

## **CHAPTER-V**

# ANALYSIS AND INTERPRETATION

Keeping in view the objectives of the present study as stated in chapter-I data has been analyzed and interpreted in the following chapter. In chapter-III, the methodology used in data collection and interpretation was discussed. The present chapter is a detailed account of observations made during the whole process of the study. This chapter is divided into three parts like the school, in which researcher gives a whole background and general information about case being studied. Second part is regarding pedagogical practices, teachers, students and interaction between them. The third part is analysis and conclusion of the chapter.

#### (Part-I)

#### (INTRODUCTION TO THE SCHOOL)

#### 5.1.1 PARVARISH THE MUSEUM SCHOOL

Think of a scenario where children can't wait to go to school. Their eyes gleam with happiness as teachers reach their home to take them to school. Learning history with a look into ancient ornaments and math by throwing pebbles, this is what school should be like! Sounds unique, Parvarish the Museum school for underprivileged children in the city is doing just that and bringing in the museum tours as a part of learning process. Parvarish the Museum school is an NGO run school in Bhopal.

Parvarish is the museum school operates in different museums of the Bhopal city with strength of 100 students per year or 3500 student in total (as on April 2018). Though the school has a very small number of students by contemporary standards, it gains prominence by having a reputation of being popularly known as a Museum school and recognition for its innovation by UNESCO in 2016. This study focused on the innovation for which the school is known and bringing out pedagogical practices that are being followed in the museum.

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#### 5.1.2 THE ORIGIN

Parvarish the museum school came into being in the year 2005, with strength of 40 students of Meera nagar basti situated in Bhopal with the aim of providing quality

education to the urban poor children for free of cost. As in the words of chief coordinator Ms. Shibani Ghosh "there is a huge disparity in the quality of education, between a rich child and a poor child in India. In the same city, a rich child gets the best infrastructure as School, the best Teaching Aids, and many Teachers for 1 class, whereas a poor child gets max 5 rooms as infrastructure, No Teaching aids, and 1 Teacher for many classes. If there is a disparity in the foundation itself, how can we dare to dream of equality in our country?"

The founders of Parvarish the museum school found that cities that have good number of out-of-school slum children also have number of Museums. Each Museum is subject focused. for e.g. for Science there is a Science Museum, for History there is an Archaeology Museum, for Environmental Science there is a Natural History Museum, and so on. Each Museum has exhibits for all ages, from a 5 year old to a 70 year old. If one explains the exhibits, their functioning and concept properly, even a child who does not know how to read or write can understand them conceptually.

"We thus had a model THE MUSEUM SCHOOL that addressed all components of quality education: Infrastructure, Teaching Aids, Qualified and trained teachers. The Museum School provided the best infrastructure no school can create (the Museums), the best teaching aids no school can ever make (the Museum Exhibits) and the best teachers (B.Ed students giving their best performance to secure high grades in practice teaching), all at no cost."-Ms.Shibani Ghosh (Chief coordinator)

The model follows a curriculum designed to provide holistic education starting from behavioral changes to literacy, to academics, physical and adolescence education, and finally ending with vocational skills and entrepreneurship development. While the children are mainstreamed through Regular Schools and the National Open School for examination and certification, the objective is to make them self-employable, confident, responsible and independent in society.

The Museum School (also called PARVARISH), takes a fixed number of non-school-going children from slums every year, and grooms them so that they can join a mainstream school. After joining the school, Parvarish acts as their after-school support, teaching them all that they cannot get in their school or afford to buy. Since 2005, Parvarish has groomed over 2500 children, some of whom are now pursuing Engineering. Science and Commerce undergraduate courses in Universities, some are

pursuing performing arts education like Bharat Natyam and Acting, some have started their own small livelihoods, and some are exploring various areas of their choice. The transformation of children from untidy, illiterate, bad mouthed vagabonds, to polished decent, confident, educated children, has been like a dream come true. Some passing out children are joining back the school as regular Teachers.

Parvarish - The Museum School has also recruited educated girls from slums as part-time literacy teachers and collaborated with other NGOs to train them on literacy teaching. Since these teachers come from the same community as the children, the community feels comfortable and secure to send their children with them. These girls also feel empowered and elated as a Teacher in their community. Started as a small experiment by few people, supported by Dorabji Tata trust, The Museum School has grown into a People's Project. Concerned citizens now come forward to sponsor a child each, thus helping the children groom themselves on all aspects. Some philanthropic groups take responsibility of some expenditure areas, so that the school can be sustained easily.

"Through this model we are trying to prove that the urban poor can also be given the same quality of education as that for the urban rich, by just making optimum and effective utilization of its existing infrastructure (The Museums and B.Ed colleges), at practically the same or maybe lesser cost, that the Government today incurs on urban education."- Shibani Ghosh (Chief coordinator)

#### 5.1.3 IDEOLOGY OF THE SCHOOL

Founders of the museum school believe in the idea of providing free and quality education to the urban poor children. They think that education that was introduced to bring equality in the society is widening the gap between the rich and poor. In our country we have schools with world class facilities and in the same country we have schools with one room and one teacher hardly bothering about the education of the children. This way education is increasing disparity among society. They believe that every child have potential it's just that they need an opportunity to unleash that potential. So here Parvarish the museum school provides education using museum exhibits at free of cost. At Parvarish students are also encouraged to learn a vocation that they can take up as their carrier in future. This reflects Gandhi Ji's ideology of learning while doing.

