

CENBOSEC

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Readers' Forum

A multifarious Bulletin

I formulate my gratitude to CENBOSEC from the core of my heart for **publishing CENBOSEC**. Latest Quarterly Bulletin Volume 46 No. 1 is imparting an educational set up in divergent fields. As a regular reader of this bulletin, I highly appreciate its contents. The 19th Annual Conference of the Council of CBSE affiliated schools in Gulf had a theme, 'Heads – Thinking Ahead'. This reveals tremendous ways to think, to be motivated and move ahead on a progressive path.

Its varied subject matters are innovative and graphically practical. CBSE Circulars by various reverables contribute latest data not only to the institution but to the students too. Chairman's words – "Real learning begins where the textbook ends" is whole heartedly thought provoking.

CENBOSEC is really a platform to pause, to concentrate, to be energetic and then switch on for qualitative future plans.

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Inviting Articles for the next issue of Cenbosec.

The theme of the next issue of 'CENBOSEC' is "The Constructivist Teacher" Articles and features on the theme may be sent to Sadhana P. cbse@nic.in. They may also sent by post to :

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From the Chairman

Education is the continuous pursuit of excellence. Individuals and organizations, civilizations and nations are known to have continuously striven towards this path of excellence. In the new world order, excellence has its own importance and significance. The concept of excellence is not unique to any individual or institution. Any person or organization which endeavours to bring in quality in their work and life are in the pursuit of excellence.

The CBSE has always attempted to pursue the path of excellence in school education and has directed its initiatives and its path of reforms towards providing quality education to the students who join its affiliated schools. While it has been the Board's endeavour to provide holistic education by moulding the total personality of the child, it has through its curricular initiatives helped to strengthen the bonds of national unity and foster in young minds love for his fellow men, to be a good citizen and an able member of the society.

We are witnessing tremendous changes taking place around the world on account of globalization, increased interaction and accelerated pace of development in the science and technology as also in the employment sector. The very goals and definitions of education have got to be redefined in order to be a part of the new world order. We cannot remain as passive observers to barriers like resource crunch, de-motivated staff etc. and they should not be offered as excuses for lack of progress. We need to evolve new strategies and find solutions.

Our schools need to play a dynamic role through cooperation and collaboration in the task of transforming and rejuvenating the goals of education. The Total Quality Management involves a reengineering of mindsets in the various facets of school education. Therefore, a sense of purpose, regeneration and action, which will in turn bring about a change in the communities of learning and will make schools as centers of excellence and as learning organizations being manned by people with transformed minds. We need to de-fragmentize knowledge and demolish the boundaries between life and education. As stakeholders of education, we must transcend rhetoric by combining 'thought with action'. A rigid mindset and motivational barrier prevents us from recognizing, respecting and appreciating different learning styles and outcomes. Thus we need to move away from stereotypes, redefine the purpose of education, regenerate and rejuvenate mindsets and take appropriate steps to move forward.

The prevailing mindset about excellence is rooted in the assumption that excellence can only be achieved by a few. Excellence should not be the prerogative of one or even a few, but a collective excellence born out of the collaborative efforts of many involved in a particular process. In our educational set up, we find the excellence of the few being extolled at the cost of the excellence of the many. The expression of excellence by many is often overlooked or ignored. If the society and nation has to progress, everyone will have to be recognized and everyone will have to participate. We would be greater as a nation if we didn't take pride in those few who excel and achieve a name.

With the ushering of the third millennium, the world has moved into a completely new paradigm in every dimension. The students today live in a world that is completely different from the one which we all, the teachers, the parents, have grown up in. We have to believe this very fundamental change and accordingly evolve a pathway to excellence. Each school needs to focus on child-centred pedagogy which means giving primacy to children's experiences, voices, interests and their active participation. For us every child is important and we must follow the axiom that every child is talented. A student good in playing football is as talented as a student excelling in mathematics. And it is the responsibility of the school to provide opportunities for such talents and creativity to blossom and flourish.

Our educational system has been promoting the mindset that puts a premium on examination scores with the belief that they predict the students' potential for higher studies and employment. It is not always the case. It is this mindset that has created a hierarchy in our education system with science-based courses in the top and humanities at the bottom. Schools after schools do not have any option or facilities for such softer skills like Arts, Music, Dance, and Painting. We cannot let a student's future be bound by his performance in an examination. Similarly there is a general complaint that our school education is not providing employable skills. It is indeed a matter of some concern schools should provide more opportunities for students to learn through hands-on experience and skill-intensive activities opening up their potential for transfer of skills.

The schools world over are making key-shifts in the new situation. They are no longer meant for delivering content only but for building up capacity which will lead to learner autonomy and which will produce independent life-long learners. Schools, instead of working as stand alone institutions must work closely with parents, community and with other schools. Such networking leads to value-addition and enrichment of curricular design and its transaction. The schools should shift from standard operating procedures to creative adaptation thus striving for continuous improvement in all aspects of schooling.

The traditional vision of schooling is based on instructionism where it is believed that learning is an additive process – thus confining to the prescribed curriculum and textbooks. In this process, creativity, originality and enterprise of teachers is not encouraged. Schools become centers of curriculum delivery rather than centers of curriculum creation and excellence. Learning, in fact, is an active process. In the classroom and also outside the four walls of the classroom, we have to create process that are driven by power of demonstration, power of questioning and power of technology. Most of our classrooms are not properly managed. Teachers are busy only with giving lectures, notes and worksheets. Anything which is mismanaged can easily become chaotic.

Looking into this background, the present issue of the CENBOSEC has been appropriately titled as how to make each school a centre of excellence. The education for the 21st Century has to be education for excellence. The system must produce men of quality who combine competence with virtue. The four P's of quality – Plant, Process, People & Product – have to be seen in totality and not in isolation. This would necessitate qualitative appreciation of the school as well as academic infrastructure, system governance, empowering teachers and improving the system of student assessment. As I said earlier, if the desire is backed by attitude and perseverance, excellence will prevail in all endeavours of the institution. The introduction of no school bag and no home work upto class II, the new mindset about the entire issue of home work at the primary level, the continuous and comprehensive evaluation with doing away of marking evaluation, the mathematics laboratory, the life skills education, the new approach to science and language education will lead to making your school as a centre of excellence.

Let me conclude by reminding that we have reached a crossroad in school education. If we do not decide the direction we should take there is every possibility of our moving in circles, repeating or at best rehashing whatever we have been doing for a long time in the name of educational reforms. Short-term measures can at best be seen as window dressing. They are no longer enough to make education responsive to the radically changing and diversifying needs of the students.

So can we take an atomic vow? Let us all together make sincere efforts so as to expand the field of excellence. And remember one who is willing to learn continuously will be the one who will be leading.

I wish you every success in your endeavour and I believe in your commitment.

Thank you,

Ashok Ganguly

अध्यक्ष की कलम से

उत्कृष्टता का सतत अनुसरण करना ही शिक्षा है। व्यक्ति हो या संगठन, सभ्यताएं हों या राष्ट्र, सभी उत्कृष्टता के इस पथ के लिए सतत रूप से प्रयत्नशील रहे हैं। नई विश्व व्यवस्था में उत्कृष्टता का अपना महत्व तथा सार्थकता है। किसी व्यक्ति या संस्था के लिए उत्कृष्टता की अवधारणा अनुपम नहीं है। कोई व्यक्ति या संस्था जो अपने कार्य तथा जीवन में गुणवत्ता लाने का प्रयास करते हैं, वे उत्कृष्टता का अनुसरण करते हैं।

के.मा.शि.बो. ने हमेशा स्कूली शिक्षा में उत्कृष्टता के पथ का अनुसरण करने का प्रयास किया है और संबद्ध विद्यालयों के विद्यार्थियों को गुणवत्तायुक्त शिक्षा देने की दिशा में आवश्यक कदम उठाए हैं तथा उसके लिए रचनात्मक सुधार भी किए हैं। बोर्ड का प्रयास विद्यार्थी के सम्पूर्ण व्यक्तित्व को गढ़ते हुए समग्रतावादी शिक्षा देना है। इसके साथ ही यह अपनी पाठ्यचर्या के जरिए राष्ट्रीय एकता को मजबूत करने, युवा मानस में अपने समाज के लोगों के प्रति प्रेम पैदा करने, अच्छा नागरिक बनने और समाज का सक्षम सदस्य बनने में भी मददगार रहा है।

