
UNIT 2 PRACTICING AND DISSEMINATING EDUCATIONAL INNOVATIONS

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2.1 INTRODUCTION

The newer contexts and issues in society compel us to look for something novel all the time. Education as a field is no exception. Theoretically, it has been undergoing various paradigm shifts that had led to emergence of new ideas and concepts. But how these ideas get translated into practice is an important concern. Also, education is different from other fields as it is associated with the development of individuals and society. The idea of educational innovation needs to be deliberated upon as it may have different implications, as compared to other fields.

This unit commences with a discussion on understanding the term ‘innovation’ in the context of education. It describes various criteria that are used to identify certain cases of innovative practices from both global as well as national levels. These cases reflect and show that educational innovations can be done in diverse ways and hence need to be looked at from different perspectives.

Any innovation is meaningful if it can be applied in the larger context. Hence, it becomes essential that every educational innovation or best practice should be disseminated to the larger community. This unit culminates in a section that describes the various purposes related to dissemination and different activities/ways that are generally used for the dissemination of educational innovations.

2.2 OBJECTIVES

After going through this Unit, you will be able to:

- deliberate on the idea of best educational practice or innovations in the light of various paradigm shifts and contemporary issues in education;

- describe various criteria or parameters for classifying an educational practice as innovative;
- analyze the given cases from different contexts around the globe and India and discuss their innovative practices;
- describe and reflect on various purposes for which educational innovations are generally disseminated; and
- discuss various ways of dissemination and relate it to the purpose of dissemination.

2.3 UNDERSTANDING THE IDEA OF BEST EDUCATIONAL PRACTICES/INNOVATIONS

Education is one of the fundamental rights today. It is expected to facilitate the overall development of every individual in any community, society or nation. Swami Vivekananda considered that education was the manifestation of perfection that was already present in each one of us. Similarly, Rabindranath Tagore's idea was that education was the exploration of the innate powers within us. But, when we observe how the teaching-learning process is practised generally, we find that it is concerned about transmitting one form of knowledge to the learners. The teaching strategies used are mostly either teacher-centric which is those that a teacher thinks are appropriate and efficient in imparting content of a particular subject or disciplinary area. These include the commonly used methods in education such as lecturing or demonstration cum lecture or providing explanations etc. These conventional practices represent the earlier notions of education that were based on the assumptions that the learners were like a 'blank slate', that is, don't have ideas of their own and have to be given all knowledge in the form of information. Philosophers from both the West and the East however have acknowledged that there are innate potentialities in human beings and they view education as being concerned with developing the child's innate potentialities. In this regard, there have been major paradigm shifts in education- from behaviourism to constructivism, where the former school of thought saw learning as a mere change in behaviour whereas the latter understanding is based on the idea that learning occurs when an individual constructs his/her ideas in interaction with his/her environment. This thinking necessitates a change in teaching-learning strategies- from subject/teacher-centric to learner-centric approaches. Yet, we find that educational practices continue to be based on the former understanding of what constitutes learning. To bring a 'paradigm shift in the practices as well, certain initiatives/innovations have taken place at various levels. Thus, educational innovations involve the initiatives that are taken in the direction of addressing contemporary conceptual understanding and related issues.

2.3.1 Criteria for Best Educational Practices/ Innovations

As has been discussed in the previous section, educational practices are expected to reflect various shifts in the field of education as well as various contemporary issues and concerns in society related to education. Although the idea of best educational practices or innovation can be seen from various perspectives, yet we can identify various criteria/ parameters that may help to identify best educational practices:

- a) **Child/Learner-Centric Education:** The idea of child-centered education can be approached from various aspects. As is evident from the phrase itself, it means that the focus of education is on the child. Hence, instead of simply imparting knowledge or information, an effort is made to understand the child's inherent potentialities, needs, interests, preferences etc. as well as the social context of the child. This understanding helps the educators to make the content knowledge as well as the teaching-learning process relevant for the child.

Such as, if a child from a 'rural' background is given examples from urban contexts like giving a situation of a flyover to calculate distance travelled in science, the learner will not be able to relate to it, making the example difficult to understand. On the other hand, using materials in science experiments that are readily available in the learner's environment, make the process more relevant. Thus, the sensitivity towards the learner's context is significant for quality education but it is a challenging task.