By studying the ideology Parvarish the museum school in the light of various thoughts of educational thinkers and schools of philosophies, it could be said that Parvarish the museum school has a strong philosophical basis. Education system of the museum school follows 'Eclectic Approach', combining the ideas of idealism, naturalism, pragmatism and realism. The educational philosophy of Parvarish the museum school is more pragmatic in approach.

#### **5.1.4 THE SITE**

The Museum School has been running successfully in Bhopal, (MP) India since September 2005 in collaboration with 5 Museums:

- A. Regional Science Centre,
- B. National Museum of Mankind.
- C. Regional Museum of Natural History,
- D. State Archaeology Museum
- E. State Tribal Museum
- 3 Museums in Mumbai: Prince of Wales Museum, Nehru Science Centre and Maharashtra Nature Park;
- 5 Museums in Delhi: National Science Centre, National Museum of Natural History, National Crafts Museum, National Rail Museum and Shankar's International Doll Museum;
- 3 Museums in Chennai: Birla Planetarium, Government Museum Ignore and Dakshinachitra; and 1 Museum in Bangalore: Visvesvaraya Industrial and Technological Museum have already expressed their interest and support for the project.

The museum school of Bhopal got recognition from UNESCO in the year 2016 they won prestigious Wenhui Award of United Nations Educational, Scientific and cultural organization(UNESCO). Following is the brief description of the site of the school. i.e. the museums of Bhopal.

## A. Regional Science Centre

The Regional Science Centre, Bhopal (RSCB) is located in the Shyamla Hills area of Bhopal, India. It is aimed at popularizing science and technology among the people, particularly the students. It is one of the constituent units of the National

Council of Science Museums or NCSM. The Centre has over 266 science exhibits spanning across a wide range of scientific disciplines. Most of the exhibits are interactiv



Regional Science Centre

The 5-acre RSCB campus includes a 3-acre Science Park, which contains over 60 exhibits such as pulley demonstrations, a windmill and solar-powered devices. The campus also houses a small Dinosaur Park and a zoo.

Besides the indoor galleries, Science Centre is having a unique Science Park spread on a lush green land of 3 acres, which contains more than 60 nos. of interactive funfilled working exhibits.



Picture 2 exhibit at Regional Science Centre

# B. RMNH Bhopal

The Museum deals with general aspects of natural history, depicts the flora, fauna and ecosystems of Region and promotes conservation and environmental awareness through its exhibit galleries and educational activities.

The value of a Regional Museum of Natural History in the Central Region of the country to highlight the flora and fauna and natural resources of the area, protection of ecosystems and the environmental awareness needs hardly any justification. It is encouraging that the State Government was keen to have such a facility developed at Bhopal for which the state offered the necessary land.



Picture 3. Exhibit showing rivers of Madhya Pradesh

The RMNH at Bhopal would fulfill the following objects:

- > Develop exhibits depicting the flora fauna and geology of the region.
- ➤ Depict ecological relationships among plants and animals including man, and emphasize the importance of conservation exhibits and educational activities.
- Provide special exhibits and activities to enrich the school curriculum in Biology, particularly on environment aspects.
- Develop appropriate educational programs for children, adults and family groups to create environments awareness.
- > Publish popular educational material useful for environmental education.
- > Develop appropriate institutional material within the Region to promote environment education.

# C. Tribal museum of Bhopal

The Tribal museum in Bhopal is very thoughtfully planned and the entire campus is theme based right from its entrance. Every art work has some meaning to it which is beautifully depicted but difficult to decipher without basic knowledge of the tribes. Best way to understand is ask for a copy of their colorful brochure which describes meaning of the entire major artifact in Hindi.



Picture 4 Replica of a Hut of Gond Tribe

The well planned campus is divided into 6 galleries depicting Cultural Diversity, Tribal Life, Tribal Art, Tribal Mythology, Tribe of Chhattisgarh and Tribal Games. It also has Art Exhibition Gallery and Open Air Theatre. All the artifacts in Galleries are majorly taken from 7 major and most important tribes of state namely Gond, Bheel, Korku, Kol, Bharia, Baiga and Saharia.

Gallery 1 shows the cultural diversity of various tribes in Madhya Pradesh and adjoining states. The sheer size of Madhya Pradesh where Eastern Border to Western Border is spread 1000 Kms apart allowed many tribes to flourish independently since ancient time. The Gallery depicts the diversity in a very innovative form This Gallery even tries to address life in pre historic Gondwana

Gallery 2 shows day to day life of tribal's, their houses, how they live in them, what all basic methods and tools they use to preserve food grains, to cook, the material used to build houses and decorative artfacts. This gallery is a visual treat, though the houses are glamorously built and are far from reality in tough environment they live in, it still provides good insight of their life.

Gallery 3 is all about the art and culture of tribal life. Everything in tribal life revolves around the circle of life i.e. Birth, Marriage and Death. All the festivities and artifacts revolves around this, whether songs, dance or display art. This gallery is perfect fusion of a hypothetical theme based on tribal stories as envisioned by modern

artist and created by tribal artists using materials and style of their respective tribes. Built around central theme of marriage with a huge 2 level marriage canopy built in center, this is probably the most interesting gallery in entire museum. Beautifully designed large replicas of tribal jewellery are one of the major attractions he

Gallery 4 is dedicated to mythological beliefs of tribes, every tribes and its sub tribes have their own mythological belief and view about the creator and destructor. Every tribe has their own way to appease them. Tribal's normally do not have large temples or prayer halls instead they find their own ways of revering sky, land, fire, water, animals, forests or any other forms of dead or alive. Mythological / Spiritual gallery tries to represent that in a very somber way. Small kids may even get horrified looking at it. But it clearly pass on the message, power of spirits is supreme.