वैश्वीकरण, बढ़ता परस्पर संवाद, विज्ञान एवं प्रौद्योगिकी तथा रोजगार के क्षेत्र में विकास की त्वरित गति के कारण हम सम्पूर्ण विश्व में विस्मयकारी बदलाव देख रहे हैं। इस नई विश्व व्यवस्था का एक हिस्सा बनने के लिए शिक्षा की परिभाषाओं तथा यथार्थ पदक उद्देश्यों को पुनः परिभाषित करना होगा। संसाधनों की कमी, उत्साहहीन स्टाफ आदि जैसी बाधाओं के प्रति हम मूक दर्शक बने नहीं रह सकते और प्रगति की कमी के लिए उनका बहाना नहीं बनाना चाहिए। हमें नई कार्यनीति तैयार करने और समाधान खोजने की आवश्यकता है।

हमारे विद्यालयों को सहयोग व सहभागिता के द्वारा शिक्षा के उद्देश्यों का नवीनीकरण करने तथा उसका स्वरूप बदलने के कार्य में सक्रिय भूमिका अदा करने की आवश्यकता है। पूर्ण गुणवत्तायुक्त प्रबंधन में स्कूल शिक्षा के विभिन्न पहलुओं में विचारों का पुनर्निर्माण सम्मिलित है। इस प्रकार प्रयोजन का बोध, पुनरुद्धार एवं नए निश्चय अधिगम के समुदायों में बदलाव लायेंगे और विद्यालयों के सीखने की तौर-तरीके में बदलाव कर उसे उत्कृष्टता के केन्द्र बनायेंगे। हमें ज्ञान को एकीकृत करने और शिक्षा व जीवन के बीच की सीमाओं को मिटाने की आवश्यकता है। शिक्षा के व्यवस्थापक के रूप में हमें विचार और कार्य के साथ चिन्तन को संयोजित करने तथा सारे बाह्याडंबरों से मुक्त होने की जरूरत है। कठोर मानसिकता और पूर्वाग्रह हमें विभिन्न प्रकार की अधिगम विधियों तथा उनके परिणामों को पहचानने, सम्मान करने तथा प्रशंसा करने से रोकती हैं। इस प्रकार हमें रुढ़िबद्ध धारणाओं से दूर जाने के लिए शिक्षा के प्रयोजन की पुनर्व्याख्या करने तथा लोगों की मानसिकता को बदलने एवं नई ऊर्जा से काम करने और आगे बढ़ने के लिए समुचित कदम उठाने की आवश्यकता है।

उत्कृष्टता के बारे में प्रचलित मानसिकता यह है कि इसे केवल कुछ लोग ही प्राप्त कर सकते हैं। उत्कृष्टता पर किसी एक या यहां तक कि कुछ लोगों का विशेषाधिकार नहीं होना चाहिए। किंतु सामूहिक उत्कृष्टता किसी विशेष प्रक्रिया में शामिल बहुत से लोगों के एकत्र प्रयास से उत्पन्न होती है। हम अपनी शैक्षिक व्यवस्था में काफी सारे लोगों की उत्कृष्टता की कीमत पर कुछेक लोगों की उत्कृष्टता को उभारते जाते हैं। बहुत सारे लोगों की उत्कृष्टता की अभिव्यक्ति को प्रायः नजरअंदाज कर दिया जाता है। यदि राष्ट्र व समाज को विकास करना है तो प्रत्येक व्यक्ति को पहचान देनी होगी तथा प्रत्येक को सहभागी होना पड़ेगा। हम एक महानतम राष्ट्र तभी हो सकते हैं जब केवल कुछ विशिष्ट लोगों की सफलता व उत्कृष्टता पर गर्व न करें।

तीसरी सहस्राब्दी के आने के साथ ही दुनिया हर मामले में पूर्ण रूप से नये मूल्यों और मानकों के दौर में आ गई है। आज के विद्यार्थी एक ऐसे संसार में रह रहे हैं जो उस संसार से सर्वथा भिन्न है जिसमें हम सब शिक्षक, अभिभावक पले-बढ़े हैं। हमें इस आधारभूत परिवर्तन को स्वीकार करना होगा तथा तदनुरूप उत्कृष्टता के पथ का विकास करना होगा। प्रत्येक विद्यालय को विद्यार्थियों को केन्द्र में रख कर कार्यक्रमों को निश्चित करना होगा जिनमें विद्यार्थियों के अनुभवों, कथनों, रुचियों तथा उनकी सक्रिय सहभागिता को प्रमुखता देना है। हमारे लिए प्रत्येक विद्यार्थी महत्वपूर्ण है और हमें इस सूचित का अनुसरण करना चाहिए कि सभी विद्यार्थी प्रतिभाशाली हैं। फुटबाल खेलने में माहिर विद्यार्थी उतना ही प्रतिभाशाली है जितना एक विद्यार्थी गणित विषय में श्रेष्ठ है और यह विद्यालय का दायित्व है कि ऐसी प्रतिभाओं को अवसर प्रदान करे और उनके समृद्ध होने तथा फलने-फूलने के लिए अवसर उपलब्ध कराए।

हमारी शिक्षा व्यवस्था ऐसी मानसिकता को बढ़ावा देती है जिसमें यह माना जाता है कि परीक्षा के अंक ही सर्वाधिक महत्व के हैं क्योंकि इससे उच्च अध्ययन तथा रोजगार के लिए विद्यार्थी की क्षमता का आकलन होता है। पर यह हमेशा सही नहीं होता

है। यह केवल एक मानसिकता है जिसने विज्ञान आधारित पाठ्यक्रमों को शीर्ष पर तथा मानविकी विषयों को नीचे रखते हुए हमारी शिक्षा प्रणाली में श्रेणीकरण कर दिया है। अधिकतर विद्यालयों में कला, संगीत, नृत्यकला तथा चित्रकला जैसे कौशलों को विकसित करने का विकल्प या सुविधाएं भी नहीं हैं। हम किसी विद्यार्थी का भविष्य एक परीक्षा में उसके प्रदर्शन के आधार पर सीमित नहीं कर सकते। उसी प्रकार एक आम शिकायत यह भी है कि हमारी स्कूली शिक्षा रोजगार परक कौशल प्रदान नहीं कर रही हैं। यह वास्तव में एक चिन्ता का विषय है। विद्यालय विद्यार्थियों को व्यावहारिक अनुभव दिलाने और कौशल विकसित करने वाली पाठ्यचर्या पर ध्यान देने तथा छात्रों को अधिक अवसर उपलब्ध कराएं जाएं।

दुनिया भर के स्कूलों में इस नये परिवेश के अनुरूप भारी बदलाव हो रहे हैं। वहां केवल पाठ्यक्रम का सम्प्रेषण ही नहीं करते बल्कि उस क्षमता को विकसित करते हैं जो शिक्षार्थी की स्वायत्तता को प्रेरित करेगी और शिक्षार्थियों को जीवन पर्यन्त स्वतंत्र एवं चिंतनशील बनायेगी। विद्यालयों को स्वयं अकेले एक संस्था के रूप में कार्य करने के बजाय अभिभावकों, समुदाय तथा अन्य विद्यालयों के साथ मिलकर कार्य करना चाहिए। इस तरह का तंत्र शिक्षा में मूल्य परिवर्धन और पाठ्यतेर परिकल्पना का संवर्धन तथा इसके आदान-प्रदान को बढ़ायेगा। विद्यालयों को पुराने मानक ढंग-ढर्रे को छोड़ कर सर्जनात्मक अनुकूलन की ओर जाना चाहिए। इस प्रकार शिक्षा के सभी पहलुओं में सतत सुधार के लिए प्रयास करते रहना चाहिए।

शिक्षा का परम्परागत नजरिया अनुदेशनात्मक रहा है जिसमें अधिगम को एक योगात्मक प्रक्रिया समझा जाता है, जो निर्धारित पाठ्यक्रम तथा किताबों तक ही सीमित है। इस प्रक्रिया में शिक्षक की रचनात्मक मौलिकता तथा कार्य को प्रोत्साहित नहीं किया जाता है। विद्यालय पाठ्यक्रम सर्जन तथा उत्कृष्टता के केन्द्र होने के बजाय केवल बनी-बनाई पाठ्यचर्याएं लागू करने के केन्द्र बन कर रह गए हैं। अधिगम वास्तव में एक सक्रियता भरी प्रक्रिया है। हमें कक्षा के अंदर तथा कक्षा की चार दीवारी के बाहर ऐसी विधि को अपनाना होगा जिसमें प्रदर्शन की क्षमता, प्रश्न पूछने की क्षमता तथा प्रौद्योगिकी की क्षमता पर जोर हो। हमारी अधिकतर कक्षाएं उपयुक्त रूप से व्यवस्थित नहीं हैं। शिक्षक केवल लेक्चर, नोट्स तथा वर्कशीट देने में व्यस्त हैं। कोई भी चीज जिसकी सही व्यवस्था न हो वह आसानी से अव्यवस्थित होने के देर नहीं लगती।

