

ENRICHMENT OF SCHOOL EDUCATION: MAPPING PEDAGOGICAL ALTERNATIVES

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ABSTRACT

The mandate of the Universalization of Elementary Education has been seen to be accompanied by the creation of parallel alternatives of education for the marginalized children in many developing countries. In this sector an area that is progressively gaining significance is that of collaborative interventions by the government and voluntary organizations. This paper addresses the pedagogical practices in alternative schools across diverse contexts and the mainstreaming challenges. To gauge the impact of such interventions in a comprehensive manner this study was taken up in varying socio-cultural and community contexts in India. Under the Programme for Enrichment of School Level Education, four sets of institutions were studied for their teaching learning processes. The pedagogical processes in the areas of language, mathematics and environmental studies were comparatively analysed in relation to their respective curriculum and learner contexts. One major dimension of the study was to explore the strategies adopted for the mainstreaming and the possibilities of upscaling of these interventions. The analysis of the pedagogic processes revealed their tremendous potential in enriching the mainstream system through innovative practices in teaching, creating optimal learning environment and relationship building with learners.

KEYWORDS: Alternative Schools, Learner Contexts, Mainstreaming, Marginalized