawing corporal punishment in schools.

“Violence is innate...there should be pressure to make children perform. All children have to move and learn at the same pace. I know what is best for you!” These are some of the ideas that stem from a deep, unshakable

belief in the efficacy of threat to "enable learning". These arguments are repeatedly used to justify violence in classrooms. Let us examine what threat really does to children.

### **Downshifting**

Experience of threat leads to the psychological response called ‘downshifting’ which literally means shifting down from neo-cortex into the older more automatic limbic systems and reptilian complex. Hart (1983) states, “Downshifting is always to more traditional, more familiar, cruder behaviour—to what we would do if we had much less brain.” This results in the brain reverting to the tried and tested as the mind is insecure. Our responses become more automatic and limited and are less able to engage in complex intellectual tasks requiring creativity and the ability to engage in questioning and thinking. The critical question is “Is education to be restricted to problem solving and memorisation?”

### **The Culprits**

- Excessive need for ‘disciplined’, noiseless classrooms and corridors of school authorities

- ☞ Commonly held beliefs about control, power and punishment
- ☞ Environmental pressures such as competition and commercialisation
- ☞ Teachers inadequacy and deficiency to manage

It's not surprising, therefore, that our disciplined and well-behaved students turn out into uncreative, highly inflexible, closed human beings.

Take the case of A.P.J. Abdul Kalam, India's foremost missile scientist. He experienced a ruthless beating at the hands of his maths teacher for a minor matter. Perhaps the teacher felt remorseful later when Kalam topped in the subject and offered a rationalisation for the episode as a mitigant. "Whosoever I cane becomes a great man!" Kalam has recalled this incident in his autobiography, 'Wings of Fire' and talked about his humiliation at the time of the beating. If this teacher is justified in his claim to fame, those of us who have never experienced a beating are missing an essential part our education.

### Violence free school

We are governed by our beliefs that in turn manifests in our actions. Constant questioning of beliefs would pave the way for alternatives to violence. By recognising that justice and equity are guiding principles for all our actions, the means to instill values and knowledge will certainly

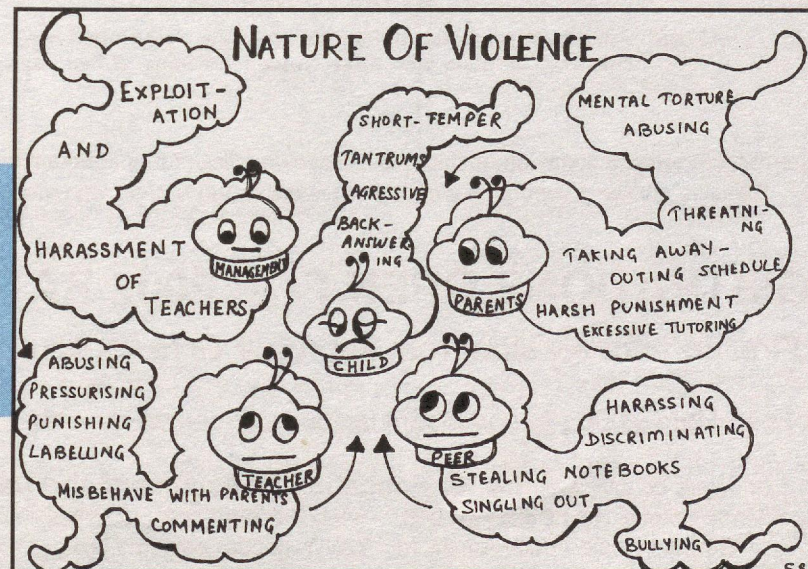
become more facilitative. Dale Carnegie, writer, says, "You will see it when you believe it." This needs to become the new mantra for those who have so long believed in the old school of thought.

The process of questioning needs to extend to definitions of discipline and further to the means to maintain it within classrooms and school premises. Webster's New Collegiate Dictionary defines discipline as '..to impose order upon..' 'to bring (a group) under control.' Oxford Dictionary's definitions read as.. 'control or order exercised over people or animals, especially, children, prisoners, military personnel, etc, punishment, drill, training in obedience.'

How would our actions and beliefs change if we were to revert to the derivation of discipline from medieval Latin word *discere*, meaning disciple or to learn? Would our "discipline loving" teachers and principals not budge from their positions of control and subjugation? Would democracy not flower in the absence of "citizen producing factories" built on rigid autocratic foundations?