Pic. 5:Exhibit At Tribal Museum

One of the most interesting artifacts here is depiction of Bheel worshipping Babdev. Gallery 5 is made for guest state and currently exhibits details about tribal's of Chhattisgarh.

Gallery 6 is for showcasing the various games children's of these tribes plays like pitoo, stilt and many other indigenously discovered fun activities that keeps them busy.

# D. State museum, Bhopal

The State Museum, Bhopal is the treasure house of antiquities such as coins, excavated artifacts like terracotta articles, sculpture, and paintings of the most significant historical sites around the region. The State Museum of Bhopal exhibits a

splendid collection of the antiques retrieved from various excavated sites of Madhya Pradesh. The **State Museum**, **Bhopal** is devoted to archeology



Pic.6: State Museum

The State Museum of Bhopal also exhibits the samples of the beautiful carvings of Khajuraho's romantic couples. Apart from this the State Museum at Bhopal harbors 87 Jain bronzes that are retrieved from Dhar, an excavated site of Madhya Pradesh whose origination dated back to the Paramara Dynasty of 12th century.

The paintings belonging to different period, the handicrafts of the tribal's, the musical instruments, the figurines and other important artifacts having historical significance are displayed in different departments of the Bhopal State Museum. The various archaeological findings exhibited in the State Museum at Bhopal illustrated the rich cultural history of Madhya Pradesh.

# E. Indira Gandhi Rashtriya Manav Sangrahalaya (IGRMS)

National Museum of Humankind or Museum of Man is an anthropology museum located in Bhopal, India, to present an integrated story of the evolution of man and culture with special reference to India. It spreads over an area of about 200 acres on the Shyamla Hills in the city.

<sup>&</sup>lt;sup>1</sup> Source: Bhopal information Portal



**Picture 7 IGRMS ENTRANCE** 

This museum depicts the story of mankind in time and space. Located on Bhopal's upper lake, IGRMS has a few permanent exhibitions, broadly categorized as

- > Open-exhibitions,
- > Indoor galleries (Veethi-Sankul and Bhopal Gallery) and
- ➤ Periodical/ Temporary exhibitions. It also has other exhibitions categorized as 1. Online exhibitions, 2. Travelling exhibitions, 3. Special exhibitions and 4. Ongoing exhibitions





Picture 8 EXHIBITS IGNHM

These museums serve as the classroom, playground, school, curriculum for the Parvarish kids.

#### 5.1.5 Admission Procedure

The Museum school started with 40 students collected from a slum (Meera Nagar) in Bhopal. There is no formal admission process in the school, teachers go to the slum and try to connect as many children as they can to join the Museum school.



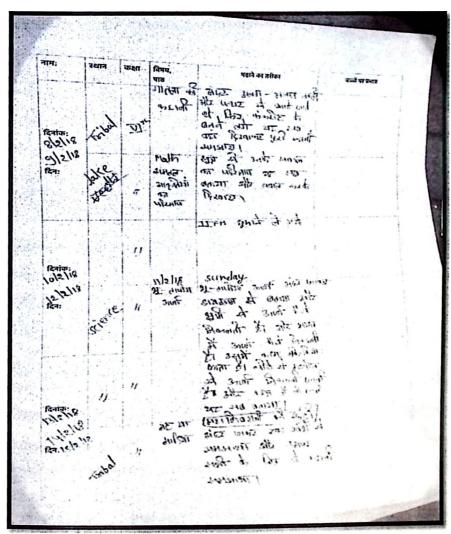
Picture 9 Teachers of Parvarish go to these slum areas to make sure that the parents send their kids to school, P.C. – times of India

Every year approximately 20 students are being added to the museum school of Bhopal. There are no rigid procedure, no admission forms and fees to get admitted to the school. At first the team collects the children from different slums of the city than they are assessed through a test and distributed to different classes. There is a provision for mainstreaming those who are not going to school through formal schooling or through NIOS national institute of open schooling. Once the student is enrolled in the school then he is being taken care of by the school.

#### 5.1.6 Classes

There are no graded classrooms in the school. Students are divided in groups based on the level of their knowledge. KG classes may have children aged 8 or 9 as per their knowledge and interest. There is a mother teacher till class 8<sup>th</sup> assigned to each group that basically teaches them and keeps a record of their progress s. Mother Teacher is also responsible for arranging other teachers lecture for her/his class. Usually mother teacher teach them the entire subject but if he/she is not able to teach particular topic

than she arranges another teacher for that topic. For higher classes, there are volunteers coming from outside to take their classes. Apart from this chief coordinator Shibani Ghosh and Pradeep Ghosh also takes classes of higher age group. There is no particular structure of the classroom, as this is a museum school museums and its campus act as there classroom. Here at museum school they have open air



Picture 10 Daily record maintained by teacher

classrooms with no benches or tables. Although these basic facilities are missing in the school but enthusiasm of children is not. The mother teacher after taking class for the day maintains a record on the topic taught in the class and the way it was taught.

#### 5.1.7 Uniform

The school does not have any prescribed uniform. Children wear a sky blue colored Nehru jacket with the logo of parvarish the museum school. It was donated by one of the volunteers.

#### 5.1.8 Curriculum

The museum school does not have any curriculum of its own it has identified topics for each age group and clubbed it with the present syllabus of state board. School follows child centered approach where conceptual clarity of a topic is prime concern. Inside museum, topics related to museum exhibits are taught like for e.g. in science museum students are taught about motor mechanism, gravitation, energy, heat, universe etc. according to the age group of children. In history museum of natural sciences children learn about environment, rivers etc.