इस पृष्ठभूमि में सेनबोसेक के वर्तमान संस्करण का शीर्षक 'प्रत्येक स्कूल को उत्कृष्टता का केन्द्र कैसे बनाया जाए' उपयुक्त प्रतीत होता है। 21 वीं शताब्दी की शिक्षा उत्कृष्टता के लिए शिक्षा होगी। शिक्षा व्यवस्था को सक्षम और गुणवत्ता वाले लोग पैदा करने होंगे। गुणवत्ता के चारों मानकों-संस्थान (Plant), प्रक्रिया (Process), लोग (People) तथा उत्पाद (Product) को समग्रता में देखा जाना चाहिए, न कि अलग-अलग। यह स्कूलों के गुणात्मक स्तर में वृद्धि के साथ शैक्षिक आधारभूत संरचना, व्यवस्था संचालन, शिक्षक सशक्तिकरण तथा विद्यार्थियों के मूल्यांकन की व्यवस्था को सुधारने की अपेक्षा करता है। जैसा कि मैंने पहले कहा है यदि इच्छा को अभिवृत्ति तथा दृढ़ता का सहारा मिल जाए तो संस्था के सभी प्रयासों में उत्कृष्टता परिलक्षित होगी। विद्यालय में कक्षा-2 तक स्कूल बैग न होगा तथा इस स्तर पर कोई गृह कार्य की अवधारणा लागू न करना, प्राथमिक स्तर पर गृहकार्य के मामले में नई अवधारणा, अंकीय मूल्यांकन प्रणाली के स्थान पर सतत व व्यापक मूल्यांकन, गणित प्रयोगशाला, जीवन कौशल शिक्षा, विज्ञान व भाषा शिक्षण के नये उपागम हमारे विद्यालय को उत्कृष्टता का केन्द्र बनने का मार्ग प्रशस्त करेंगे।

अंत में मैं याद दिलाना चाहूँ कि हम स्कूली शिक्षा के मामले में एक दौराहे पर खड़े हैं। यदि हम अपनी दिशा का निश्चय नहीं करते हैं तो हम वृत्ताकार पथ पर घूमते रहेंगे तथा शैक्षणिक सुधार के नाम पर एक लंबे समय से हम लोग जोर दे रहे हैं, उसे या तो दोहराते जाएंगे या उसमें कुछ मामूली परिवर्तन के साथ उसे स्वीकार कर लेंगे। अल्पकालिक प्रयास से केवल दिखावी होंगे और उससे कोई लाभ नहीं होगा, वर्तमान में छात्रों की तीव्रगति से परिवर्तनशील तथा विविधतापूर्ण आवश्यकताओं की पूर्ति व समाधान उस नजरिए के नहीं होगा।

अतः क्या हम अनुव्रत ले सकते हैं ? तो आइये हम सभी मिल कर उत्कृष्टता के क्षेत्र के विस्तार हेतु वास्तविक प्रयास करें और यह याद रखें जो सतत् रूप से सीखने को तैयार होगा, वहीं सही अर्थों में आगे नेतृत्व करेगा।

मैं आपके प्रयासों की सफलता की कामना करता हूँ और मुझे आपकी प्रतिबद्धता पर विश्वास है।

सधन्यवाद,

अशोक गांगुली

“Creating Each School A Centre of Excellence”

Dr. Shyama Chona

Principal,
DPS, R.K. Puram,
New Delhi

Schools for centuries have shaped the destinies of people. They have immense power for changing the course of history, the dynamics of business, and the relativity of human emotions.

Where school ends real life begins.

In School, we're taught a lesson and then given a test.

In Life, we're given a test that teaches us a lesson.

There's a dark little joke exchanged by educators with a dissident streak: Rip Van Winkle awakens in the 21st century after a hundred-year snooze and is, of course, utterly bewildered by what he sees. Men and women dash about, talking to small metal devices pinned to their ears. Young people sit at home on sofas, moving miniature athletes around on electronic screens. Older folk defy death and disability with metronomes in their chests and with hips made of metal and plastic. Airports, hospitals, shopping malls--every place Rip goes just baffles him. But when he finally walks into a schoolroom, the old man knows exactly where he is. "This is a school," he declares. "We used to have these back in 1908. Only now the blackboards are green."

The need of the hour is to create each school as a centre of excellence.

Schools should be apt in delivering and providing what is important for students to enter global economy and apply whatever they have learnt at school to ever changing situations that they could foresee.

Achieving academic proficiency is a worthy goal; it should be only the starting line.

Classroom instructions should not be geared towards the sole purpose of passing school boards. In this respect, Boards have become the finish line. The student's ability to apply high-rigor knowledge is relevant, real world setting needs to be the true finish line; instead it has become an afterthought.

Today the schools should focus on curriculum instructions and relevant learning should become the focus. This will automatically help in achieving high test scores.

The schools should try to increase students' understanding of the world around them. For schools to become centres of excellence an integration and connectivity between real world and academics should be developed. Schools can no longer operate as though they are in a vacuum apart from the world in which they operate.

Schools to achieve excellence should dedicate themselves to preparing students to be active, informed and responsible adults. Teachers should make clear the real world connections between academic content and the world beyond school. Creating schools as centers of excellence would require students to learn outside the school.

The schools today have to realize that for a nation that considers itself the greatest in the world -- that wants to be the world leader in politics, human rights, and economics -- we need to distinguish ourselves in the levels of knowledge and skills attained by our students. For a nation that wants all of its children to have the opportunity to go on to higher education, to get a good job, to have a satisfying career, and to participate in and perpetuate our unique system of democracy, we need to distinguish ourselves.

There is no need for the basic curriculum of schools to change markedly. What Students need is to be well grounded in reading, writing, and speaking, and to be competent in mathematics, sciences, and social studies. Students still need a well rounded education that includes a strong sense of patriotism, civic sense, music, the arts, health and physical education, and vocational education. Students still need to learn how to apply what they know, how to think and solve problems, and how to get along with and work with others. A line needs to be redrawn to create schools as centre of excellence -- point of balance where in both basic knowledge and skills and the application of the knowledge and skills have equal importance.

As centres of excellence - schools cannot leave long-term success to chance. Schools should directly prepare students to complete college successfully and to excel in whatever professional path students choose. Preparation towards ends cannot be left to chance. Schools as centre of excellence should impart social skills, academic practices and work habits that ensure success in college and in anything students choose to do after college.

When creating schools as centres of excellence schools will treat students as stakeholders. Administrators and teachers would clearly outline to students why they are studying what they are studying and why they are studying it in the way they are studying it.

Students' interest would not be overlooked or ignored or diminished. Infact graduating seniors would be well informed about the world in which they live, ready for college , able to make important decisions well, able to think independently and critically about what they read, hear and see, and responsible and active citizens.

As centres of excellence --schools would merely not improve the academic excellence and IQ of the children but also develop good people skills, EQ or emotional intelligence, social quotient, spiritual quotient, along with technology quotient i.e. eq + s²q + tq.

When schools aim to become centre of excellence then all its learners are treated and respected as unique. They are entitled to have their particular needs recognized and addressed. They all are valued equally. All are entitled to experience success.

Positive relationship between teacher and learner becomes integral to the provision of effective education.

Creating each school as centre of excellence would require for each administrator to believe that – Good is not enough when Better is expected and needed. Good is not very distinguishable when there are others that are also “good”.

The mission would be to equip each learner to realize his/her full potential by focusing on academic achievement, extra curricular involvement and the development of appropriate life skills required for meeting any future challenges.

As centres of excellence – schools would believe in accountability and continual improvement. They would constantly strive to achieve measures of excellence in parental choice and satisfaction, adhering to shared values, academic achievement, positive character building, economic sustainability and new school development.

School as centres of excellence helps each learner to know his purpose, pursue his destiny and acknowledge his origins.

Students are taught that life is not divided into semesters. There are no summer vacations in life; winning and losing are both different sides of the same coin.

Life is all about learning from your mistakes, winning has no room for it.

The most important lesson the learners learn in such an atmosphere is that life is not fair; you have to accomplish something BEFORE you feel good about yourselves.

When we create schools into centre of excellence then learners become receptive towards other non conventional ideas, how to create new technology, broach new topics and find new ways to do things.

Every aspect of living and achieving success becomes a curriculum guideline. This may mean stretching the brightest children; or it may mean dedicating special support or resources to children with particular needs.

Whatever the focus, the aim of the school becomes providing a challenging, purposeful education that makes a tangible difference to children's development and future opportunity.

Rigor, Relevance and Relationship are the three building blocks for any school to create itself as a centre of excellence. The four primary requisites a school should incorporate to achieve Excellency for its learners are:

- High Standards
- Clear Accountability
- Flexible Personnel practices and
- A Climate that encourages innovations.

Schools that adopt more open principles find success. They hold up everything for examination and nurture collaborative environments. Within such a school there is a shared responsibility to help one another whether an individual's role is bus driver, counselor, custodian, secretary or teacher.