- b) **Unconventional Teaching-Learning Approaches:** Those strategies or approaches that engage the learners as active participants as well as decision-makers in the process of teaching-learning are referred to as unconventional. They provide independence to the learners to plan the processes themselves.
- c) **Creative Education:** It is based on the premise that every learner has the potentiality to be creative although it may be in different domains or areas. Thus, creative education provides opportunities to learners to think independently, divergently, unconventionally and imaginatively in the areas of their interest as well as nurtures the creative potentialities amongst the learner. It agrees with the basic idea of education that focuses on bringing out the best in every individual. Hence, it is different from the conventional practices in education which promote the same kind of thinking amongst the learners and do not encourage them to think on their own.
- d) **Inclusive Education:** We all know that children with special needs (CWSN) as they are now referred to, majorly include children with impairments. Earlier, these children were identified and were educated in special schools. Also, some children belong to a community or a group excluded from the main systems of education.

In the contemporary world, one of the major issues in education is to include these children in the general schools by modifying the school and its various aspects including curriculum, pedagogical strategies, assessment processes, resources etc. The rationale behind this kind of education gets impetus from the human rights perspective that every child owes the right to education and it is the duty of the state as well as society to include them in the school system. Thus, the practices that are geared towards inclusion are considered as innovative as they are based on novel ideas that may not have been thought of before.

Check Your Progress 1

- Note: a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

1. What do you think that there are the limitations of conventional practices of teaching? Discuss the main ideas of innovative teaching in this context.

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2. Discuss the teaching strategies that you think are appropriate for child-centric education. Support your answer with two instances/ examples.

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3. How do you think that the main premise of creative education challenges the traditional system of education? Discuss its main facets.

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4. Why do you think that inclusive education should be one of the parameters for identifying innovative educational practices?

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2.4 CASE ANALYSIS: GLOBAL AND INDIAN PRACTICES

In this section, let us examine some of the practices being followed nationally and internationally and reflect on what makes them innovative.

2.4.1 Some Exemplar Global Practices

UNESCO (2008) in its First Collection of Good Practices for Quality Education, has documented various projects and initiatives conducted in support of quality education in various countries across the globe. Some of them are discussed here to develop an understanding of various kinds of initiatives that are been taken at the international level.

An Initiative towards Inclusion

One of the schools in Lebanon took the initiative of including students with learning disabilities in regular classrooms. The main idea behind this was to make an effort towards eliminating social stigma and providing all children with an inspiring environment. For this, they brought modification in their pedagogical approaches such as the use of a multi-sensory approach as well as offering a variety of other learning techniques. According to them, not only students with learning disabilities were able to cope with the regular academic curriculum and became independent but students without learning disabilities became more aware of this phenomenon and started helping them.

An Initiative towards Social Inclusion

A school in Gabon took the innovative project of education and integrating street children in a regular school. Fifty-three street children were identified and forty-nine of them, aged between 7 and 16 years old, were involved in this two-year project along with six teachers and the Youth Association attached to the school. It involved teamwork where along with teachers, social workers, parents, and street children, specialists were involved. The specialists and social workers interacted with children and helped them in understanding the reasons for their difficulties as well as motivated them to participate in society. This helped the children to reintegrate into the regular schools as well as reunite with their families.

A Case of Creative Education

A school in France did a project on “Mixed Voices” creative writing and translation workshops for students from abroad, specifically for the children of immigrants, particularly from North Africa with many Arabic-speaking families. In this teachers of French as well as Arabic organized a special creative writing and translation workshop for some 20 Arabic-speaking students aged between 12 and 16 years. The workshops included explanations of literal translations, bilingual (French/Arabic) writing exercises based on texts studied and the reading of the original works. These practices helped in cultural exchanges and in empowering the students.

An Initiative towards Child-Centric Teaching

A school in Greece conducted a project on the Rights of the Child in which the students were involved in learning about their rights through discussions, reading books and examining related UNESCO documents, conducting research on the internet and attending sessions by experts working in this area. They were also involved in designing a questionnaire and collecting data from their peers to learn more about their ideas about human rights. In the culminating stage, the students were engaged in creating and displaying human rights posters in their school. Thus, it's an innovative initiative as it involved the students at different levels that is from learning about the rights to knowing others' ideas about it and finally to putting it into practice by creating awareness about in their school.