Those topics that are not there in exhibits of museum like math, language that are taught outside museum in natural setting. These are taught with the help of examples from nature like math is taught by throwing pebbles in river. Apart from this there are many components that form part of hidden curriculum at the museum school. There are various planned activities that shape the growth and development of the Parvarish kid. These activities help in development of overall personality of the child.

#### 5.1.9 Parvarish Child

The Parvarish child can be recognized as one coming from economically weaker section, rag pickers, and laborers. The difference that researcher has observed between these children and children from formal school, is the willingness to learn and to attend school regularly. These children have zeal to achieve something great in life given a chance. Absenteeism was negligible which shows there joy and happiness in coming to school.

The Parvarish child is not only excels in academics but they are shining in other areas like acting, dancing, sports, art etc. Parvarish have successful alumni in its basket who are perusing higher studies or have joined some prestigious of jobs or are successful entrepreneurs.

Researcher has listed the characteristics of the Parvarish child based on the analysis of data collected through observation, focused group discussion, interviews with teachers and museum staff.

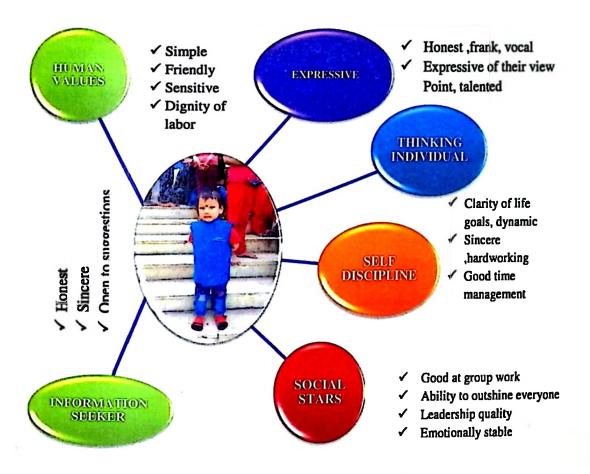


Fig1Characteristic of the Parvarish Child

#### 5.1.10 Teachers at the museum school

Teachers of Parvarish the museum school are not salaried staff but are paid a token stipend. Teachers are based in the same slum from which children are coming. Usually teachers of Parvarish are educated girls of the slum and who were a part of parvarish as a student. There are in all eight teachers out of which two were in Parvarish since its inception. Shubham, Radha etc are the alumini of Parvarish the Museum school. Teachers of museum school undergo specialized training for taking classes in museum and handling students conducted every year. Apart from this there are different seminars, workshops also conducted for these teachers by NGOs like

Eklavya foundation. Training focuses on pedagogy, child sensitivity, museum classes etc.

Apart from these eight regular teachers there are volunteers ranging from senior professor to prospective teachers of B.Ed colleges. Volunteers are basically for higher classes of the school. These volunteers are for specialized subject. There are volunteers for co curricular activities like music, art, craft, dance etc.

#### 5.1.11 Evaluation

Parvarish the museum school has its own criteria for evaluation. The assessment is done while learning. It's being done throughout the session. Each teacher has a group of 10 students. These students are assessed on the basis of their learning every day. There is monthly test conducted for the students. There is no final exam or mid-term exam when the teacher feels that a Particular child is well acquainted with the concept of a particular group than they are promoted to next group.

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Picture 11 Monthly assessment sheet

#### 5.1.12 A day at Parvarish the museum school

A Typical Day in Parvarish - The Museum School, starts with the Teacher Volunteers going out to their allocated slums at 2 PM, to collect the children. This gives the teachers an opportunity to meet their families and enquire their well-being. The children take a short walk with the teacher to the bus stop, and on the way describe their routine in the morning at home, work or school.



Picture 12 children at natural history museum the

At the scheduled Museum, the children stand in line, disciplined and well mannered for the prayer song. Following that, the children separate into groups (as decided after their assessment) and led by their respective teachers to different spots and exhibits in the Museum. The Teachers, who are well equipped with their curriculum, and trained to teach using Museum exhibits, start their class with a story, or questioning some known facts. This catches the children's interest, and provokes their inquisitiveness.



PICTURE-13: ALL LINED UP FOR PRAYER

The questions / story lead to the exhibit, that the teacher will be using that day for his/her class. While the students touch, feel and experiment with the exhibit in turns,

the Teacher asks about the experience, and the reasons behind it. Getting to know the knowledge level of each child on the concept, the Teacher then starts explaining the exhibit and the concept behind it. Children do not write down anything during the class. After the explanation is over, children ask questions to fill their understanding gaps.

This is followed by the children describing the concept and its explanation in parts, like a story chain, with the Teacher asking questions. After all explanations and question answers, children sit down in front of the exhibit, to write the concept in their notebooks. While they consult each other to verify their understanding, they are not allowed to copy from each other's notebooks. Those who cannot write well draw the exhibit and label it.



PICTURE: 14- AT SCIENCE MUSEUM

For subjects that do not have exhibits, the Teachers conduct their sessions using objects from nature, or through games. All Teachers are instructed, not to use Books while teaching, so that they can experiment with different approaches. After the class is over, children can read the topic in their books and ask questions / solve exercises.

The yearly calendar is set in a manner to teach the children various forms of Arts, Performing arts, Sports, Life skills, Vocational skills, and Personality development as

well. Established Artists, Sportspersons, Trainers, and Craftsmen, are engaged to teach the children, and hone their skills.