### Vicious cycle

The salient point here, however, would no doubt be how to get out of this seemingly vicious cycle. Excessive commercialisation and consumerism in the environment builds up tension on teachers, parents and students alike. Anxiety among parents and teachers leading to frustration



and desperation find their outlets in verbal and physical violence directed at the students. Beating and slapping of students in classrooms is also indicative of the teachers' need to control and inadequacy in doing the same.

The urgent need, therefore, is to have an approach that is sensitive to children's capabilities and puts greater trust in them. Moral pressure instead of performance pressure may work well. Children must cease to be a measure of success for teachers and parents. Schools must become safe havens for students providing them a climate of trust. It is also important to evolve a community-school partnership to find solutions to violence.

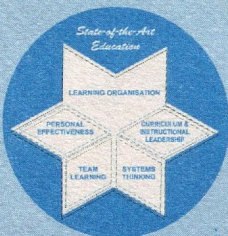
For their part teachers should be more approachable and allow for more informal interaction with parents and with children on a one-to-one basis where needed (perhaps during the break time). Orientation of teachers and parents to fulfil the needs of a child in the emerging social scenario and to deal with conflict is also essential. The presence of a counsellor in schools for career as well as emotional guidance could be a great help.

Pre-service training of the teachers must include sensitization to the needs of the child. The selection process for teachers must include psychometric tests. In-

service support should be provided to improve instructional effectiveness and subject efficiency and also support could be provided to deal with personal stresses of the teacher. The value of a teacher needs to be restored in the society by increasing pay scales, autonomy, and recognition and by building mutual respect between parents, teachers and managements.

Training is necessary for a paradigm shift towards a child away from impatience, rigidity, and lack of knowledge of child psychology. Parent-teacher relationships need to be improved in order to increase partnership in the child's overall development. A better-organized administrative structure will provide more autonomy to teachers, encouragement and support, time for planning the syllabus and an atmosphere that encourages creativity in teachers.

*This article is based on the suggestions given at two meetings of the Study Circle organised by CEMD in October and November, 2001. Participants include teachers, teacher trainers, principals and representatives of NGOs. Among those who took an active part in making the discussions a success are Mr. Vishnu Kant, Ms. Shivani Bajaj, Dr. Sangeeta Chowdhary, Ms. Anita Paul, Mr. Kalyan Chatterjee and Dr. Jaya Indiresan who were part of a task force created by the Study Circle to make an in-depth study of the subject.*



## EDUCATION LEADERSHIP PROGRAMME FOR SCHOOLS

A self-study post-graduate diploma programme using open-learning methods  
One year duration with three contact sessions of five days each

- State-of-the-art instructional leadership
- Develop efficient management systems
- Effective and empowering leadership to realise school's goals and vision

### REGISTRATIONS OPEN FOR 2002 BATCH

First contact session from February 19 to 23, 2002

Fees: Rs. 12,000 per participant inclusive of course material.

For forms and other details contact: **Centre for Education Management and Development**  
A-287, New Friends Colony, New Delhi 110 065. Telefax: 6911826/6911827/6827902/6823943  
E-mail: cemdjo@del2.vsnl.net.in WWW: <http://www.cemd.org>



# TEACHERS AND VIOLENCE

— Sandhya Shenoy

School teachers, especially primary school teachers, truly need to be careful about their behaviour and actions in the classroom both of which have a profound impact on the minds of children. Naturally managing so many children in a class is a really demanding task. However, teachers have to be very careful before they resort to violence either in words or action. A smack or a slap or a hit on the knuckles or even a scathing word or a sarcastic comment could cause irreparable damage to the child's psyche.

Children are hit for things like forgetting to bring in the correct book to class (keep in mind that the time-table is often changed, so kids tend to get confused sometimes about which book was required). Then kids are hit for talking in class. If the teacher is unable to keep the attention of the children in her class, then why blame the kids. It might help if the teacher just walked around the class, looking at each group of children and speaking directly to them, instead of merely sitting in front and making them read out of the textbook.