Initiatives towards Unconventional Teaching

A school in Germany has adopted a field near to the school for engaging students in organic farming and developing the idea of sustainable development in them.

They are involved in sowing seeds, cultivation and reaping the harvests. The parents and the community members are also involved in the process. In this context, they were also made to do a project in another continent, that is Africa, its different geographical zones and vegetation to develop the idea of global interdependence. It was not only an interdisciplinary project cutting across various school subjects, but also helped the students to study various aspects of sustainable development. This case is also a very meaningful example of experience-based learning as it involved students in learning by doing and in practising the values of sustainable development in their daily lives.

In one of the schools in Japan, a project was undertaken to enhance the overall learning process for developing new attitudes towards sustainable development. It followed an interdisciplinary approach and involved teachers from various subjects to generate new ideas, values, attitudes and behaviour. The five main components of the project included learning about the environment, poverty, human rights and World Heritage. The project is a good example of participatory learning through workshops and hands-on activities such as research and discussion. It also proves the effectiveness of team learning through discussion of certain topics or issues in study groups.

2.4.2 Some Exemplar Indian Practices

India is a diverse and vast country in terms of religion, culture, regions, etc. and hence is very unique. It has varied contexts in which education has to be made relevant to the communities living in those contexts. Also, accessibility to education has always been a challenge that India has been facing. Many rural and tribal communities have got marginalized as they don't have access to education due to several feasibility issues. Thus, several governmental, as well as non-governmental organizations, have been taking initiatives to discover/establish innovative practices that are meaningful to the context. Some of these initiatives have been discussed here.

Activity-Based Learning

Shivraj Singh (10) and his seven-year-old brother Akal Singh live with their farmer parents in Sileptibarwal village, 16 kilometres from the nearest town, in the central Indian state of Madhya Pradesh. They study in the same village primary school – Shivraj in class five and Akal in class two. But while Shivraj carries a heavy bag of books on his back, Akal walks into his classroom every morning carrying nothing. Not even a book of alphabets.

“When I was in class II, we had to take books to school and study from them. We had textbooks for Hindi, English and Mathematics plus the exercise books for writing and practice lessons on every subject.” recalls Shivraj. “But Akal has no books. And yet, knows all his lessons. He can read, write and do sums which I could only learn in class four. He doesn't have to learn by heart and then remember the lessons. School is fun and games for him.” <http://vikaspedia.in/education/education-best-practices/education-best-practices>

The above excerpt presents the perception of a class V child about the learning practices experienced by his younger sibling. He describes how the learning was fun for his brother which was not in his case. He compares with his experiences and highlights that his brother doesn't have to carry heavy books as his learning was not confined to books and they sat together to study rather than engaging in mere rote learning. This description by a primary child very meaningfully reflects the impact of an initiative called Activity Based Learning (ABL), which was part of Sarva Shiksha Abhiyan supported by UNICEF. It was launched in classes 1 and 2 in 50 districts in the state of Madhya Pradesh. The initiative engaged children in a collection of activities such as identifying pictures of birds and animals, counting numbers etc. The curriculum was divided into 20 milestones into various subject areas and each milestone had such a collection of activities. Every child was expected to achieve the milestone at his/ her own pace. Thus, this initiative followed a child-centric approach based on the premise that each child was different and learns at his/her own pace and ability. It offered flexibility in the system also as if a child was not able to come to school for 2-3 days, the child could pick from where s/he had left rather than trying to cope up with the rest of the class. The teacher's role was that of a facilitator in helping the children to learn by doing activities on their own.

Prehar Pathshalas

These were schools with flexible timings so that children who were out of school as they helped their parents at home with the household chores or other tasks, could attend school. It offered a condensed formal curriculum and simplified learning material so that children could easily engage with it in a limited time.

An interesting fact about the project was that it was based on another project called the Social Work and Research Centre (SWRC) of a non-government organisation (NGO) at Tilonia in Rajasthan. In its pilot project from 1984-86, three experimental primary schools were run using local teachers who were provided with continual in-service training. These schools showed better educational outcomes as compared to other government schools in the area.