Positive attitude, Recognition of the need for changing practice and professional skill sets, Systematic Engagement of all staff, Ownership of Responsibility to improve learning at all levels and Organizational Responsiveness are other key factors that help in creating each school as a centre of excellence.

The 21st century explosion of knowledge through the internet and other technologies demands smarter people who can connect, understand, and manipulate information. Hence at this time of the history, schools need to reinvent themselves and hence create an environment that helps each learner to approach life in a way that opens closed doors and windows for them.

Although life's dance looks frantic from the outside, difficult to learn and impossible to master. School's newfound gentleness creates a different learning experience that helps each one to embrace it with totality.

To Conclude:

Creating each school as centre of excellence is rooted in the vision of an empowered country where learning is continuous, relevant and adaptive.

The centre of excellence would:

- Serve as an educational model that nurtures student's achievement through holistic reform of education.
- Apply research and development to generate educational practices, creating an environment that involves all stakeholders and that inspires A passionate, personal responsibility for learning.
- Incorporate best-of class technology solutions in nearly every area of the learning community, including curriculum delivery, community collaboration, back-office support, content creation and dissemination of content and assessment.



Making each school a centre of excellence

Suman Kumar, Principal
Bluebells School International
Kailash, New Delhi

“Excellence is not merely a goal; it is a way of life”

The word excellence immediately conjures merit, high standards of bench marking and the sustenance of quality which is reflected in the stamp by which a school is identified in its individuality, character and all pervading ethos.

In our ancient traditions education had a distinct meaning and all opinions converged to interpret excellence to be synonymous with character building. There appeared no contradictions in the familial and societal expectations and all worked collectively first to improve the quality of the human mind and the refinement of the civilization would naturally follow suit.

Unfortunately the past few decades have witnessed great changes in our social and educational scenario and the connotation of excellence in education has not only become confusing but extremely narrow and misleading. The race for marks compounded by the cumbrous evaluation system which raises its highest percentage to unachievable levels every year has created an unhealthy climate with marks being the sole criterion of assessing the schools performance. This paradigm is no longer relevant and will not satisfy this generation who understand that being multiskilled, being ready to learn at different stages of their life spans is an important element of the dimension of the schooling practices. The knowledge age instrumentation that is being driven on the wings of information technology requires a totally different type of paradigm of empowerment in institutions.

However, each school is exclusive in its philosophy and aspires to achieve its own levels of excellence. A School of excellence must have the following features.

Every Child – A Winner

Its core philosophy emanates from a simple credo— Each child is a winner and the entire curriculum design is woven around it in letter and spirit. There is an underlying belief that unraveling each child’s potential is our fundamental responsibility without which the joy of schooling is lost. The environment must entice a child to be motivated to learn intrinsically, be happy and enjoy the learning process which helps him to discover the excellence within.

From the primary level, the curriculum at large focuses on being child centric, and is pressure free allowing the children to be nurtured at their own pace. The flexibility is inbuilt with the understanding that one size does not fit all and that different children need different elements of educational transaction in order to enable them to be productive.

The Learning Centre must be multifaceted and vibrant with individualized learning facilitated with work cards for the gifted, the underachievers and children with different abilities. They all are stimulated to challenge themselves by competing with themselves. Children with special needs and different abilities are identified and early intervention has ensured steady progress making it an exclusive centre. Consciously then, **cooperation rather than competition** becomes an important part of the school ethos and culture.

Learning – A Process of Self - Discovery

There are no formal examinations till class eight and continuous assessments through worksheets, projects, discussions and oral evaluation conducted externally reduce stress, and discourage rote learning. It also excites them to learn through field work with a spirit of enquiry and discover and explore the mysteries of learning.

Further, class assemblies during the course of the year and annual class functions are an exhibition of each child's talent to come on stage which enhances their confidence from early years. The coveted annual prize distribution thus is not for a select few or merely in the scholastic domain, but each child's ability, creativity and talent is recognized. Children get prizes for full attendance, special efforts etc.

The exposure of the children to the Science Discovery room, Maths Laboratory, Computer Laboratory and Audio Visual Centre, are collective efforts to facilitate the process of 'Learning through doing' and the gradual building of their self esteem.

The academic rigor is intensified by introducing novel ideas---writing term papers in the senior school, and critical analysis of classics to encourage reading and thinking skills. Civics for instance is transacted entirely through field work and integrated with the **Social Sciences Department**. The Right to Information Act can be made meaningful if the student pick on one area affecting them (Garbage Disposal or Traffic Congestion) and interact with the civic agencies. This leads to early awareness about the rights of a citizen and accountability of different sections of the Government.

Their evaluation process too, is through group discussions and individual presentations. Activity based pedagogy makes it experiential, meaningful, long-lasting and above all fun.

Nurturing Creativity

Apart from academic and scholastic development, the myriad clubs must be organized. These become a forum for discussions, debates, experimenting and exposing the students to new areas of interest, be it nature and environment consciousness, recycling waste, vermicompost and water-harvesting projects; participating in anti-cracker and anti- polybag campaigns or dabbling in creative pursuits of art, music theatre and dance. Sports and games play a vital role in inculcating team spirit and healthy competition apart from creating a sound mind in a sound body. Yoga should become an integral part of the school curriculum for creating an oasis of mental peace in today's turbulent world.

The awareness for our reach cultural Heritage can be through the Heritage Club. This should lead to interaction with the Archeological Survey of India to grant the club an opportunity to adopt a monument in the neighbourhood for its upkeep and preservation. These club activities go beyond the curriculum to make the students aware of the magnitude of responsibility in building a new India through the underlying emphasis on citizenship education.

Likewise Peace Education and Life-skills training from class I to 12 is integrated in the curriculum and is a concerted attempt to sensitize their consciousness to become aware of issues far beyond the conventional syllabus. The other issues that can be discussed are related to gender conflict, climate change and human rights etc. The Astronomy, Oceanography, Aryabhata and the Aqua Club are among the manifold choices given to the students.

A Global Perspective is integral to the ideology of respecting diversity and creating a World Citizen. The International Clubs can inspire the students with the World movements like Abraham Lincoln's fight against slavery, Dr. Nelson Mandela's historic battle against Apartheid, Dr. Martin Luther

King's struggle against Racial Segregation and other world movements. These are mankind's historic landmarks and students must become aware of men's struggle for Liberty, Equality and Fraternity

Sensitizing Young Minds

The responsibility of going back to our roots and teaching social responsibility is manifest in the outreach programmes with the underprivileged and our rural counterparts which form the basis of constitution thinking and philosophy. Battling against the increasing consumerist values which extol the self and the individual, the need to develop altruism, empathy and sensitivity are the core human values inculcated in the students. Internship with the NGOs during the summer vacation in the rural backdrop of India can become an eye opener for the students and also enrich their minds.

Leaders of Tomorrow

The strong focus on Leadership Training can begin from class-V itself as junior prefects. With a four tier system of developing leaders – assistant prefects at class 8; followed by the Students Council at class 9 and 11—there is rigorous training all year through. An exclusive students' assembly should be organized. It will become an open parliament where all issues are openly debated, discussed and resolved by the student community with guidance from the prefectorial team.

Democratic spirit can be inculcated with students electing their own student representatives leaders with wisdom and maturity. These democratic processes prepare the groundwork in citizenship education empowering them to be the proactive citizens in the making of a new society.

Partnering with committed N.G.O's will contribute significantly in improving the mental health of the children and the general tone of the institution.

The new challenges for education call for self renewal and regeneration and without teachers training schooling becomes prosaic and static. The Teachers Resource Centre is the nerve centre of the school and exposes the teachers continuously to novel and innovative pedagogies. This enables teachers to understand each child's learning style and to ensure their creativity is unleashed to its maximum. The focus should be identification of multiple intelligences for the optimum development. The 21st century being the new era of technology has transformed the teaching learning practices. The Faculty has to keep pace with it

The Treasure Within

By education Gandhiji means 'an all around drawing out of the best in child—man, body and spirit'. This remains the quintessence of sound education.

Excellence then is not only the pursuit of marks focusing on the cognitive development which unfortunately ignores all other dormant faculties of the child. This myth needs to be demolished and mind sets changed. It is imperative to understand that there needs to be a multifaceted, multi intelligence platform of schooling practices that nurtures the innate potential of all children.

Human excellence has always been linked to the display of creative capacity of the individual. It is, therefore, important to nurse and nurture creativity in the educational process and discover the 'Treasure within' It is the responsibility of educators to provide a holistic environment to allow each child to blossom, maximize his/her potential, and expand his consciousness to be sensitive, empowered human beings. They must emerge to become catalysts to challenge the status quo and become the harbingers of change.