Children are even hit for talking/playing around when the teacher is not in the class. Now anyone who has any knowledge of children, knows that it's almost impossible for a child to sit quietly in one place for too long. Pre-teens are generally absorbing so much information so fast that movement of the body becomes imperative to be somewhat in tune with the mind. At this age they are learning more by touch and actual experience, not just from the written word. Also they are learning to socialise without parental guidance. So they need, absolutely

need, to have time to mix with other kids and move around their class. Its obvious that this is not possible during the time the teacher is trying to teach them something. But what's the harm in them walking about, stretching their legs or talking with their companions when there is no teacher around. It need not be viewed as an offence that calls for slapping a child. After all children, just like adults, find sitting in one place or concentrating for too long stressful.

I can recall the instance of a six-year-old child of first standard being slapped by her teacher for copying wrongly from the blackboard. The child felt humiliated in front of her peers. Actually, the child had copied exactly from the blackboard and the teacher had made a mistake on the board. Afterwards, the teacher did apologize to the child. But it's undesirable to slap such a small child even if he or she makes a mistake and copies wrong from the blackboard.

The use of sarcasm as a method of getting a point across

to a child also has the same effect as physical violence. Ultimately, ridicule is an ineffective way to teach children. Sometimes teachers making fun of a child's work. The aim, however, should be to improve the understanding of the child who can then realise his or her full potential.

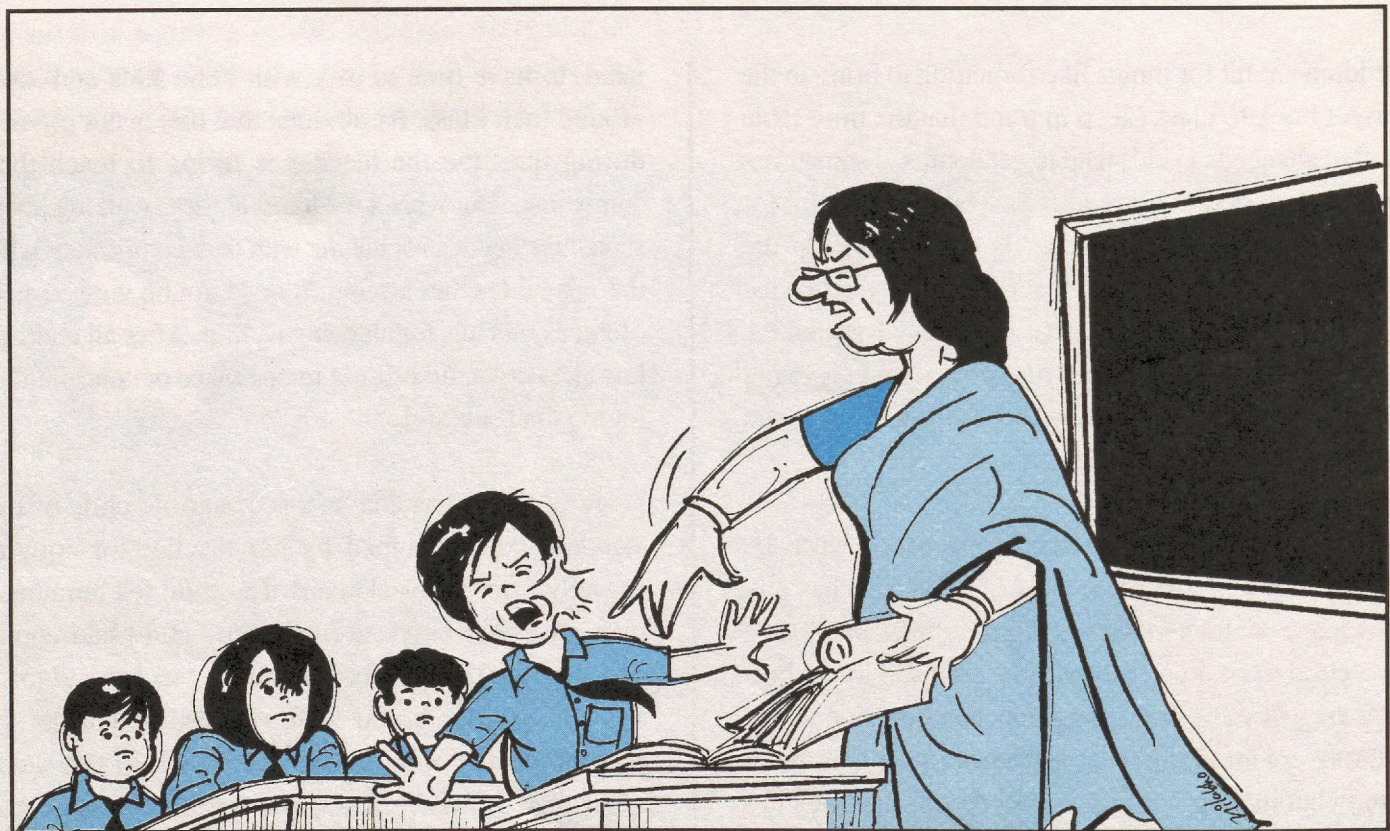
There are a few schoolteachers who are different. There was this Hindi teacher who got around some real rowdy boys in her class. One day she came in and saw them jumping around. She grabbed the first one and hugged him tight. He calmed down instantly and then sat quietly looking at her with adoration. Then another day she took one of the rowdy boys and asked him to help with collecting books. Just these simple things got the children enthusiastic about this teacher. Of course the class did not become a model class. But this teacher definitely had more support and affection from her kids, than the other

