

CENBOSEC

Quarterly Bulletin of the Central Board of Secondary Education

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Readers' Forum

We are a regular reader of your prestigious magazine 'CENBOSEC'. Details of circulars and various developments at CBSE Board are very informative and the reports of activities in different schools are interesting.

It was a matter of great pleasure to see the reports of our school activities in the last issue of CENBOSEC.

Mangala Vaid
Vice-Principal
Silver Line School, Ghaziabad, UP

Inviting Articles for the next issue of Cenbosec.

The theme of the next issue of 'CENBOSEC' is "Inclusive Practices in School Education" Articles and features on the theme may be sent to Sadhanap. cbse@nic.in. They may also be sent by post to :

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From the Secretary

The basic concern of school education is to enable children to make sense of life and develop their potential, and to promote values that foster peace, humaneness and tolerance in a multi cultural society. It must also simultaneously reflect the current needs and aspirations of society as well as its lasting values and immediate concerns of society as well as broad human ideals.

The Guiding Principles of Education in schools as envisaged by NCF 2005 are:-

- Connecting knowledge to life outside the school;
- Ensuring that learning is shifted away from rote methods;
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric;
- Making examinations more flexible and integrated into classroom life and;
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

We are living in an era of rapid socio economic and political readjustment throughout the globe. In this readjustment the role of schools as educational institutions is significant. Today, individual aspirations in a competitive economy is a dominant factor which has tended to reduce education to being an instrument of material success. The perception, which places the individual in exclusively competitive relationships, puts unreasonable stress on children and thus distorts values. Thus, Education which is expected to encompass all aspects of moulding the child's personality and equipping him for a life ahead has become more and more dominated by unhealthy competitions leading schools to shifting their focus on rote learning, examinations and scores. Education is not only, or even mainly about acquiring more and more information. A child's mind is not a bank in which he is to be trained to deposit daily quantities of information and withdraw it only during examinations. Students are mainly trained to memorize than to think independently and creatively. They are trained more to uncritically accept what is taught to them than to doubt and to question and search for answers themselves.

The theme of this issue of CENBOSEC is "From Educating to Educaring". Why is this focus and attention on 'Educare'?. We have come to the juncture when it has become important to reflect on the factors which have narrowed down the connotation of education and to think of the broader meaning of education which would sensitize the stakeholders to consider the child as an individual entity and be sensitive to his needs and aspirations. Therefore, the scholastic experiences may be designed for him in terms of developing his innate knowledge and skills.

In order to understand the meaning of Educaring, it is important for Schools to revisit their aims and objectives. Nevertheless, Schools should aim to mould the total personality of a child – developing his mind, sharpening his intellect, nurturing his creativity, strengthening his body, and, above all, enriching his character and imparting to him the values that make him a good human being and a good citizen. Further, Schools should also aim to impart education that strengthens the bonds of national unity that fosters in young minds a natural inclination to rise above narrow caste, communal and class divisions.

Schools must take on the following as their primary aim and objective in teaching and training of their students.

1. The training of the children to appreciation of our nation's cultural heritage and to equip them with desire and the capacity to enhance the same and leave to posterity a richer legacy; in talents and capacities by which they become a productive unit of society and source of its economic strength.
2. The equipment of our children with the qualities of courage and vision to protect our nation's interests, to preserve its democratic structure, function, and liberties, and to carry the same to ever wider fields and ever higher levels.

3. The training of our children in virtues and graces that will make them emotionally stable individuals and enable them to live in peace, harmony, and co-operation with emerging world community; that will make them international in their outlook and sympathies.

Further, the schools should pay special attention to the needs of our teachers who are the true pillars of any educational institution. We need more teachers who are motivated, who are well-trained and have ample opportunities for periodic re-training and above all who have an honored place in society.

CBSE, has been a pioneering Board in endeavoring to focus each of its initiatives towards caring for the child. In order to make learning process joyful and to be sensitive to the needs and anxieties experienced by the student community, The Board has taken a number of measures recently to make the entire spectrum of 12 years of schooling meaningful a process so that they can become competent, confident and committed citizens in future. Some of the measures/reforms undertaken in academic as well as examination related issues are conscious effort to reduce the bag load, the psychological load as well as the transactional load of the curriculum at the secondary level. This has been ensured from Class I to Class XII so that the entire 12 years of school curriculum becomes an enriching experience for the children. The Board has adopted/adapted the curriculum based on the NCF 2005 through which it has been ensured that the learning is shifted away from rote methods to understanding and conceptualization.