‘One Family – Mankind’

Finally the challenge of **‘Learning to Live Together’**---is by far the actual test for us all as educators--children being prepared to remain rooted in the rich Indian pluralistic diversity and yet be citizens of the beautiful planet earth radiating the eternal values of truth, beauty and goodness.

Though the perceptions of excellence will continue to vary but happy children nurtured with love, enjoying an environment of freedom and creativity and deeply embedded in sound values will send positive vibrations and add brilliance to the firmament.

Thus, the journey of excellence is a journey of continuous self evolution and the search must begin from within. **Dr. Radhakrishnan described this state as a ‘change of consciousness, an inner evolution, a change in understanding’**. This would be the pinnacle of excellence.



Reflections on Schools Functioning as Centers of Excellence

I.

S S Nathan, Principal
Bala Vidya Mandir, Chennai

The schools must become individual centers of excellence. A continuous evaluation of the performance of the institution is required. Individual institutions should evaluate the performance using their own existing standards as benchmark for redefining their 'performance quality' objectives.

Periodical internal audit by volunteers and identified change agents are required to monitor the changes in an institution. This is the first link in the lengthy chain of changes that go to make institutions to function as centers of individual excellence. The core competence of educational institutions being the making of a contended, fitting and productive citizen is required to address many issues that contribute in realizing these objectives.

Complacency and plateauing of teachers made them less productive. Two major reasons drove them to the said state; they were monotony in avocation and self growth stagnation. The school addressed these blocks by introducing teacher appraisal.

This ensures that teachers constantly stretch to improve upon their own performance. It keeps them abreast with the state of art transaction techniques, content development, concept reinforcement, recall methods and subject knowledge.

II.

Smt C. Rama Devi
Senior Principal
Bharatiya Vidya Bhavan's Public School (Vidyshram),
Jubilee Hills, Hyderabad

A school's vision of excellence is determined by set principles, values and standards such as dedication, integrity, determination, respect, consistency and commitment. These values must be spread not only across the school canvas but also shared among parents and the community at large. When everyone works together for a common vision, driven by a similar set of values, excellence is achieved.

An 'excellent' school reflects on its own work; thrives on challenges and focuses on outcomes that maximize success for all learners. Professional development should be an integral and ongoing process so that teachers can keep abreast of education trends and upgrade their knowledge and skills. Taking lessons beyond the classroom using innovative and sometimes unconventional methods will go a long way in making learning fun.

For students to attain an all-round development, every school must emphasize academic excellence and a host of extra-curricular activities. A special mention must also be made of spiritual and emotional well-being. Infrastructure such as ergonomic classrooms, a playground, science and computer labs, library and a place for the performing arts would bolster a school's excellence quotient. Infrastructure and curriculum needs can change; and hence, it is important to develop processes, upgrade facilities and train constantly.

Rewards and recognition should be inbuilt into an 'excellent' school's functioning, as they are a powerful means to motivate individuals to do their very best. It could be at a staff meeting, the school assembly, a school event or through newsletters and the media; make sure appreciation is genuine and timely. Few experiences are more motivational than being recognized for a fine performance, in front of one's peers. Value the staff and students, so that they can add value to the school.

A school which welcomes and forges relationships with parents and community members can move towards excellence. Parents have an important role to play in the education of their wards and must work together with staff to improve learning and fill gaps, wherever necessary. Also, a school must not be insular – staff and students should be exposed to a wide variety of personalities and trends, so as to provide them with role models and fuel the quest for excellence. Social responsibility, incorporated into a school's functioning will bring you notice in the community and also make you feel bigger and better.

A right attitude is a critical characteristic for an individual to achieve excellence. A degree in education alone does not suffice; rather, a burning desire to learn and be part of an excellent team is the decisive factor. Teachers must cultivate personal excellence and set high standards for themselves, while remaining within the larger framework provided by the school. Teamwork is one of the most often quoted phrases, but when well-formed teams work consistently and cohesively towards a common goal(s), excellence follows. In excellent schools, teachers must work for the good of the school and for the cause of education, rather than for personal prominence or success. When the team wins, everybody wins. Cross training is vital for excellence, in that staff can develop a variety of skills, and appreciate what their coworkers go through to get the job done.

Honest and open channels of communication are essential for a school to become a center of excellence. This is applicable across the school, right from the leadership to the staff and students. Provide various means of communication, to receive positive feedback as well as constructive suggestions. This feedback should then be implemented and channelised for the benefit of the school.

Quality control in education is also a pre-requisite for excellence. Schools must develop well-defined processes in various operational areas and closely examine shortfalls, if any. Remedial measures can then be put in place to address the gap.

III.

B.S Yadav, Principal
Delhi Public School
Jodhpur

Values are a must to be imparted not through preaching but through interaction and a school to achieve excellence needs to cater to the moral aspect of a child's personality. Ethics in an institution is of paramount importance. Parent's role in educating a child and shaping up his personality cannot be overlooked. Educators, society and parents are all interrelated. Educators are the propellants that guide the students in their quest for the stars. They are the epitome of integrity in education. The teachers and parents in pursuit of excellence have to accept their changing role as facilitators and participative learners in the situation. They should be assessed more for their ability to facilitate, guide and participate actively in the learning situation.

“Excellence” cannot be taken as the priority of a gifted few, but as the privilege of every single human being’s quest for identity. To attain this, the need for an appropriate environment building in our educational institutions is a must by a combined effort of the faculty, the management, the parents and the community. Emphasis has to be on providing the learning skills, so that the student becomes a continuous and systematic learner in a learning society. These skills would result in the ‘empowerment of the child’ as a total human being in a continuous search for quality and excellence.

A school marching towards achieving excellence is a never ending journey which is willingly under taken by all concerned. Here all are whole heartedly involved to contribute to the fullest of their potential. There is no defined hierarchy in such schools. The children and other stake holders are free to involve themselves in all the activities of the school including the situation when they differ from the routine and existing system which is in place. The place where everybody is happy and co-operative and owes the decision of implementing any activity which benefits all particularly the children. A school which dreams of being centre of excellence should look in terms of what their students will be contributing to the society and the nation inspite of asking from society for themselves.

Another equally important component for creating school as a centre of excellence is co-operative learning which involves people working together and being responsible both for their own and for each other’s learning. This technique addresses the most fundamental cognitive and social needs of the learner. There is also a need to provide opportunities for listening to each other, providing sense of ‘belonging’, promoting sharing and joint decision making, involving all key interest groups and enhancing positive relationships and continuity of learning. A place where the support staff also helps others to learn and do better and vice-versa.

IV.

Dr. Hemlata S. Mohan

Principal

Delhi Public School, Bokaro Steel City

Schools must earmark time and allow children the freedom to pen their ideas and express themselves.

At a very tender age itself we must inculcate in students a reverence for values and an intense love for our motherland with its strong roots and rich traditions so that they identify themselves as Indians with the caliber to rule the world, combining magnanimity with firmness to become dynamic leaders of a great tomorrow.

In order to sow the seeds of philanthropy in the receptive minds of the students, schools must take proactive measures and practice inclusive education. This inclusion is not only of immense help to these students but also gives an opportunity to the mainstream students to widen their perspective and extend the feeling of responsibility towards them.

The very first and foremost ingredient towards the making of excellence is learning to think originally and creatively. Thinking is a skill that must be assiduously taught at schools. Children must learn to reason, apply knowledge, analyse and make wise choices. Thinking skills are crucial survival tools needed to adapt to the rapidly changing world-scenario. In a world bludgeoned with information, it is not specific knowledge that the world populace needs but the ability to learn and adapt to new information .So the teachers of the world need to teach learning and thinking skills. They need to teach children how to select vital and salient features from the information given; to learn to process

the information and then apply it in context to the situation. Thus the paradigm shift must be made from 'what to learn' to 'how to learn.' In this new highly technical era, this is one of the immediate goals of education.

Schools navigate students and in course the country's destiny. Today's demand of rearing individuals to be humane, skillful professionals makes it imperative that all stakeholders involved in the teaching-learning process re-think and formulate an effective, transparent and accountable system. Fast communication and feedback play an important role in evolving and re-vitalizing the system. This becomes vital to help quickly prune and streamline teaching-learning skills enabling teachers to review performance and improve their productivity.

To ensure that our youth has employable skills and space in the global platform, we need to nurture and promote not only innovation in thinking but also take great strides to keep in tandem with ever-increasing technological growth. That is the reason why schools must take up Technology.

V.

N N Nayyar

Principal

Apeejay School, Noida

A centre of excellence is not created overnight neither a person alone can do it. It is the result of consistent efforts of all involved in the process. Management support, Parent's concern, Principal's vision, Teacher's role and conducive environment are the prerequisites of a good school.

