

Naidu in different emotive enunciations and different voices for choruses.

Reflections of the Facilitator

This was a high difficulty level workshop for teachers as each group had a different set of poems for the same task. This necessitated reading out the poem, but a deeper analysis was difficult without the text of every poem at hand and the time to read it. To comprehend a poem by simply listening to it was difficult for the teachers. Moreover, teachers are not trained to read and analyse poetry and prose from a literary angle. They believe that teaching consists of asking and answering comprehension level questions. They had never analysed literature in the class room. Yet they were able to manage the tasks with an above average level of response, which means they found the engagement with literature fruitful. The teachers had also never analysed the mood, tone or images in a poem before, nor had they carried out a purely literary analysis. Other than examining the literary devices, they had never compared two poems or analysed them.

The film on Somerset Maugham's short story "Winter Cruise" was difficult for some participants to understand, although as a facilitator, I was of the opinion that the movie was very simple and very beautiful and humorous. It also had some elements of insights into the human character. Next time I will provide subtitles for the films if possible or give the teachers the scripts to read along with the film.

I learnt many important lessons from this workshop as well as the four others that I conducted in the series of Middle School English Workshops for teachers through the School Connect Programme of the Azim Premji University. I learnt that private school

teachers need as much help as government school teachers. Contrary to my beliefs, I found out that they also do not read a lot of literature, or academic texts. Their resistance to reading was manifested in the workshop as they seemed to prefer PPTs and videos to reading. They too, much like children, enjoyed challenging activities. They were ready to analyse and discuss theory based on them.

In conclusion, I would say that a good grounding in literary analysis must be included as part of teacher education programs for teachers of both private and state board schools. Reading and the joy of intensive and extensive reading need to once more occupy centre stage in class room processes if we want our children to become competent readers.

Nivedita Vijay Bedadur is Assistant Professor at Azim Premji University, Bengaluru. She has taught English in Kendriya Vidyalayas in India and Nepal. Presently, she is engaged in designing courses for teacher educators.

nivedita@azimpremjifoundation.org

Seminar on Inclusive Approach to Tribal Education in Chhattisgarh

Mahendra Kumar Mishra

A state level seminar on "Inclusive Approach to Tribal Education" was conducted in Jagdalpur, the district headquarters of Bastar in the state of Chhattisgarh between 22-24 January 2016. The objectives of the seminar were:

- Understanding the policy, programme, constitutional obligations and national goal of education in the context of tribal areas

- Recognizing the issues and challenges of learning difficulties faced by tribal children in primary schools
- Understanding the attitudes and beliefs of teachers regarding tribal children, their culture, language and society, and the challenges faced by them in teaching tribal children
- Learning from other states of India about tribal education
- Strategies for the education of tribal children
- Implementation of Mother Language Education (MLE) to bridge the gap between home and school language as per the Right to Education (RTE) Act 2009 and National Curriculum Framework (NCF) 2005
- Strengthening the mechanism for teacher support towards bridging the gap between home and school language
- Undertake linguistic survey and mapping
- Adopt Gondi, Halvi and Bhatra in the school curriculum in DIETs, Bastar.
- Train teachers/BRC/CRC (Block Resource Centres/Cluster resource Centres) on attitudinal aspects with regards to tribal languages
- Engage tribal language teachers in those areas where children need education in their mother tongues
- Conduct community-based programmes from time to time and document local tribal language resources
- Adopt Cluster Approach to tribal education in CRC, Netanar
- Converge with SC/ST development department.

The seminar raised several issues in the context of tribal education in Bastar that need to be resolved jointly by the state government, tribal organizations and the people.

The seminar was attended by nearly 65 participants comprising RtE school teachers from the Bastar block, subject resource group (SRG – Language) members, Dura teachers, representatives from DIET (District Institute of Education and Training) Ambikapur, Kabirdham, Mahasamund, Dantewada, Kanker and Dhamtari. Staff members from IFIG and the district / block education department of Bastar also participated in the seminar.

The following recommendations were made to the state government:

- Bridge the gap between home and school language by preparing textbooks and supplementary readers in tribal languages along the lines of the MLE approach
- Train teachers in language teaching and learning methodology (mother tongue education / second language acquisition)

Mahendra Kumar Mishra is a folklorist and a National Consultant on Multilingual Education. He is working as the State Head, Programme and Research Team, Education, ICICI Foundation for Inclusive Growth, Chhattisgarh, India.

mkmfolk@rediffmail.com