At the Secondary and Senior Secondary level, the Board has adopted/adapted NCF 2005 and the syllabus has been divided into Classes IX and X separately. Flexibility has been given in relation to choice of languages and also various other concessions to physically challenged students. Life skills have been introduced to be part of schooling. Adolescence education program has been launched. A number of new subjects like Heritage Crafts, Graphic Design, Creative Writing & Translation have been introduced. School Health Manuals have been prepared and disseminated to schools.

At the Senior Secondary level the curriculum has been again separated in Classes XI and XII and lot of flexibility has been provided and the students have not been categorized into Science stream, Commerce stream and Humanities stream. The students can have any combination of subjects of their choice.

In the area of assessment and evaluation, at the primary level, the schools have been directed to introduce Continuous and Comprehensive Evaluation. It has been made very clear that assessment of the students should not be made on the basis of year-end one shot terminal examination. Five points grading has to be implemented in place of marks from classes I-VIII and no pass-fail criteria for Classes I to V. At the secondary and senior secondary level examination reform is an on going process. There has been a conscious effort in reforming the Board's examination both at Class X and Class XII levels to de-emphasize rote memory and to eliminate chance factor. The Board has also provided flexibility and many other concessions to the dyslexic, blind and other physically challenged students.

In order to provide opportunities for students to nurture their innate talents and also to excel in various other fields, the following students' support services are being provided. Physical and Health Education which also include sports, games and other activities have been made a compulsory component from Class I onwards. In order to create appropriate ambience, students are being motivated to participate in Science Exhibition, Heritage India Quiz and other related activities. The CBSE also conducts Group Mathematics Olympiad and Informatics Olympiad to nurture and identify talents.

I do hope the schools will undertake all the initiatives taken by the Board in letter and spirit and make Educaring as an essential component while imparting education to the students under their care.

VINEET JOSHI
SECRETARY, CBSE

सचिव की कलम से

स्कूली शिक्षा का मुख्य उद्देश्य बच्चों को जीवन का मर्म समझाना, उनकी बौद्धिक क्षमता विकसित करना तथा बहु-सांस्कृतिक समाज में शांति, मानवता और सहिष्णुता जैसे मूल्यों को प्रोत्साहित करना है। इसके साथ-साथ इसमें समाज की वर्तमान आवश्यकताओं, आकांक्षाओं, बुनियादी जीवन मूल्यों, ज्वलंत सामाजिक समस्याओं एवं मानवीय आदर्शों पर भी बल दिया जाता है।

एन.सी.एफ., 2005 में स्कूली शिक्षा के मार्गदर्शी सिद्धांत इस प्रकार हैं :

- ज्ञान का स्कूल के बाहर के जीवन से तालमेल बैठाना ,
- यह सुनिश्चित करना कि पढ़ाई-लिखाई अब पुराने ढर्रे से हट गई है,
- पाठ्यचर्या को केवल पाठ्य-पुस्तकों तक सीमित करने की बजाय बच्चों के समग्र विकास की दृष्टि से समृद्ध बनाना,
- परीक्षा को लचीला बना कर इसे जीवन के व्यावहारिक पक्षों से जोड़ना तथा
- बच्चों के मन में जन-हित की भावना पैदा करना जो कि हमारी लोकतांत्रिक व्यवस्था में निहित है।