"The return trip in the bus is known to every passing by commuter, as it resonates with song sung by children" – Chinta Goyal (teacher)

The teaching session is followed by a

group meal, and then it's time to roll on the grass, swing and play. Then it's time to go back home accompanied by their Teacher, and share the learning they had today with their families.

#### This is how a day at museum school concludes!

#### 5.1.13 After Parvarish what?

Parvarish the museum school started with the idea of making children self sufficient in life. The children in Parvarish School are coming from the economically weaker sections of the society. Many of them were self employed as rag pickers, daily wage

workers, garbage collectors etc. before joining parvarish the museum school. After twelve years of Parvarish children who had joined parvarish are now pursuing higher studies, some are

"We want to see our children as employer and not as job seeker"-Shibani Ghosh

employed, some are giving employment to others, and many are exploring their talents. These children now can think beyond horizons. "We want to see our children as employer not as job seeker"- says Shibani Ghosh.

During Parvarish children are mainstreamed through formal schooling, those who can't join formal schooling they are being mainstreamed through national institute of open schooling (NIOS). Then parvarish acts as after school institute for these children. Here they provide classes in the museums. Apart from this they also arrange vocational training like painting, diya making/decoration, sari painting which they can take up as a profession in future. At parvarish they are being exposed to vivid experiences that not only help them in there all round development but also help them in choosing career option.

Parvarish has a group of alumnus reaching heights in their career. There are engineers, actors, teachers etc which is an example of success of Parvarish the museum school.

#### (Part 2)

#### Teaching and learning

#### 5.2.1 Introduction

Parvarish the museum school has got recognition for innovation in education. Museum school is a whole new concept in India. At museum school classes are integrated with the museum. Here teaching-learning is done while enjoying museum exhibits during the routine classes. Here they use constructivist approach in transacting knowledge.

Jonassen (1999) remarked constructivism as follows: "Constructivism, founded on Kantian beliefs, claims that reality is constructed by the knower based upon mental activity. Humans are perceivers and interpreters who construct their own reality through engaging in those mental activities, thinking is grounded in perception of physical and social experiences, which can only be comprehended by the mind. What the mind produces are mental models that explain to the knower what he or she has perceived. We all conceive the external reality somewhat differently, based on our unique set of experiences with the world and our beliefs about them". (p.217)

Constructivism, according to Piaget (1973), is a system of explanations of how learners, as individuals adapt and refine knowledge. In this view learners actively restructure knowledge in highly individualized ways (Cognitive constructivism), basing fluid intellectual configurations on existing knowledge and formal instructional experience. In cognitive constructivism the teacher's role as facilitator is to pose problems that challenge children's conception of reality.

Teaching learning process at museum school is based on these theories. Here teachers first allow student to explore museum and then try to attend and encourage their inquisitiveness. During museum classes this pattern is followed. First they let student explore exhibits related to that particular topic and then children start explaining it themselves. They give examples and then teacher explains it, it is followed by a write up explaining the exhibits by kids in their own language. Sometime they have to write an essay or sometime a discussion takes place.

A detailed account of how teaching-learning takes place in school will help to elucidate the organization and transaction of teaching-learning in class while highlighting the salient features of each. The observations of the classroom processes were spread over a period of one month in school, which helped to capture the pedagogic practices in school.

The process of teaching and learning inside museum school is divided into two parts one classes inside museum and second classes outside museum. The timetable of the school is pre planned in which they assign a day to a museum. Museum classes are usually for students who are aged ten to sixteen. Younger children were first trained outside so that they can express what they saw inside museum in their own words. Basic language and calculation training is given to them. Once they are trained they are exposed to museum exhibits to develop an understanding about them. Inside museum regular classes are conducted for elder students. According to the need of curriculum they are divided into smaller groups and one teacher for each group is assigned. This teacher takes care of their classes inside museum. For specialized subjects there are volunteers.

There is a schedule in which days are assigned for five museums. The schedule is fixed but on certain occasions there might be slight changes in the schedule. Usually for these changes regional natural history museum is preferred as it is nearer to their place. Table 1 shows the museum school.

Day	Museum	Subjects (approx.)				
✓ Monday ✓ Tuesday ✓ Wednesda y ✓ Thursday ✓ Friday ✓ Saturday	Regional science centre Regional science centre State museum Tribal museum Manav Sangrahalaya Regional Museum of Natural history	Science Science History History Languages G.K., flaura, fauna, geography				

Schedule of the Museum school

In spite of the two distinct types of teaching-learning (i.e. inside museum with exhibits and outside museum with narrations and demo) approaches being practiced in school, a common thread in classroom transaction is observed. Certain distinguishing characteristics of teaching-learning can be enumerated as under:

- Teachers' planning of activities, worksheets especially for each topic in advance.
- Involving children in making rules to apply on themselves helps in fostering responsible behavior. For example establishing rules for use of science, sports, library, and music equipment.
- Integrating role-play, consolidation of information through quizzes, dramas and play way activities in work.
- Questioning as a strategy to elicit information, recapitulation of previously done activities as well as for assimilation.
- Designing activities to encourage independent observation and reasoning.
- Delegating responsibility.
- Complete freedom for self-expression.
- Peer-sharing as base for learning.
- Learning directly from experience i.e. activity oriented teaching learning.
- Self-evaluation for feed-back on work done

#### 5.2.2 Classes in the museums

Classes of the museum schools are conducted in five different museums of the city. These museums are based on different themes; these are science museum for science, state museum for history, tribal museum, and national archeological museum. These museums have exhibits that forms core of the syllabus followed in the museum school. Those subjects that can't be integrated with the museum exhibits those are conducted outside in the lap of the nature.