teachers did.

Violence in classrooms can also be a bad influence on children leading to such tendencies as bullying. Teachers, being adults are more socially and intellectually experienced than children. Hence they should have the skills to get their point across and generally convince kids to do what they want them to, by using their life-experience skills. They should rather set an example so that violence is not accepted as the only method of getting one's way over defenceless, weaker beings.

Last of all before taking recourse to violence teachers should be restrained by the thought of the antagonistic feelings they arouse in the children.

Well these are some of my thoughts. What do you think?





## बाल श्रम पर रोक

— रमेश तिवारी

बाल श्रम पर रोक लगाने से पहले बाल श्रम के कारणों को जानने पर प्राथमिकता देनी चाहिए। अगर ऐसा नहीं हुआ तो बाल श्रम को रोकने का नतीजा एक भयंकर मोड़ भी ले सकता है।

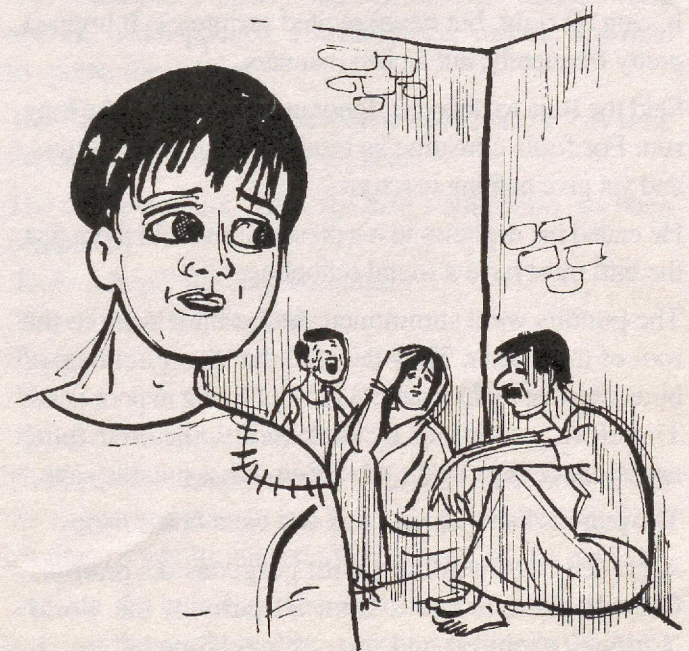
बाल श्रम, बाल उत्पीड़न पर रोक लगे यह अपने आप में एक उचित निर्णय व एक अच्छा कदम तथा सुगम प्रयास है, बाल श्रम पर रोक व काबू पाने के लिए संवैधानिक तौर से व स्वयं सेवी संस्थाओं व अन्य संगठनों द्वारा जो कार्य किये गये व किये जा रहे हैं इससे बाल उत्पीड़न काफी हद तक प्रभावित भी हुआ।