The three R's of our school system must be supported by three T's – **Teachers, who are superior; Techniques of instruction that are modern and Thinking about education which places it first in all our plans and hopes.**

- Lyndon B. Johnson

A school to be termed as a centre of excellence ought to perform these vital roles:

1. All round development of the individual: The school must develop the wholesome personality of the child – physically, intellectually, morally, socially, aesthetically and spiritually. Through the curricular and co-curricular activities, through craftwork, games, sports, social service programme, the school caters to the child's social, constructive, artistic and other impulses. Thus the child not only acquires knowledge but also develops the requisite habits, skills and attitudes.
2. Incorporation of something for every child: All children have unique learning styles. The school should create an individual learning plan for each student and allow every student to experience success.
3. Promotion of social efficiency: To live in a democratic society, children must be trained in democratic methods through education and the school programme must be planned accordingly. Training for effective participation in the democratic government and cultivation of a balanced sense of rights and duties, is an important function of the school.
4. Post school adjustability: A child spends about a decade of the most impressionable period of his life in the school. After completing his school education the child has to adjust himself with the society outside the school to the best of his capability and capacity. If this adjustment is desirable and proper, the school has done its job well.

5. Inculcation of higher values of life: School education must develop in the children a sense of true appreciation of truth, goodness and beauty. The school must train the students in such a way that they adjust themselves properly and usefully with their social groups and lead successful life on professional, public and personal levels.
 6. Provision of emotionally supportive environment: The school must create a nurturing and inspiring atmosphere where each child feels accepted as part of the school community.
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VI.

VASANTHI THIAGARAJAN

Principal

Sishya School, Thally Road
Hosur-635109, Tamilnadu

Excellence is seen as a journey rather than as something fixed and pre-determined.

Schools must therefore perceive their journey to excellence as one in which the various people within this continuum are brought together in a positive, productive and creative relationship with each other. The primary focus will therefore be in motivating every individual within this spectrum to perform to the best of his or her ability and evaluate and introspect on one's achievements –more in terms of one's innate capacities than in terms of marks or percentiles. If this journey to excellence is to be marked by success, then success has to be re-defined in terms of every one of the stakeholders within.

For schools to move from 'good' schools to excellent schools requires:

- Commitment to students' community to make a positive difference in their lives.
- Commitment to values that one stands for.

Schools may begin the journey at any point of their history. The journey to excellence is no beds of roses-nor are there any sure shot formulas for this. Schools need to:

- Identify that they need excellence
 - Explore objectively their present status
 - Plan for excellence
 - Mark the pathway of their journey.
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VII.

Mrs. Prabha Dastidar, Principal,

Army School Narangi

Guwahati

Schools designed to replicate factories ignore the uniqueness of every student. Students learn at different paces and learn in different ways not one. They have different interest and distinctive talents. Self regulated learning frees young people to use their learning styles proceed at the own pace explore personal interest and develop their talents using multiple intelligences they favour. While performing, designing and building a model rocket they actively seek and apply information to achieve

a significant result. 'They love new ideas' 'They are electric'. The net result is that they question, explore experiment, take action and make choices leading to excellence

Self awareness , which involves knowing one's strengths and limitations and knowing how others see them is a another feature which increases one's ability to work on collaboration and build healthy relationships. This leads to effective communication, dialogue which are hallmarks of present day sustenance .

VIII.

Debjani Das, PGT, English
Amity International School, Saket

A single minded focus, a holistic approach in education coupled with a scientific attitude aiming at attaining multi-faceted competencies, must be the criterion to engineer all school curriculum. Creating a concept between learning and life-empowering learner's to integrate strategies from the scholastic arena to the world of application must be the sole concern of all schools.

A school curriculum woven intricately with excellence will churn out individuals imbued with the following attributes:

Intellectually active;

Physically, verbally, socially and academically competent

Empathetic, kind and caring

Creative and curious.

Disciplined, self-directed and goal oriented.

Confident and a critical thinker

Cared for and valued.

IX.

Avnita Bir
Principal
R.N.Podar School, Mumbai

The single- minded pursuit of excellence in any organization is the key to its success. The term excellence is used as a verb in that it is a process, an unending journey and not a destination. A journey that is sustained, enduring and goes beyond motivation. Excellence in an organization needs passion, a kind of obsession felt by all its members. It is about breaking every micro task or routine in an organization and going beyond what we expect from ourselves in carrying it out. Part of the need for excellence comes from the competitive environment an organization operates in. More importantly though, it is driven by an internal battle of setting higher benchmarks for oneself and constantly stretching oneself and one's team.

In a school, excellence is not just about what the school does, but also how the school does it. Excellent schools are about simultaneously “doing the right things” (i.e. the end product) and “doing things right” (i.e. the process.)

How does one make a school a center of excellence?

1. Believe in excellence and be passionate about it. Everything we do must be with a winning attitude and 100% conviction. We must pursue it not only because it delivers better results but because we believe in it and are obsessed by it. The belief should permeate through the organization.
 2. Have faith and belief in our ability to do better. This conviction comes from collective self-confidence and every success further reinforces it. Excellence then becomes a way of life.
 3. Excellence goes beyond perfection. It is about doing the best we can and doing it quickly. Excellence requires speed and timeliness as much as it requires perfection.
 4. We must understand the term ‘excellence’ as it applies to us. Excellence is a relative concept in a changing world. We cannot be the best in everything we do. We must therefore define what we are or would like to be the best at and accept what someone else can do better. We must concentrate on our core competencies.
 5. Create processes that enable excellence. And we must have an in-built strong foundation of technology that keeps these processes updated.
 6. Create a culture of teaming. We cannot have pockets of individual excellence. The teaming culture then spreads to the rest of the organization. We need a distributed perspective to leadership that would not be possible if any person worked alone.
 7. We must invest in excellence for the future. Though the future is uncertain and may seem distant, we need to prepare ourselves for the changes it will bring. There is a temptation to sacrifice the future for short term gains. However strategic planning for the long term and the future roadmap should be made an integral part of school planning. Schools have to prepare students for the 21st century which is characterized by a transforming workplace and economy, a world too complex for an individual to fully understand and a pace of change that requires high degrees of flexibility and tolerance for uncertainty.
 8. Excellence demands humility especially when we have reached the peak of excellence and there seems nothing further to do. We need an open mind to look at things differently and allow new inputs to come in. Otherwise there is a real danger of becoming complacent or arrogant.
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EVENTS UPDATE

Vigilance Awareness Week in the CBSE

Central Board of Secondary Education, Delhi observed Vigilance Awareness Week from 12th November 2007 to 16th November 2007. Various activities were organized during this period to sensitize the officials against the evils of corruption and to foster the spirit of value based services and clean governance.

The Secretary, CBSE, Sh. Vineet Joshi, administered the pledge on 12th November 2007. On 13th November 2007, the Secretary addressed the officials of the Board and highlighted the importance of efficiency and transparency in customer-oriented programmes. The initiative taken for improvement of system and redressal of public grievances was also highlighted during this programme. On 14th November 2007, an Essay Writing Competition in English and Hindi was organized on "Right to Information Act and Its impact on Governance". On the concluding day, the Chairman CBSE felicitated the awardees and distributed the prizes to the winners who stood first, second and third in the Essay Writing Competition.

More than 5500 schools affiliated with CBSE were also requested to organize programmes on



Vigilance Awareness Week observed in CBSE, Delhi Shri Ashok Ganguly, Chairman, Shri M.C. Sharma controller of Exams look on while Shri Vineet Joshi, IAS, Secretary, addresses the staff



Students of Sishya School, Hosur presenting a skit as part of the programme organised for Vigilance Awareness Week



Pledge being administered by Shri P.I. Sabu, Regional Officer, Ajmer as part of the Vigilance Awareness Week at CBSE, Regional Office, Ajmer

Right to Information Act and its impact on Governance including debates, seminars and essay writing competitions for the students, according to their convenience, to raise awareness amongst the youth to work conscientiously and without fear or favour.



Students putting up slogans as part of the Vigilance Awareness Week observed at Spring Dales Sr. Sec. Public School, Ludhiana



Observance of Vigilance Awareness Week at Jawahar Vidyalaya Sr. Sec. School, Chennai - Prize distribution



Vigilance Awareness Week in D.A.V. Public School, Tohana



Speech during observance of Vigilance Awareness Week at Nava Nirman Public School, Cochin



Students in action during Vigilance Awareness Week in D.A.V. Sr. Sec. Public School, Ambala Cantt.



Assembly activities as part of Vigilance Awareness Week Shri Ram Ashram Public School, Amritsar

NEWS FROM SCHOOL

Guidance & Counselling

The students of DAV Centre Public School, Una (HP) had an occasion to listen to ASP of Shri. Madhusudan Sharma who attempted to raise the awareness among the young students about the role and work culture of Police in India. He said that police is there for the help of every citizen but in our society they have a negative image. Police form an integral part of society and they can understand the feelings and problems of the common citizens. He informed that the police



Sh. Madhusudan Sharma, ASP Una, addressing the students of DAV Centre Public School, Una

department is now providing online services to the people to keep hassles away. He further informed the students about the various methods with which they can approach the police for help during emergency.