Classroom life is shaped and constrained by the norms, values and traditions of the school. Lightfoot (1979) describes the classroom as a social system which has its own structural arrangements, cultural idioms, and functional purposes. This sets apart the classroom culture of a school and the children constantly pick up what comes across

including the unspoken. Thus the "messages transmitted" during the process of transaction of the content becomes a crucial feature of all learning.<sup>2</sup> Also the interaction of children with teachers in the course of a day depends on: the type of teacher i.e. volunteer, group coordinator, trainee, the nature of work i.e. (activities vs. classes inside museum) and the setting i.e. classroom, grounds, park etc. Intergroup variation in children's interaction with teachers is evident. This in turn affects the student's behavior towards the teacher and also the quality of interaction.

In this context an account of classroom interactions is provided as an attempt to build up the teaching learning process through ideas, thoughts, feelings and documents etc. In order to gain objectivity and comprehensiveness an attempt was made to gather the perceptions of classroom participants by integrating data from different sources, observations of teachers and children, conversation and interviews with teachers and school coordinators

#### Classroom Structure

Classes in the museum school are not structured, that depends on the children how and where they want to sit in the class. Usually outside museum classes conducted in the garden/ park of the museum on a mat. In these classes students are free to sit anywhere they want to. Students get individualized attention as they sit in a circle or semi circle. The strength of the class is five- eight children and not more than ten in any circumstance. Classes in the museum are moving depending upon the spread of exhibits required for the class.

In these classrooms teacher and students were seen sitting in a circle and explaining concept through demonstration placards etc. in museum class's teachers and students were seen surrounding the exhibits, observation is done first and then students explain their observation to the teacher.

The openness and flexibility in the structural and physical organization of the classroom along with the school ideology provides the teacher freedom of organizing and presenting material. The following description provides a view of how the teachers and students function within such arrangements:

<sup>&</sup>lt;sup>2</sup> SIBIA, A.(2007)Life at Mirambika (pg29)

# Location: Science Museum theme park Group: - 5-7 years of age group

Teacher and students were sitting in a circle on a mat. There were 8 students. Teacher was explaining students the number system through flashcards. Teacher asked them to pick up a card and read loudly the number written on it. Here teacher was trying to make those students who usually don't speak.

Through this exercise teacher was guiding student to recall previously learned numbers and connect with the present numbers.



Picture 14: Class 4 student with their teacher at science museum

#### Location: State museum

GROUP: - 10-13 YEARS (6-8 class)

Teacher and students were in the museum. Here teacher want to teach them origin of coins. So first she let them explore the exhibits showing timeline of the coins. While going through the time line teacher who was addressed as 'didi' was also answering there questions. These questions were of all type ranging from small questions asking about the shape to why the different images are there on the coins and why are they of different metals.



Picture 15 Story of coins at State museum

A conversation is given here to have a clear picture of the museum classes.

Student: - Didi coins kuch coins round shape me, kuch par koi aur image hai aisa kyon. (Teacher, why in some images coins are in round shape or in square shape and why images are different on different coins)

Teacher: yeh coins alag- alag rajaon ke hain jaise abhi hamare pass itne sare Rajya hain waise he pahele rajya toh they par raja bhi alag- aa they. Toh sab apne rajya me apni image vale coins he chalate the. (Like we have different countries today there were different states in india with different kings. So they used coins of their own images on them.)



Picture 16 Exhibit depicting story of coins

After taking a round through the exhibits teacher explains them in detail the story of origin of coins with facts. Once the explanation is over students were asked to write whatever they have learned in this class. This was evaluated by the teacher to see how far the discussion was useful for the children. If it was found satisfactory than they move to next topic in ext class otherwise one more class is spent on the same topic for the day. We love museum classes as we get direct experience through these exhibits. We can recall what we see in the museum more quickly than what we have learned in our schools classroom.



Picture 17 Exhibit depicting story of coins

"I like coming to school because we get a lot of space to play and teachers here are good they don't give us home work." Student of grade 2

"We love to come here as we get to visit museum every day, this is not like traditional schools having a fixed setup. We move to different museums in a week and that's the fun part". Student of grade 9

These were a small part of the classroom process in parvarish the museum school. This is showing the structure of the classroom inside the museum and outside the museum. The groups inside the museum classes are not clearly demarcated; there are students from 6<sup>th</sup> grade and also from grade 8. Groups are not made by teachers or volunteers but students based on their interest.

#### 5.2.3 Child and active learner

In museum schools students are given a chance to participate in decision making process. This is not limited to elder student but younger students are given freedom of choosing their subject to be taught

"The topic was story of coins and now I can explain it without any hesitation and I can write in exams too. This was also dealt in my class but couldn't understand that much as I have understood here"- says a

for the day. (They are also given a choice for not attending class when they are not in the mood of studying on that day they can play in the park. says a teacher)

A "child-centered" orientation on the part of teachers is also reflected in behaviors such as: asking questions, interest in and responsiveness to children's individual needs, great willingness to give children latitude in responding, and more tolerance and approval of their behavior. All through the observations made, children are encouraged to express their personal ideas and opinions. This makes children 'independent learners in the sense that they search for information/knowledge on their own' as was expressed by a teacher. Observations of the classes the form of are compiled here in the form of episode here

# (Episode 3)

Location: Regional science centre

Topic: energy (as chosen by student)

Group: students of 6th and 8th grade

Class type - museum class.