Lok Jumbish Pariyojana

The phrase Lok Jumbish itself means People's Movement that is the programme was based on the idea of mobilising communities and involving them in the running of local schools. It was started as an innovative programme jointly by the Government of Rajasthan in cooperation with local NGOs. The various practices/ strategies used by them are:

- **School mapping:** This involved a village mapping exercise where the maps were developed by over 4,000 villages. These maps not only geographically located the schools but identified the various social and cultural problems faced by local communities in accessing schools. These issues included relevance of curriculum, quality of education, teacher attitudes etc. women groups were involved specifically to identify issues related to girls' education.
- **Micro-planning process:** As the name suggests it involves identifying the children who are out of school, family-wise and then child-wise. This is generally done by the teachers and village education committee (VEC) for which a retention register is also maintained. They then contact the

respective families and ensure that the child is regular in going to school. It also involves Praveshotsav (Festival of Entry) for creating a positive and conducive environment for and developing awareness amongst the parents so that they understand the importance of sending their child to school.

- **Competency-based education:** Apart from this, the project also made a deliberate effort to ensure the quality of education and gender equality in the process. For the quality of education, minimum levels of learning were introduced in which competency-based education was followed. In this, the learning outcomes for each stage of learning were identified based on children's competencies that become the basis of curriculum development.

Thus, the programme through its strategies not only tried to increase the enrolment of children in school education but tried to do so by addressing the issues such as quality of education, gender, the relevance of curriculum and other problems that were specific to the culture or community. Hence, any innovative practice or program needs to be holistic in its approach. It should look at education as located within a context and inter twined with other issues.

Eklavya Educational Programme

As discussed above, any innovation in education should follow a holistic approach. One such initiative is the development and field testing of various educational programmes by Eklavya that involved learner-centred teaching methodologies. These methodologies not only fostered problem-solving skills in children but also encouraged them to ask questions about their social and natural environment. Hence, the idea of learning involved developing an understanding of one's environment and the issues within it. Thus, the idea is to make them life-long learners by nurturing their ability to critically look around themselves.

Eklavya is a non-government organization located in Madhya Pradesh that has been trying to relate the content and pedagogy of education to social change for the last two decades. It was founded in 1982 with the idea to bring meaningful education within the reach of everyone. Their innovation is holistic as along with innovation in classroom practices, they also have tried to reform examination systems, teacher training programs and have generated resources extensively including children's literature, magazines, educational literature/magazines where teachers share their experiences/ ideas etc. They have also extended the idea of learning space by going beyond the school and identifying resources from the community that could be used for learning.

The Hoshangabad Science Teaching Programme (HSTP)

It was the programme that was taken up by Eklavya when it was set up in 1982. HSTP was started in 1972 by two NGOs that are Kishore Bharati and Friends Rural Centre. HSTP focused on experimenting and bringing a change in science education specifically the way science was taught in classes VI to VIII. They based their teaching strategies on learning by discovery using locally available resources from one's environment. They designed various activities in Science using resources from the local contexts that focused on the processes of science rather than merely on its content. They thus were able to try out and develop meaningful activities related to concepts in middle school science that were in tandem with the idea of child-centred

Shikshantar

It is an alternative school established 17 years back. It challenges and was a response to the traditional education system that is based on examination. Instead of focussing merely on examination, they provide opportunities for critical thinking, imagination, collaborative learning and innovation to the children. Thus, nurturance and development of children is the prime focus rather than subjects or disciplinary knowledge. They provide experiential education which is embedded in their curricula and syllabus. They redefine excellence for every child instead of referring to the standardized notions, valuing the individuality of every child. Thus, their innovative initiative proves that innovations can become part of formal systems of education provided the vision and conviction is there.