हम ऐसे दौर में जी रहे हैं जब पूरी दुनिया में सामाजिक, आर्थिक और राजनैतिक परिस्थितियां तेजी से बदल रही हैं। ऐसी स्थिति में शैक्षणिक संस्थानों के रूप में स्कूलों की भूमिका और महत्वपूर्ण हो गई है। आज की प्रतिस्पर्धापरक अर्थव्यवस्था में व्यक्तिगत आकांक्षाएं बहुत महत्वपूर्ण हैं, जिसके कारण शिक्षा की भूमिका केवल भौतिक सफलता अर्जित करने तक सीमित हो गई है। व्यक्तिगत आकांक्षाओं के बढ़ने से उत्पन्न प्रतिस्पर्धा के कारण बच्चों पर अवांछित दबाव पड़ रहा है और जीवन-मूल्य विकृत हो रहे हैं। इसलिए जो शिक्षा बच्चों के व्यक्तित्व के विकास और उन्हें जीवन का सही अर्थ समझाने का माध्यम होनी चाहिए थी, वह केवल अनुचित और अनावश्यक प्रतिस्पर्धा के बोझ के नीचे दब गई है। इस कारण स्कूलों का सारा प्रयास बच्चों को रटाने, परीक्षा लेने और अधिकाधिक अंक बटोरने पर केंद्रित होने लगा है। शिक्षा का उद्देश्य केवल अधिकाधिक जानकारीयें एकत्रित करना भर नहीं है। बच्चों का मस्तिष्क कोई बैंक नहीं है जिसमें रोज सूचनाएं जमा कराते जाएं और परीक्षा के समय उन्हें निकाल लिया जाए। विद्यार्थियों की स्वतंत्र एवं रचनात्मक सोच को बढ़ावा देने के स्थान पर उन्हें मुख्यतः जानकारीयें याद करने के लिए प्रशिक्षित किया जा रहा है। बच्चों को इस प्रकार से प्रशिक्षित किया जा रहा है कि वे बिना कोई संदेह किए, बिना प्रश्न उठाए जो कुछ पढ़ाया जा रहा है, उसे स्वीकार कर लें। जबकि होना यह चाहिए कि उन्हें जो कुछ पढ़ाया-लिखाया जाए उस पर वे स्वयं प्रश्न करें और स्वयं उनके उत्तर खोजें।

‘सेनबोसेक’ के इस अंक का मुख्य विषय है – ‘एजुकेटिंग से एजुकेयरिंग’ (पढ़ने-लिखने की क्षमता के विकास के साथ-साथ सोचने-समझने और व्यक्तित्व के संपूर्ण विकास पर केंद्रित)। आखिर ‘एजुकेयर’ पर ध्यान क्यों केंद्रित किया गया? अब हम ऐसे दौर में आ गए हैं जब हमें उन कारकों को पहचानना होगा जिनके कारण शिक्षा का उद्देश्य सीमित और संकीर्ण हो गया है। अब हमें शिक्षा के व्यापक परिप्रेक्ष्य पर विचार करना होगा। हमें ऐसी संवेदनशीलता विकसित करनी होगी जिससे बच्चों की अलग पहचान, उनकी जरूरतों और आकांक्षाओं पर ध्यान केंद्रित हो। इसलिए हमें ऐसी पद्धति विकसित करनी होगी जिससे बच्चों के सहज-स्वाभाविक ज्ञान और हुनर का विकास हो सके।

‘एजुकेयरिंग’ का अर्थ समझने के लिए यह भी जरूरी है कि स्कूल अपने लक्ष्य और उद्देश्य को फिर से पहचानें। वे बच्चों के समग्र व्यक्तित्व, उनके मानसिक विकास, उनकी रचनात्मकता और स्वास्थ्य पर अधिक ध्यान दें। सबसे अधिक महत्वपूर्ण यह है कि वे बच्चों के चरित्र, जीवन मूल्यों और आदर्शों पर ध्यान दें ताकि वे बेहतर नागरिक बन सकें। इसके अलावा स्कूलों का उद्देश्य ऐसी शिक्षा प्रदान करना भी होना चाहिए जिससे बच्चे जाति और संप्रदाय की संकीर्ण सोच से ऊपर उठ कर राष्ट्रीय एकता की भावना को सुदृढ़ कर सकें। स्कूली विद्यार्थियों के शिक्षण-प्रशिक्षण के लिए हम निम्नलिखित को अपना प्राथमिक उद्देश्य और लक्ष्य बनाएं :

1. बच्चों को इस ढंग से शिक्षित-प्रशिक्षित करना जिससे वे अपनी राष्ट्रीय सांस्कृतिक विरासत पर गर्व कर सकें। उनमें ऐसी इच्छा उत्पन्न करना और क्षमता विकसित करना ताकि वे इस विरासत को न केवल संजोकर रखें बल्कि आगे भी बढ़ाएं। इस प्रकार वे भावी पीढ़ियों के लिए प्रतिभा और क्षमता की समृद्ध विरासत छोड़ेंगे। समाज की आर्थिक सुदृढ़ता की इकाई व स्रोत बनेंगे।
2. बच्चों में उत्साह और विचार दृष्टि का सृजन हो ताकि वे राष्ट्र हितों की रक्षा कर सकें। लोकतांत्रिक व्यवस्था, कार्यों और स्वतंत्रताओं को बनाए रखें। इनका उच्च स्तर पर अधिक विकास और प्रसार कर सकें।
3. बच्चों को सद्गुणों और शिष्टाचार का प्रशिक्षण देना ताकि वे भावनात्मक रूप से सुदृढ़ हो सकें। इसके साथ ही विश्व समुदाय के साथ शांति, सौहार्द और सहयोग से रह सकें। इससे उनकी सोच-विचार का अंतर्राष्ट्रीय स्वरूप विकसित होगा।