He also requested teenagers to avoid using vehicles without licence and to follow the traffic rules strictly.

The principal Dr. BS Aggarwal said that children need guidelines and some monitoring to protect them from any mis-happening.

Hindi Diwas

Tiny-tots of Abhinav Public School, Pitampura made a tremendous performance on Hindi Diwas. Children of montessory classes recited hindi Rhymes and *hindi stories* based on our Indian culture and heritage. Also shlokas of Sant Kabir & Chaitanya Maha Prabhu were recited by the senior students. A skit showcasing the importance of learning Hindi language as well as on the importance of Mother tongue was played by the senior students.

Nutrition Week

Tiny-tots of Abhinav Public School, Pitampura also celebrated the Nutrition Week by high lighting on the importance of healthy and nutritious diet through slogans and posters.



The tinytots in the event during the celebration of Nutrition Day in Abhinav Public School, Pitampura, Delhi

The Principal, Mrs. Saroj Bansal focused on the physical and cognitive development and added that health is everything and stated "Pratham Dharma Nirogi Kaya".

Healthy beings are free from degenerative diseases and only healthy people can build a strong nation. She also requested the staff members to lay the foundation for good nutrition in early childhood. As we believe that 'Health is Wealth'.

The Excellence Award

The 4th Computer Literacy Excellence Award for schools 2005, instituted by the Department of Information Technology, Ministry of Communications & Information Technology, Govt of India was bagged by DAV Public School, Unit VIII, Bhubaneswar.

This award consisting of a trophy along with a cash prize of Rs. 1.5 lakh was received by the Principal of DAV Public School, Unit VIII, Bhubaneswar, Mrs. Bhagyabati Nayak on behalf of the school. The prize was given away by the hon'ble Minister for communications and IT, Sh. A Raja at an award distribution function held on the 18th Oct 2007 at Vigyan Bhawan, New Delhi. Every year this state award is conferred on the best computer literacy school of every state.

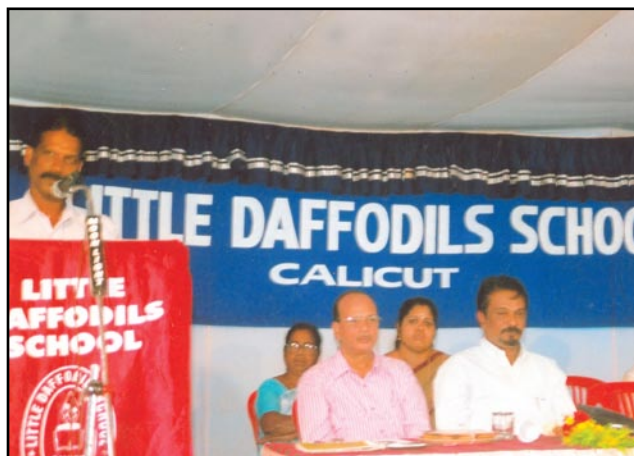
The Government of India had selected the school for this award for its outstanding performance in imparting qualitative computer education to the students and creating awareness for computer literacy among them. The computer department of the school has been equipped with ultra modern facilities and possesses well-trained computer professionals.

Counselling and Motivation

The Little Daffodils School, Calicut conducted a counselling session on "Better Parenting" on the 30th Sept 2007 for the parents, in which more than 600 parents attended. Renowned clinical psychologist Dr. Raghunath Parakkal handled the session.



Renowned Psychologist Dr. Raghunath Parakkal at an interactive session with parents of Little Daffodils School, Calicut



Better Parenting - A counselling session in progress in Little Daffodils School, Calicut

A session on Counselling and Motivation was also held for the teachers on 1st October 2007 and a session was conducted for the students of High School Classes on "Goal Setting and personality Development" on 2nd October 2007. The participants were benefitted by these sessions.

Investiture Ceremony

BNP School, Faridabad organized its Investiture Ceremony, which included a musical concert and a debate competition. Sh. DS Gusain, President of Garhwal Sabha was the chief guest of the occasion. Sh. Ravinder Jha and Manisha Chopra were sworn in as the Head

boy and Head Girl respectively. The Principal, Mr. Ajay Sharma administered the oath. The Prefects were honoured and presented with the badges. The Students debated their opinion on the topic-“Modern Gadgets has made man slave to machines.” All the participants spoke with confidence and determination.



The students of B N Public School, Faridabad taking the oath during the Investiture Ceremony

The House concert presented by Ashoka and Raman House created a wave of excitement and joy. The programme ended with a vote of thanks.

Health Camp

On the 82nd Birth Anniversary of the First President of the School, Late Shri Jagabandhu Behura and also to celebrate the “Breast feeding week” a health camp was organized in Sri Aurobindo Integral Education & Research Centre, Sundergarh, Orissa. It was followed by a seminar on “Need of Breast feeding”. The health camp was attended by renowned doctors of the area. The teachers extended a helping hand. All the Nursery and KG students of the school had a health check-up.

The seminar was attended by the doctors, members of Managing Committee, teachers, students and even the parents participated. There was also a questionnaire session on health problems.



Health Awareness Camp held in Sri Aurobindo Integral Education & Research Centre, Orissa

Tree plantation in the school campus was carried out to mark the occasion.

Health Club Activities

The Indian Embassy School, Republic of Yemen had the comprehensive medical camp under the auspices of its Health Club for the academic year 2007-2008 on 29th and 30th September 2007, in association with the Saudi German Hospital, Sana'a, Republic of Yemen. A Health Exhibition focussing on Yoga and its importance was also arranged in the school during the medical Camp. Around 350 students of the school had their check ups with these doctors and those who are having problems



Medical check up at Indian Embassy School, Republic of Yemen

were prescribed medicines and for follow-up check ups in the hospital. The Senior Students of the school will have a study-trip to the Saudi German Hospital and will have the opportunity to update their knowledge about the MRI-Scan, CT-Scan, Gamma Camera, Ultra-Sound Scan etc and the different departments in a hospital and their functioning. A seminar on 'Drug Abuse' was organised in the hospital, under the auspices of the Health Club of Indian Embassy School.

Foundation Day Celebrations

Ramakrishna Vivekananda Vidyapeeth, Bijuri (M.P.) celebrated its 9th Foundation Day with great joy and enthusiasm. It was a great occasion to display the talents of children. There was a variety of programmes like skit, one act plays, folk dances and mime. Over 200 students participated in the cultural bonanza. Parents and several other officers graced the occasion. The Chief Guest in his address appreciated the efforts of students and asked them to strive hard for their bright future. The audience applauded the efforts of the students.



A glimpse of Chhattisgarh dance performed by the Students of Ramakrishna Vidya Peeth, Anuppur, M.P

Global Diaspora Exhibition on Social Science

The DAV Public School, Unit VIII, Bhubaneswar organized an exhibition on Social Science entitled "Global Diaspora" on 8th September 2007. The entire exhibition consisting

of three parts such as March Towards Freedom, Mock Assembly and Projects & models on various issues was a world in miniature, exhibiting the multifaceted aspects of History, Geography, Economics, Civics and Business Studies. In the March towards Freedom category, students made models, charts relating to all the phases of India's Freedom Struggle from 1857 to 1947 on the occasion of the celebration of 150th year of 1st war of Indian Independence. Some students dressed as some characters of the freedom fighters and martyrs such as Rani Laxmi Bai, Bahadur Shah Jaffar, Mahatma Gandhi, Nehru, Moulana Abdul Kalam Azad, Anne Besant won the hearts of the visitors by their astounding performance.

The Mock Assembly captioned as 'DAV Shadow Assembly' conducted by the students was very interesting and relevant. Various regional issues related to education, health, industry were taken up for the discussion by the student MLAs and ministers. In fact it was the main attraction of the exhibition which everybody appreciated most. The students also exhibited projects and models on various issues. There was a special hall called 'Beijing Hall' which housed the models & charts that conveyed a lot of information about China.

The exhibition was inaugurated by Prof. SN Tripathy, former Head of the Department of Geography, Utkal University, Bhubaneswar. The Chairman of the School Managing Committee Sri MM Panda also graced the occasion. The teachers and the Principals of the sister schools visited the exhibition. The best projects were adjudged from each category were awarded.

Inter-School Science Exhibition

The 14th Inter-School Science Exhibition was conducted by the science club members of Bala Vidya Mandir Sr.Sec.School, Chennai in their school premises on August, 2007. 26 city schools took part in the exhibition. Students of classes 8 and 9 exhibited their understanding and application of the various scientific concepts through models and charts.