यह बात कहीं पर भी ठीक नहीं उतरती कि एक ऐसी अवस्था जिसमें बच्चे की बुद्धि के विकास के साथ-साथ खेलने, पढ़ने, शिक्षा ग्रहण करने व समाज की जानकारी लेने का अवसर हो तब इस समय पर बाल्यावस्था में उसके सिर पर श्रम रूपी ऐसा बोझ रखा जाये कि वह बाल्यावस्था की ही अनुगृहित चीज़ से वंचित रहे। आज हर किसी के दिमाग में ये बातें हैं चाहे वह कोई भी शिक्षित, समाजसेवी या कोई संस्था (ग्रुप) व राजनेता हो इस बात पर एकमत हैं कि बाल श्रम पर रोक लगानी चाहिए। पर ऐसे लोगों की गिनती हमारे समाज में अभी कम है जो बाल श्रम का कारण जानना चाहें या फिर बाल उत्पीड़न रोक के बाद का प्रतिफल समझें।

हाँ पाठकगण, बाल श्रम, बाल उत्पीड़न को ग़लत साबित करने से पहले, बाल श्रम को रोकने से पहले ये समझें कि जो 10, 12 या 14 साल का बालक जिसको शिक्षा प्राप्त हेतु विद्यालय जाना चाहिए या अपने हम उम्र बच्चों के साथ खेलना चाहिए क्यों श्रम बोझ के नीचे दबता जा रहा है? वह शौक से श्रम कर रहा है या कोई ज़बरदस्ती उससे श्रम करा रहा है, अगर ऐसा है तो समझाएँ उसे कि समाज में कैसे जीते हैं, उसकी उम्र क्या है, सिखायें उसे कि उसे क्या करना

चाहिए, दें उसे वह स्नेह जो अपने बच्चों को देते हैं या फिर खिंचिए उसे जो ज़बरदस्ती उससे श्रम करवा रहा है, हाँ अगर उस बालक की कुछ परिस्थितियाँ ही ऐसी हैं कि वह श्रम किये बगैर नहीं रह पायेगा तो उसको श्रम से निकलवाने से पहले ज़रा सोचिए।

उस बालक के घर में कोई ज़िम्मेदारियों को वहन करने वाला नवयुवक या बुर्जुग नहीं है, बूढ़े माँ-बाप का सहारा या छोटे भाई-बहनों का भरण पोषण करने वाला मात्र वह बालक है जो दिन भर श्रम का बोझ उठाकर शाम को चूल्हा जलाता है तो क्या हम उसके आश्रितों से वह निवाला भी छीन लेंगे जो



वह बालक देता है। या फिर समाज यह देखे कि उसके घर में लोग भूख से बिलख रहे हैं। अगर समाज ने बगैर कुछ सोचे समझे उससे श्रम बन्द करवा दिया और ये सोचा कि आज हमने एक अच्छा काम कर दिया, एक बच्चे को उत्पीड़न से बचा लिया या किसी समाज के ठेकेदार ने यह वाहा-वाही लूट ली कि उसने कितना अच्छा काम किया बाल उत्पीड़न को जड़ से मिटाकर।

हाँ, ये नहीं सोचा कि वह उस बालक को काम से निकालकर बाहर तो कर आया पर उसके घर की रूबर नहीं ली तो क्या होगा जिसको समाज ने मेहनत करने से रोका, क्या करेगा वह अपने बूढ़े माँ-बाप व भाई बहनों के भरण-पोषण के लिए - चोरी, डकैती, लूट - क्या हुआ उसका जिसको हमने बाल श्रम कहकर मेहनत करने से रोका वह आने वाले कल में एक ग़लत किस्म का आदमी होगा

जिसे समाज खूंखार डकैत, बदमाश, चोर या आतंकी का नाम देगा।

इसलिए इन सारी बातों के बारे में सोचते हुए हर उस बच्चे के बारे में जानकारी ली जाये जो बाल श्रमिक हों। उसके (बच्चे) बारे में कि क्या वजह है जो वह श्रम कर रहा है, अगर उसकी मजबूरी है कि श्रम करने के अलावा उसके पास कोई चारा आजिविका के लिए नहीं है तो कुछ ऐसी व्यवस्था हो कि जब तक वह श्रम करने लायक न हो उसके परिवार की आजिविका के लिए कुछ पेंशन प्रवृत्ति लागू हो या राशन कार्ड पद्धति या जैसे कि गरीबी रेखा या इससे कुछ सम्बन्धित और पर्याप्त साधन। भले ही ये पद्धतियाँ उसके बालिग होने पर निरस्त कर दी जायें।

अगर इन सारे पहलुओं को नज़रअंदाज कर बाल श्रम को रोकने की कोशिश की गयी तो बहुत मुमकिन है कि यह कदम कोई दूसरा ग़लत मोड़ भी ले सकता है।



## THE PARROT'S TRAINING

— Rabindranath Tagore

Once upon a time there was a bird. It was ignorant. It sang all right, but never recited scriptures. It hopped pretty frequently, but lacked manners.