इसके अलावा यह भी जरूरी है कि स्कूल शिक्षकों की जरूरतों पर विशेष रूप से ध्यान दें क्योंकि ये ही किसी भी शैक्षणिक संस्था के स्तंभ हैं। यह भी जरूरी है कि शिक्षक प्रेरित और प्रशिक्षित हों तथा बाद में भी उन्हें समय-समय पर प्रशिक्षण प्रदान किया जाए। इसके साथ ही समाज में इनका ऊंचा स्थान हो।

केंद्रीय माध्यमिक शिक्षा बोर्ड बच्चों की उचित देखभाल और शैक्षिक गतिविधियों के लिए पहल करने में अग्रणी भूमिका निभा रहा है।

पढ़ाई-लिखाई की प्रक्रिया को रोचक बनाने तथा विद्यार्थियों की जरूरतों, चिंताओं और जिज्ञासाओं के प्रति संवेदनशीलता विकसित करने के लिए बोर्ड ने पिछले दिनों ऐसे अनेक कदम उठाए हैं जिनसे बारह वर्ष की पूरी स्कूली पढ़ाई सार्थक और आनंददायक बन सके। इससे बच्चों में आत्म-विश्वास उत्पन्न होगा। वे सक्षम और प्रतिबद्ध नागरिक बन सकेंगे। शिक्षा और परीक्षा पद्धति में सुधार के लिए अनेक महत्वपूर्ण कदम उठाए गए हैं। उनमें से कुछ हैं – बस्ते का बोझ कम करना, मनोवैज्ञानिक तनाव कम करना तथा माध्यमिक स्तर पर पाठ्यचर्या का बोझ कम करना। इस सुधार प्रक्रिया का पहली कक्षा से बारहवीं कक्षा तक लागू करना सुनिश्चित किया गया है ताकि बारह वर्ष की समूची स्कूली पढ़ाई को नया रूप दिया जा सके। बोर्ड ने एनसीएफ, 2005 पर आधारित पाठ्यचर्या को ग्रहण किया है। इसमें यह सुनिश्चित किया गया है कि रटने के तौर-तरीकों के बजाय विचार और अवधारणाओं को समझा जाए।

नई पाठ्यचर्या में बोर्ड ने नौवीं और दसवीं कक्षा के पाठ्यक्रम को अलग-अलग कर दिया है। भाषाओं के चयन को लचीला बनाया गया है। शारीरिक रूप से सीमित क्षमता वाले विद्यार्थियों के लिए भी कई तरह की रियायतें दी गई हैं। स्कूली शिक्षा में जीवन कौशल को शामिल किया गया है। किशोरों के लिए शैक्षिक कार्यक्रम शुरू किए गए हैं। परंपरागत भारतीय शिल्प, ग्राफिक डिजाइन, सृजनात्मक लेखन और अनुवाद जैसे नए विषय प्रारंभ किए गए हैं। इसके अलावा स्कूल स्वास्थ्य पुस्तिकाएं तैयार करके स्कूलों को वितरित की गई हैं।

वरिष्ठ माध्यमिक स्तर पर भी ग्यारहवीं और बारहवीं कक्षा की पाठ्यचर्या को भी अलग-अलग कर दिया गया है। पहले से निर्धारित विषयों के वर्गीकरण को लचीला बनाया गया है। विद्यार्थियों को विज्ञान, वाणिज्य शास्त्र और मानविकी विषयों में विभाजित नहीं किया गया है। विद्यार्थी अपनी रुचि के अनुरूप अलग-अलग विषयों का चयन कर सकते हैं।