Teacher: which topic today are we going to learn?

Students: let's go to the energy section bhaiya.

Students have a look at the exhibits highlighting the importance of renewable sources of energy, Fuel cells, OTEC, Bio Fuels, Coal Bed Methane, and Gas Hydrates. Apart from these there was cycle, energy meter etc. Here children were given 5 minutes to explore these exhibits and then they sat in a circle in front of exhibits.

Teacher: so what did you observe?

Student: It's written over here something renewable energy?

Student: why can't we produce them again?

Teacher: because they are limited in nature, they take a long time to reproduce, for e.g. coal is ....... Sid (a student) you sit over this bicycle and try to produce some energy.

Student: bhaiya kabse chala raha hoon abi tak itna he hua. (Bhaiya see how long I am riding this bicycle and able to produce this much only.

Teacher: Yes it takes a lot of effort to produce one unit of energy.

Students: this is why we must not waste energy.

At the end of class students were asked to write a write-up on their understanding of the classes and on the basis of these write-ups by students it is decided whether to continue with this topic or to move to the next topic. This improves there writing skills and also helps in understanding of the concept says teacher.

Since children in the school are encouraged to freely express their opinions they are often not satisfied with the teachers. In some instances, it was observed that teacher's lack of replies of the understanding of the situation resulted in children making the situation chaotic with scoffing, ridiculing, mimicking the teachers. This, however, was a specific group feature and not a general school trend. Observations to this effect were made in one particular group.

# 5.2.4 Discipline

Interviews and informal talks reveal that Parvarish the museum school doesn't see its teachers as the keepers of orderliness or taking strict action in context of discipline. For the school students if not discuss in class than what is the point in teaching them. Learning happens with discussion. Otherwise, children do not make noise while in the museum classes and outdoor classes they are free to skip class and play if they are not in mood. Children at Parvarish follow self discipline. Absenteeism is not seen there. Children are willing to come to museum school even on Sundays. It is quite evident

from the observation that children follow self discipline, even if there is no teacher around elder children forms a group and teach them.

#### 5.2.5 Co- curricular activities and workshops

In order to achieve the aims of education, apart from the academic subjects, a variety of other activities must be properly organized in schools. All great educationists from Plato (429-348), Aristotle (384-322), Alcuin (735-804), Vettorine Da Feltre (1378), John Sturm (1507-1589), Strassburg (1536-1582), Martin Luther of Germany (1483-1546), John Calvin of Switzerland (1509-1564), Richard Mulcaster of England (1531-1611), Francis Bacon (1561-1626), J.A. Comenius (1592-1670), Rosseau (1712-1778), J.B. Basedow (1723-1790), J.H. Pestalozzi (1746-1827), J.H. Herbart (1776-1841), Fredrich Froebel (1782-1852), Herbert Spencer (1820-1903), Horace Mann (1796-1859), to Henry Bernard (1811-1900), have laid a great deal of emphasis on out of class activities like music, games, sports, etc and have always stressed the importance of providing opportunities to the students in schools to participate in various activities, which are popularly known as co-curricular activities.<sup>3</sup>

Co-curricular activities are valuable for developing proper attitudes, habits, interests, and values among pupils. These activities should form an integral part of the school curriculum. The urge for self-activity in the child is of immense value and no education system can afford to ignore this. None of the talents, which are hidden like buried treasure in every person, must be left untapped. An opportunity to take part in various co-curricular activities would enable the students to discover hidden treasures.

Following the above view point, Parvarish the museum school has various planned activities throughout the year on their charts. These activities are ranging from celebration of all the festivals to celebrating grandparents day. There are sports activities, art, dance, painting etc.

At parvarish these activities hold a special place these are organized for children's skill enhancement, so that those children who are not interested in studies can take these up as a career option. This is based on the principal of Mahatma Gandhi.

<sup>&</sup>lt;sup>3</sup> Abreo. Allan J; Co curricular activities in different types of secondary schools of Goa: a study

At Parvarish vocational training is provided along with regular education. These vocations may include art classes, mehandi classes, Zari work on sari, mud-lamp making etc. from this founder of the school want them to learn some skill so that they can take up this a their profession.



Picture 18: BLOCK PAINTING ON DUPATT



**PICTURE 19: MANDALA ART CLASSES** 

Apart from there are other classes like computer class, French class etc. that equips them with these 21<sup>st</sup> century literacy skills. Apart from this students are also taken outside for picnic, village visit, amusement parks, etc.

## 5.2.6 Celebrations

The organization of the 'cultural program' and the annual sports day are significant celebrations in school. A series of cultural programs starting with informal cultural

programme is followed by Christmas celebrations, and finally the Thanks Giving Day. The main aim of these was informal presentation of the arts-music, dance, drama in which the children had been engaged in the preceding months.



**Picture 19: HOLI CELEBRATIONS** 

A descriptive account of the celebrations highlights the salient features of the cultural program, that is, the elaborate planning by the children, the execution and lastly the independence given to the children individually as well as in groups to take their own decisions. Elaborate discussions crystallize the groups' view points, after each child gives her/his opinion on what she/he would like to present.



Picture: 20 Annual day function of Parvarish the museum school

#### (PART - 3)

#### INTERVIEWS

# 5.3.1 Student who studies in Parvarish the museum school

Thirteen year old Amreen Bano is third of three siblings going to the museum school. She also goes to a mainstream government school.



Picture 21 AMREEN BANO

Do you enjoy going to school? (The museum school)

Yes, I like going to the school. Here we get to know so much through exhibits. We have so many activities throughout the year.