Said the Raja to himself: 'Ignorance is costly in the long run. For fools consume as much food as their betters, and yet give nothing in return.'

He called his nephews to his presence and told them that the bird must have a sound schooling.

The pundits were summoned, and at once went to the root of the matter. They decided that the ignorance of birds was due to their natural habit of living in poor nests. Therefore, according to the pundits, the first thing necessary for this bird's education was a suitable cage.

The pundits had their rewards and went home happy.

A golden cage was built with gorgeous decorations. Crowds came to see it from all parts of the world. 'Culture, captured and caged!' exclaimed some, in

rapture of ecstasy, and burst into tears. Others remarked: 'Even if culture be missed, the cage will remain, to the end, a substantial fact. How fortunate for the bird!'

The goldsmith filled his bag with money and lost no time in sailing homewards.

The pundit sat down to educate the bird. With proper deliberation he took his pinch of snuff, as he said: 'Textbooks can never be too many for our purpose!'

The nephews brought together an enormous crowd of scribes. They copied from books, and copied from copies, till the manuscripts were piled up to an unreachable height. Men murmured in amazement. 'Oh, the tower of culture, egregiously high! The end of it lost in the clouds!'

The scribes, with light hearts, hurried home, their pockets heavily laden.

The nephews were furiously busy keeping the cage in proper trim. As their constant scrubbing and polishing

went on, the people said with satisfaction: 'This is progress indeed!'

Men were employed in large numbers and supervisors were still more numerous. These, with their cousins of all different degrees of distance, built a palace for themselves and lived happily ever after.

Whatever may be its other deficiencies, the world is never in want of faultfinders; and they went about saying that every creature remotely connected with the cage flourished beyond words, excepting the bird.

When this remark reached the Raja's ears, he summoned his nephews before him and said: 'My dear nephews, what is this that we hear?'

The nephews said in answer: 'Sire, let the testimony of the goldsmiths and pundits, the scribes and the supervisors be take, if the truth is to be known. Food is scarce with the fault-finders, and that is why their tongues have gained in sharpness.'

The explanation was so luminously satisfactory that the Raja decorated each one of his nephews with his own rare jewels.

The Raja at length, being desirous of seeing with his own eyes how his Education Department busied itself with the little bird, made his appearance one day at the great Hall of Learning.

From the gate rose the sounds of conch-shells and gongs, horns, bugles and trumpets, cymbals, drums and kettle-drums, tom toms, tambourines, flutes, fifes, barrel-organs and bagpipes. The pundits began chanting mantras with their topmost voices, while the goldsmiths, scribes, supervisors, and their numberless cousins of all different degrees of distance loudly raised a round of cheers.

The nephews smiled and said: 'Sire, what do you think of it all?'

The Raja said: 'It does seem so fearfully like a sound principle of Education!'

Mightily pleased, the Raja was about to remount his elephant, when the fault-finder, from behind some bush, cried out: 'Maharaja, have you seen the bird?'

'Indeed, I have not!' exclaimed the Raja. 'I completely forgot about the bird.'

Turning back, he asked the pundits about the method they followed in instructing the bird. It was shown to him. He was immensely impressed. The method was so stupendous that the bird looked ridiculously unimportant in comparison. The Raja was satisfied that there was no

flaw in the arrangements. As for any complaint from the bird itself, that simply could not be expected. Its throat was so completely choked with the leaves from the books that it could neither whistle nor whisper. It sent a thrill through one's body to watch the process.

This time, while remounting his elephant, the Raja ordered his State ear-puller to give a thorough good pull at both the ears of the faultfinder.

The bird thus crawled on, duly and properly, to the safest verge of inanity. In fact, its progress was satisfactory in the extreme. Nevertheless, Nature occasionally triumphed over training, and when the morning light peeped into the bird's cage it sometimes fluttered its wings in a reprehensible manner. And, though it is hard to believe, it pitifully pecked at its bars with its feeble beak.