As part of the exhibition, competitions on collage, crossword and quiz were also conducted to encourage the students to exhibit their scientific aptitude in a challenging manner.

The overall shield was bagged by Shrimathi Ramkumar Devi Forma Vivekenanda Vidyalaya, Chrompet.



Inter-School Science Exhibition - organised in Bala Vidya Mandir, Chennai, Students interacting with guests

Symposium

A symposium on "Gandhiji" was held at Kendriya Vidyalaya, Tehran on 16th October, 2007. Sh. Manbir Singh, Chairman, Vidyalaya Management committee and Ambassador of India in the Islamic Republic of Iran was the



Kendriya Vidyalaya, Tehran Symposium on 'Life of Mahatma Gandhi, 1st prize winner seen on the stage

Chief Guest. Smt. Jasbir Manbir Singh graced the occasion by giving away prizes to the best speakers. Ambassadors and Head of Chancellors from various foreign missions were present on the occasion. Prominent members of the Indian community in Tehran, present and past members of the Vidyalaya Management Committee, representatives of various multinational companies were also present.

Language laboratory

A new Language Laboratory equipped with state of the art electrical and electronic gadgets has been established in Sainik School, Imphal to facilitate effective language training for the cadets. At one time 40 students could undergo language training simultaneously. A computer, TV with mega screen and a Video Projection System have also been integrated with in the overall system.



Sainik School Imphal Cadets attending a language training session in the newly constructed language lab

The primary aim of the language lab is to facilitate focused interaction of the teachers with the students to enhance language learning skills. The students are helped to overcome difficulties in learning the new language by the teacher through remedial drills as well as by exposing them to quality audio visual training lessons prepared by the experts.

The language laboratory was inaugurated by Sh. L Jayanta Kumar Singh, hon'ble Minister

of Education, Transport and Sericulture, Govt. of Manipur. The Education Minister also participated in the language training session. This ultra modern laboratory has been set up with the financial assistance provided by Sainik Schools Society, Ministry of Defence, New Delhi through DONER Ministry.

Multi Cultural Exchange Programme

Rukmani Devi Public School (RDPS) has been emphasizing on multi-dimensional approach to the development of the students by catering not only to the cognitive domain, but also exposing the students to new vistas of physical, emotional and spiritual learning. In its efforts to widen the international horizon of the students, the school is involved in Multi Cultural Exchange Programme with the schools of UK, France and Germany.



Students participants of the Multi-Cultural Exchange programme in a classroom dialogue at Rukmani Devi Public School, Pitampura, Delhi

A group of 9 students and 3 teachers of Stantonbury Campus Milton Keynes, U.K. visited the school for a period of two weeks from 14th October 2007 to 28th October 2007.

The guests were extended a warm welcome and a formal meeting with the Principal Mr. Anita Garg and Incharge of various departments was held in which the

Principal appraised the ideals and values of the Exchange Programme.

The objective of the Exchange Programme being cultural assimilation in its various aspects of the people of two different countries with substantial hiatus in many areas-art, culture, language, race, history, economy etc. Gearing up itself, to achieve this goal, the school organized various programmes during the stay of the delegates like visits to historical places in-house workshops on arts and crafts.

Rendezvous with Sunita Williams

The students of DAV International School got a golden opportunity to meet the Indian astronaut Sunita Williams. It was like a dream come true for the four students of the school namely Aditi Gupta, Pallavi Khanna, Keshav Mehra and Ekta Jain.



Sunita Williams, world renowned astronaut with Aditi Gupta of DAV International School, Amritsar

On 4th October, a special function was organized by the Atlantic Research in Delhi to honour Sunita Williams. In this function, about 3000 students, from various parts of India, participated and 4 students of DAV International were also among the privileged students. The organizers of the function had arranged a competition in which students were given an opportunity to ask questions from Sunita Williams. One question was invited from each student and out of 3000 questions the best five

were selected. Out of the many questions asked by the students, the question posed by Aditi Gupta of DAV International was ranked first. She was given an Appreciation Award and also she got an opportunity to have a tete-tete with Sunita Williams. The question which she had asked was, **'Do you think belief in God is a stumbling block in the way of scientific and technological development?'**

Sunita Williams praised her question and said that Aditi Gupta should be the third representative of India to go into space after Kalpana Chawla and herself. This was indeed a cherishable moment for her as well the school.

Arts Exhibition

Daffodils Public School, Mirzapur organized a Collage and a Model Exhibition cum Competition on the 24th of October on the occasion of the UNO Formation Day to spread awareness among the people and to project the alarming fact about the devastation of nature caused by the unthoughtful actions of the human beings which has led to the extinction of many of the animals and a number of animals stand on the verge of the extinction and are categorized as 'endangered species'.



*Models made by students of
Daffodils Public School, Mirzapur*

A sojourn on Science & Technology was exhibited in its multifaceted aspects about the development in the field of medicine, means of communication, various inventions and discoveries, evolution in the methods of

instruction, art and architecture, the changed life style, stepwise improved design of the satellites, space shuttles and the warfare weapons. The scientific approach of the students was praise worthy and a true spirit of team effort was projected through their models.

Fashion and Designing presented a world of dress and costume designing and showcased the talents of students. Over all, a the exhibition was very successful and drew a huge crowd and the students received applauses from all the corners of the city.

Heritage Quiz

A two-day programme of An All India Quiz Competition based on Indian traditional values and ethos was conducted at the Gita Niketan Awasiya Vidyalaya, Kurukshetra. The competition was held in four categories viz. primary, middle, secondary and Sr. Secondary groups. The Centre of attraction of the programme was an exhibition based on the pictures of the freedom fighters of the 1857 revolution. The pictures were drawn by the student artist of various schools.

A book titled 'Azadi Ki Thi Chhidi Ragini' written by Mr. Rattan Chand Sardana was also released.

To add to the colour of the programme and to boost the zeal of the participants a cultural evening comprising group dance, action dance and a play titled "Naya Savera" based on the revolution of 1857 was held which was particularly appreciated by the audience. The programme came to an end with the recital of Vande Maataram.

Communal Harmony Week

The Centre Point School, Wardhaman Nagar, celebrated Communal Harmony week from 3rd December to 8th December to spread the message of peace amongst the children. Awakening them to the sensitive issues of peace and war was the objective. The importance of self-enlightenment and inner peace which in turn works to spread peace was highlighted



Students of Centre Point School, Nagpur exhibiting their drawings during the observation of Communal Harmony week

A thought each day on communal harmony and world peace was presented. Class I was taken on a trip to the holy places of worship in Nagpur. They visited a temple, a church, a mosque and a gurudwara. They also expressed their feelings the next day in the assembly. The melody of songs is bound by words of different languages but it touches the hearts of millions together and leaves its mark on their minds. A choir on world peace in Hindi was presented by class IX children. Students of Class VIII wrote an essay on communal Harmony. The students of Classes VII, VIII and IX went to see the Azadi Express which was stationed at the Nagpur Railway Station. Here they learnt about satyagraha and non violence.

A 30 feet long painting was done by the children on Peace. The children from classes I to class IX participated in the project very enthusiastically. They painted for the whole day to complete the painting by the end of the day.

A sale of flags was organized on 6th December. The staff and students bought the flags to contribute towards the cause of helping children who are rendered homeless due to communal riots. The senior teachers were invited for a story telling session in classes I, II and III. The topic for story telling was Communal Harmony and Peace. Class VI watched the movie 'Rang De Basanti' as part of the Communal Harmony campaign. The students of class VII presented a mime on the theme of unity in the assembly. An inter-house

competition on the topic of communal harmony was organized for the students of class III. They displayed their feelings using the medium of Art and Craft.

Exhibition on inculcating Values

The Project Day at the Hindu Senior Secondary School, Indira Nagar, Chennai was not only a learning experience for the students but also for the visitors too. which was aptly titled 'Gunavidyagruha'

The projects were divided subject-wise and the displays projected a theme and the values of life that they portrayed.

The science project embodied duty, good and bad and team spirit through the model of a human body where different parts function towards a single purpose.

Computer science projects stressed on discipline for success and a stress-free life.

Through Maths, the children showed one and all the importance of being humble in life.

The Social science students stressed on unity in diversity through models on the solar system and festivals. Sanskrit encapsulated moral values through prayers. The Hindi students emphasised on virtues friendship, cleanliness etc.

The Sports highlighted the safety on roads, the competitive spirit, the sportsmanship and physical fitness.

The Tamil department stressed on girl education, valour and a sense of humour.

Speaking about the event, Mrs. Padmini the Principal said that children should be taught to look at the beauty that lies behind everything.

Flag Day

Communal Harmony Campaign and Flag Day was observed by the Sishya School, on 23rd