What is the most fun part of the school?

Yes, I like going to the school. In my regular school we have to go the same building daily, with lots of restrictions but here in Parvarish we

go in five different museums in a week. That's the fun part of the school.

What is the least enjoyable in the museum school?

Sundays are the least enjoyable, as it's an off and we have to sit at home.

What all you have learnt here in museum school apart from studies?

Here at Parvarish we got o learn mehandi, stitching, dance, handicraft, pottery, block painting etc.

What do you aspire to be?

I want to be either Pilot or a teacher.

Amreen bano along with her sister has joined this school when they were 4 years old. There elder sister is an alumni of the school. She is sending her children to the school.

#### 5.3.2 The teacher who teaches in Parvarish the Museum school

Shubham Pagare is a teacher at Parvarish the museum school. He is also an alumnus of the school. He has joined school one year back as teacher.

Why did you choose to teach in this school? As a student I have received a lot from here, so as a token of gratitude it's my duty to give back what I have received here to younger children of the school.

What is the most enjoyable aspect of being a teacher in this school?

The whole concept of museum school is enjoyable. We as a teacher feel happy when our students ask questions out of curiosity by seeing exhibits. And we feel good when they enjoy while teaching.



Shubham Pagare

What all difficulties do you face while teaching in the school?

We face difficulties as a fresher because we don't have any prescribed books and on exhibits also everything is not written. Students question are sometime difficult to answer but with practice and experience there will be no problem.

How do you think this school, is different from other schools?

This school is definitely is different in terms of its approach, it's a museum school and first of its kind in the country. Other school visit museum once or twice in a session but here museum is school, so the understanding of concept is more. This I can say as a student as well as a teacher.

# 5.3.3 Alumnus of the Museum school.

Arun Patel 18 year old is a pass out student of the school (2018) currently pursuing B.Tech. He was a part of parvarish since its inception i.e. from 2005.he was also attended a mainstream school. Here are his views on Parvarish the museum school.

How you Parvarish the Museum school, has helped you?

Parvarish has made me what I am today. It gave me exposure to various platforms, I participated in various activities, I learnt dance over here. I also participated in 'INDIAS BEST DRMEBAAZ' through Parvarish.

What was the most enjoyable moment at parvarish for you?

Camps were the most fascinating part of the school specially Roobaroo camp.

Which mode of classes you prefer at parvarish and why?

I like both museum classes as well as general classes. Both are complimentary. In museum classes we get experience of the concept and then discussing it general classes made our concept more clear specially in science museum.



**ARUN PATEL** 

Any views you wish to share regarding your experience

at Parvarish the museum school?

This is not just an NGO but also an instrument for our future. Whatever we learn here we can't learn in other schools. It is more than a school because of activities that are being conducted here. I really enjoyed my journey of Parvarish and would like to contribute in the same way.

## (Part 4)

# CONCLUDING COMMENTS

This research aimed to examine Parvarish the Museum school and its various activities in relation to its ideology and the actual school processes. The educational processes in the school are at providing quality education for urban poor and street children. This lead the founders an innovation award for the school from UNESCO. The study focused on the pedagogical process and the integration of curriculum with museum. The other concern was to know how schooling in Parvarish the museum school is transforming lives of slum children and how is it equipping children with

essential skills for the competitive world abiding by the norms laid down in the RTE ACT 2009.

The school makes an Attempt at providing all the necessary skills to the children that are required for the competitive world. The whole idea of the school revolves around providing quality education to the slum children in cities free of cost. This is an attempt to improve the quality of life lead by the children coming from slum areas. It is an attempt to provide aims an aspirations to the children who can't even that is rag picking, garbage collecting etc. It's an attempt narrow the widened gap created by the education system.

Parvarish in the twelve years has achieved a lot it has expanded from one slum, twenty children to five slums and more than hundred children. Parvarish has benefited more than 3000 children directly or indirectly till now says Shibani Ghosh coordinator. Earlier in 2005 they have twenty children more than half of them were not enrolled in the school. They were self employed as rag pickers, beggars, garbage collectors etc. now in 2018 we have very few children who don't go to regular school. Those children are encouraged to join the NIOS and take exams.

Pedagogical process of the school leads them to conceptual clarity and it also equips them with skills required for the competitive world. Here at parvarish the museum school children are not compelled to attend the classes and still there is always full attendance in the school accept for few days. The combination of museum classes and general classes leads to clearer picture of concept. Here at Parvarish children are encouraged to express themselves freely. They are encouraged to make their own decision.

This research has reflected on the linkages between school process, school environment and its impact on the children and their families. For examples the educated youth of the slum are now inspiring other children of their own area. The school processes were observed in detail in the setting of the school. These aspects of the school have helped to build an understanding in relation with its relevance to the Participants of the school.

#### Some reflections

During researchers short but purposeful association with the Parvarish family, researcher have lived through the social and learning milieu to get an insight into the reality of the educational endeavor being made in the school. The objective was to study the school in its own setting, following its own ideology and educational thought, practicing its special teaching-learning strategies within the framework of school goals. Taking cognizance of this configuration of school setting, teaching-learning practices and school culture, some personal reflections are given.

The idea of providing quality education to the children belonging to urban poor background was the base of various activities in the school. The school not only aims at providing curriculum transactions but also aimed at making its children sufficient enough to face the competitive world. This is reflected in their routine activities and pedagogical process.

The school takes care of children in pursuing higher education by providing them guidance and funding. It is also observed that the school is not limited only to the academic but also aimed at providing vocational skills to its children.