'What impertinence!' growled the kotwal.

The blacksmith, with his forge and hammer, took his place in the Raja's Department of Education. Oh, what resounding blows! The iron chain was soon completed, and the bird's wings were clipped.

The Raja's brothers-in-law looked black, and shook their heads, saying: 'These birds not only lack good sense, but also gratitude!'

With textbook in one hand and baton in the other, the pundits gave the poor bird what may fitly be called lessons!

The kotwal was honoured with a title for his watchfulness, and the blacksmith for his skill in forging chains.

The bird died. Nobody had the least notion how long ago this had happened. The faultfinder was the first man to spread the rumour.

The Raja called his nephews and asked them, 'My dear nephews, what is this that we hear?'

The nephews said: 'Sire, the bird's education has been completed.'

'Does it hop?' the Raja enquired.

'Never!' said the nephews.

'Does it fly?'

'No.'

'Bring me the bird,' said the Raja.

The bird was brought to him, guarded by the kotwal and the sepoy and the sowars. The Raja poked its body with his finger. Only its inner stuffing of book-leaves rustled.

Outside the window, the murmur of spring breeze amongst the newly budded asoka leaves made the April morning wistful.

# BRINGING EDUCATIONAL GOALS TO REALITY

We are a team of professionals from premier institutes like IIM-Ahmadabad, FMS-Delhi and IIT-Kanpur and are active in career counseling personality development and psychological testing.



**OUR ASSOCIATIONS :**

HT-PACE                      INDIAN OIL                      TAJ GROUP OF HOTELS

**OUR SERVICES:**

Workshops for Students : Careers, Studying Effectively, Personality Development, Sex Education, Handling Exam Tension.  
 Workshops for Teachers: Creativity in Teaching, Handling Behavioural Problems, Managing Stress.  
 Workshops for Parents : Effective Parenting, Helping Wards In Choosing Stream And Careers.  
 Foundation Module : A Structured Approach To Organizing Workshops  
 Psychological Testing : X<sup>th</sup> Stream Choice, Study-Habit Inventory  
 Individual Counseling : Careers, Studying Effectively.  
 Quality Circles in Schools : Setting up of Quality Circles and bringing in improvements.  
 Course Material : for competitive exams i.e. BBA/ BBS, BCA/BIT, HM, NIFT, LAW Etc.

We have already conducted **more than 900 sessions and about 140 schools** in North India utilise our services.

**CENTRE FOR CAREER DEVELOPMENT (CCD)**

270-A, 1<sup>st</sup> Floor, Patparganj, Opp. Anand Lok Apartments, Mayur Vihar, Phase-1, Delhi-110091  
 Tel. : 2751266, 9810264027 Email- jcnew@hotmail.com

**Contact :**

**Mr. Jitin Chawla**

## FEEDBACK

Readers response is requested to the following questions to help Leading Edge to maintain and improve its standards.

- |  |   |
|--|---|
| 1. Do you like the getup of the newsletter?                            | <input type="checkbox"/> Y <input type="checkbox"/> N |
| 2. Do you think the length of the newsletter is okay?                  | <input type="checkbox"/> Y <input type="checkbox"/> N |
| 3. Did you benefit by any of the articles of the previous newsletters? | <input type="checkbox"/> Y <input type="checkbox"/> N |
| 4. Any suggestions for us .....  |   |

### Advertisement Rates

Back Page 1/3 ..... Rs. 700/-  
 Inside Back Cover 1/3 ..... Rs. 500/-  
 1/2 Page ..... Rs. 500/-

As a forum for discussion, Leading Edge invites contributions to it's regular sections :

- LETTERS TO THE EDITOR
- TEACHER'S PAGE
- STUDENT'S PAGE



The latter two sections will contain experiences and problems of the respective groups of people. Contributors are requested to keep their pieces brief (200 to 300 words). We hope they will bear with us in this in view of the paucity of space. We would also value readers' opinions and suggestions about the newsletter.

Published by :



**Centre for Education Management and Development,**  
 A-287, New Friends Colony  
 New Delhi - 110 065 Tel/Fax : 691 1826/27  
 E-mail : cemdjo@del2.vsnl.net.in

Printed at :

**Naveen Printers**

14, Nizamuddin West, New Delhi-13  
 Ph./Fax : 435 3690 / 435 1081