ICT Initiatives in India

Singh, A. (2019) has discussed various ICT initiatives in school education in India take-up by the government to not only improves access to education or disseminate the resources to the unreached but also provide quality education by enhancing the quality of teaching and learning. Some initiatives are as follows:

- **Improving access to education:** Geographic Information System (GIS) Mapping of Schools has been introduced to ensure universal access within a reasonable distance of any habitation by visualizing school locations in various parts of the country.
- **Dissemination of resources:** E-pathshala for disseminating ‘all educational e-resources including textbooks, audio, video, periodicals etc.; National Repository of Open Educational Resources (NROER) for developing a repository of multimedia resources for teaching and learning purposes; a Massive Open Online Courses (MOOCs) platform popularly known as SWAYAM (Study Webs of Active Learning for Young Aspiring Minds); SWAYAM Prabha DTH-TV Channels that utilize the satellite communication technologies for transmission of educational e-contents through its 32 National Channels etc.
- **Enhancing quality of teaching & learning:** Diksha Portal for providing a digital platform to teachers launched by MHRD so that teachers can train themselves with advanced digital technology. Under the schemes, Project e-Prajna, e-Classrooms, and Digital Language Lab are for Kendriya Vidyalayas where their students have been given Touch Tablets that are pre-loaded with e-Contents of Mathematics and Science Subjects to use for classroom transactions.

Check Your Progress 2

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

5. How do you think the given cases of schools in Lebanon and Gabon were exemplar or innovative practices?

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6. Explain the main initiatives taken in the project called “Mixed Voices” by a school in France.

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7. Taking the given cases of schools in Germany and Japan discuss the unconventional approaches to teaching.

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8. Describe the key features of Activity Based Learning (ABL) and how do you think it contributed to SSA.

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2.5 DISSEMINATION OF BEST PRACTICES

Dissemination as a literal word means to spread, scatter or disperse widely. But in the context of social systems in the contemporary world, it is the act of spreading information and knowledge widely. At the same time, where a purpose or intent is attached to dissemination it may be explained as purposive, goal-oriented communication of information or knowledge that is specific and potentially useable, from one social system to another. (Louis and van Velzen, 1988). This definition in the context of educational change signifies that the dissemination of information and knowledge is not only for communication or for awareness, but it should lead to some kind of intended change in the education system. In education, we refer to the dissemination of information and knowledge through materials/ resources, practices, strategies, approaches and also new ideas. These may have been developed in one context and are disseminated with the intent of bringing change in other similar situations. It can be that the practice has developed in a local context and needs to be disseminated in a wider context or it is possible that it has been developed through research and has to be disseminated to various contexts where it could be practised. Thus, dissemination can take place in the following directions:

1. From a local context to a wider context, such as practices developed in a region in India to the whole of India.
2. From wider context to local context such as, practices or ideas developed globally to various nations.
3. From research to practice/ praxis, such as applying insights from empirical studies to school education.

4. Practices or ideas formulated through theory or policy to various parts of a nation such as dissemination of recommendations given in National Education Policy (NEP) 2020

Therefore, the purpose for dissemination in education is for improvement and change in education systems both at the level of institutions as well as individuals. This requires that the dissemination should not be seen as a mere dispersal but as an array of processes or activities that are effective in promoting or implementing an idea or a practice at a large scale.

2.5.1 Purpose of Dissemination

As has been discussed above the purpose of dissemination can vary from a mere transmission for creating awareness to making the educationists (principals, teachers and other stakeholders) understand and engage with it to apply it into their practice. The following purposes, based on the objectives of dissemination as given by King, 2003 are generally attached to dissemination in education:

Creating Awareness: The first purpose that is mostly attached with the dissemination of information and knowledge in education is for creating awareness amongst the people working in the field of education as well as the major stakeholders in the process, for example, dissemination of major provisions of the Right to Education Act (RTE), 2009 to all the school principals, teachers, parents and all others who are working with children. The purpose here is to create a general awareness about the Act so that as and when required any of the stakeholders, who may even not be working directly in the field of education such as the parents, can use the provisions of the Act for the education of the children.

Developing Understanding: Here the purpose is to develop an understanding of the rationale and theoretical basis of the practices by engaging the stakeholders through various kinds of activities. The intent or the expectation is that the school principals, teachers and other professionals working in the field of education engage with these ideas and add to their existing knowledge. In this regard, King (2003) describes two types of dissemination based on the role of the stakeholders or end-users:

- **Active dissemination is** when the disseminator tries to engage the stakeholders more actively in the process. Hence the process is not a mere one-way communication but provides opportunities to the stakeholders to actively participate through hands-on and mind-on activities, discussions, presentations, etc. They are involved in interaction and listening to the experiences of others that provide them first-hand experience. Therefore, this kind of dissemination involves organizing activities, such as seminars, workshops, conferences, dialogues, panel discussions, symposiums, meetings etc.
- **Passive dissemination is** where the disseminator provides various sources of accessible information to the stakeholders. They may then later explore the various sources to get the required information. Thus, it involves the dissemination of information about the relevant and authentic websites, libraries, journals, magazines, government organizations such as NCERT, NUEPA, that document their researches, NGOs working in education, web-based archives and catalogues, resources, etc.

Taking Action for Change: In this case, the purpose of dissemination is to encourage and facilitate the stakeholders in all possible ways so that they can take necessary action to adopt the innovation or idea or use resources in their specific contexts. This requires the deeper engagement of the stakeholders as they need to apply it in their context. Thus, the dissemination requires a two-way process where the disseminator has to facilitate the stakeholders in relating with and applying the information in meaningful ways. At the same time, the disseminator needs to address the queries of the stakeholders specific to the implementation of the innovation or the idea. Hence, it involves an active goal-oriented engagement by both parties. In this case various dissemination strategies include organizing direct or first-hand interaction with the practitioners involved with the innovation or the practice, workshops, training, and other activities that create a community of practice.

2.5.2 Various Ways and Activities for Dissemination

As has been discussed in the previous section that the purpose of the dissemination is an important factor that primarily decides the kinds of activities that should be used for dissemination. Such as, if the purpose is merely creating awareness about a practice recommended by a policy, dissemination activity can simply be providing a source for the policy document to the teachers or others in the field of education. But, if the purpose is to encourage the teachers to adopt an alternative practice, then the dissemination activity should be either a training program or a workshop for the teachers that directly induct them about the practice.

Hence, we can see that as the purpose is different, the kind of activities vary in terms of engagement. there are no rigid boundaries and one activity can be used for more than one purpose also in some cases, but for understanding the level of engagement these are discussed as follows:

Creating Awareness: As discussed that the level of engagement is low as the purpose is to only create awareness amongst the teachers and other professionals, hence all activities that can communicate about the best practices are included here. Also, it may not require a face-to-face interaction between the disseminator and the teachers. Such as, various reports, relevant articles from journals, magazines or newspapers etc., books, proceedings of a conference or seminar can be provided in hard copies the school authorities or in soft copies through emails. Similarly, online articles, discourses, lectures, and other e-resources can be disseminated through the URL links for the same.

Developing Understanding: As the purpose here is to develop understanding of the various best practices or innovation, hence it requires rigorous training programmes. This may involve active dissemination where the disseminator himself/ herself engages with the teachers in the process. Thus, activities such as workshops, training sessions, mentoring etc. are required. As this involves a continuous and constant engagement by the disseminator, hence all teachers may not be included in the workshops at the same time. Thus, a cascading approach is used to train few teachers of different schools who can further train other teachers of their respective schools. This way a series of workshops or training programs are conducted to widely disseminate the best practices or innovation amongst the community of teachers and other professionals.

Taking Action for Change: The purpose here is to bring a change in the existing practice which requires the practitioners that is the teachers have to take the responsibility for the same. Thus, the dissemination involves them an inactive,

responsible role as agents of transformation and hence need to be given some autonomy to experiment with the idea. This requires that opportunities such as action research should be provided to the teachers where they can engage in a process of inquiry and assess the potentiality of the practice in their context. They should be involved in writing reflective diaries and in critical analysis of the given innovation or practice. The change or transformation in the real world can take place only when the teachers themselves have a conviction for it.

Check Your Progress 3

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the Unit.

9. In which instances do you think 'creating awareness' is mainly the purpose of dissemination in education?

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10. How are active and passive dissemination different from each other?

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11. When does the disseminator need to engage directly with the practitioners in the field of education?

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12. List various activities for dissemination as per the purpose of dissemination.

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2.6 LET US SUM UP

Education has undergone several paradigm shifts that have evolved the idea of education as well as the associated concepts such as learning, teaching etc. In response to these shifts, various initiatives were taken in the field of education at the level of practices, strategies, and policies. These are referred to as alternative, innovative or unconventional as they diverge from the traditional practices and questioned them. The criteria or parameters for understanding the innovative or best educational practices include child/ learner-centric

education, unconventional teaching-learning approaches, creative education and inclusive education. Innovative or best practices discussed above show that they can exist at both global as well as national levels and may be based on one or more than one idea/issue. Dissemination of information can take place in different directions depending on the context or purposes in which innovative practice was developed, such as for merely creating awareness to developing understanding or even for taking action for change. This requires different kinds of engagements on the behalf of the disseminator as well as the stakeholders ranging from merely giving information, to engaging in hands-on and minds-on activities to facilitating in applying and experimenting with the idea/s in meaningful ways in real contexts. Thus, innovative or best practices in education are in tandem with the evolved theoretical ideas in education. These practices help in bringing change at the praxis (practice) level and need to be disseminated to larger contexts.

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Web Resources

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- http://www.nrcddp.org/resources_data/Res100024.pdf
- <http://shikshantarschool.com/>

2.8 ANSWERS TO CHECK YOUR PROGRESS

1. It is based on the assumptions that the learners were like a ‘blank slate’ that is don’t have ideas of their own and have to be given all knowledge in the form of information. They include the commonly used methods or strategies in education such as lecturing or demonstration cum lecture or providing explanations etc. that are a one-way process. They see learning as a mere change in behaviour. The innovative approaches are based on constructivism that is based on the idea that learning is when an individual constructs his/her idea in interaction with the environment and hence is learner-centric. These approaches address various contemporary issues in the world today
2. Two strategies are understanding of inherent potentialities helps the educators to understand the capabilities and needs of the child and help in planning activities accordingly and understanding of the social context of the child helps the educators to make the content knowledge as well as the teaching-learning process relevant for the child and hence more comprehensible. Such as, if a child from a ‘rural’ background is given examples from urban contexts like giving a situation of a flyover to calculate distance travelled in science.
3. It is based on the premise that every learner has the potentiality to be creative although it may be in different domains or areas. Thus, creative education provides opportunities for learners to think independently, divergently, unconventionally and imaginatively in the areas of their interest.
4. The practices that are geared towards inclusion are considered as innovative as they are based on novel ideas that may not have been thought of before since for more than a century many children remained excluded from the school system across the globe.
5. In Lebanon, an effort towards eliminating social stigma and providing all children with an inspiring environment. For this they brought modification in their pedagogical approaches such as the use of a multi-sensory approach as well as offering a variety of other learning techniques. In Gabon,

education and integrating the street children in regular school. involved teamwork where along with teachers, social workers, parents, and street children specialists were involved.

6. Creative writing and translation workshops for students from abroad specifically for the children of immigrants, particularly from North Africa with many Arabic-speaking families; included explanations of literal translations, bilingual (French/Arabic) writing exercises based on texts studied and the reading of the original works; helped in cultural exchanges and in empowering for the students; conducting interactive learning between the mother tongue, Arabic, and French. In this, priority was given to consolidating the mother tongue and at the same time analysing some of the similarities as well as differences about the second language.
7. Use of resources in the neighbourhood such as, adopted a field near to the school for engaging students in organic farming and developing the idea of sustainable development in them; Involving parents and the community members in the process; experience-based learning as it involves students in learning by doing and in practising the values of sustainable development in their daily lives; an interdisciplinary approach and involving teachers from various subjects.
8. The key features are engaged children in a collection of activities such as identifying pictures of birds and animals, counting numbers etc.; the curriculum was divided into 20 milestones into various subject areas and each milestone had such a collection of activities. Every child was expected to achieve the milestone at his/ her own pace. Thus, this initiative followed a child-centric approach based on the premise that each child was different and learns at his/her own pace and ability.
9. Dissemination of major provisions of policies, acts or commissions.
10. Inactive dissemination, the disseminator tries to engage the stakeholders more actively in the process of dissemination through hands-on and mind-on activities, discussions, presentations, etc; Whereas in passive dissemination, the disseminator provides various sources of accessible information to the stakeholders. It involves the dissemination of information about the relevant and authentic websites, libraries, journals, magazines, government organizations n passive dissemination.
11. When the purpose of dissemination is to encourage and facilitate the stakeholders.
12. Creating awareness, Developing understanding, Taking action for change.