आकलन और मूल्यांकन के लिए भी नए निदेश दिए गए हैं जिनके अंतर्गत प्राथमिक स्तर पर स्कूलों को सतत एवं व्यापक मूल्यांकन करने को कहा गया है। यह भी स्पष्ट किया गया है कि विद्यार्थियों का मूल्यांकन वर्ष के अंत में केवल एक परीक्षा द्वारा न किया जाए। पहली से आठवीं कक्षा तक बच्चों को अंक के स्थान पर पांच प्रकार के ग्रेड दिए जाएंगे तथा पहली से पांचवीं कक्षा तक सफल या असफल होने का कोई मानदंड नहीं होगा। माध्यमिक और वरिष्ठ माध्यमिक स्तर पर परीक्षा पद्धति में सुधार एक सतत प्रक्रिया है। दसवीं और बारहवीं कक्षा में बोर्ड की परीक्षा पद्धति में सुधार करते हुए पुराने ढर्रे को हटा दिया गया है जिसमें रटने और केवल याद करने पर जोर दिया जाता था। संयोगवश प्राप्त होने वाले परिणामों की संभावना को सीमित कर दिया गया है। बोर्ड द्वारा भाषा ठीक से ग्रहण करने की कम क्षमता वाले बच्चों, दृष्टिहीन और अन्य शारीरिक रूप से सीमित क्षमता वाले विद्यार्थियों के लिए सरल नियम बनाए गए हैं तथा उन्हें अनेक प्रकार की रियायतें दी गई हैं।

विद्यार्थियों को सहायक सेवाएं प्रदान की जा रही हैं ताकि वे अपनी स्वाभाविक प्रतिभा का विकास करके विभिन्न क्षेत्रों में विशिष्ट प्रदर्शन कर सकें। पहली कक्षा से ही शारीरिक एवं स्वास्थ्य शिक्षा को अनिवार्य बनाया गया है। इसमें खेल-कूद और अन्य गतिविधियां शामिल हैं। स्कूलों में पढ़ाई-लिखाई व प्रतिभा विकास के अनुकूल वातावरण निर्मित करने के लिए विद्यार्थियों को विज्ञान प्रदर्शनी, हैरिटेज इंडिया क्विज़ और अन्य संबंधित गतिविधियों में भाग लेने के लिए प्रोत्साहित किया जा रहा है। केंद्रीय माध्यमिक शिक्षा बोर्ड विद्यार्थियों की प्रतिभा को पहचानने और उसे विकसित करने के लिए ग्रुप मैथमेटिक्स ओलंपियाड और इन्फार्मेटिक्स ओलंपियाड आयोजित करता है।

मुझे आशा ही नहीं बल्कि पूर्ण विश्वास है कि बोर्ड ने पहल करके जो कदम उठाए हैं, स्कूल उन्हें उसकी सही भावना के अनुरूप लागू करेंगे। विद्यार्थियों को शिक्षित-प्रशिक्षित करते समय 'एजुकेशन' को आवश्यक हिस्सा बनाएंगे।

विनीत जोशी

सचिव

केंद्रीय माध्यमिक शिक्षा बोर्ड

From Educating to Educaring

Mrs. Chandan Dhawan
Principal
Blue Bells Model School
Sector – 4, Gurgaon

Good education cares whereas a good childcare educates. It is high time that education changes its connotation with the changing times. An adolescent of today goes through multitudes of problems which were unheard of in the not so recent past; sociological, physiological and psychological problems have brought forth a confused product the – 20th century adolescent so the need to Educare than Educate.

Its not only the society that needs to wake up, but it is also the fact that as educators we need to shoulder the responsibility too. It's the need to sensitize the society towards the evils prevailing, it's the need of the time to put our heads together to not only educate but also to counsel the students and parents towards a healthy society.

Sensitizing our children will sensitize our society hence leading to a well developed and well cultured place to live, a place where all will be equal and free to express and love.

Educaring through the head and heart is a healing correction to a failed system. The time demands the teachers and the taught to together create the teaching by

- Being a part of the process
- Associating with it
- Gaining productively by it

Educaring is drawing out from within to show the way to lead. Educating is only a collection of wordly facts whereas Educare is discovering the true child within who waits to prove himself if not reprimanded for each small mistake of his. Educating is for a living whereas Educaring is for life.

The important considerations in the areas of educare are -

- Selfcare
- Sociocare
- Earthcare

Selfcare:-

Make it thy business to know thy self, which is the most difficult lesson in the world – Miguel De Cervantes.

If there is turmoil internally then everything outside seems confused. Try and remove the mist from the mind of the students and let their mind be crystal clear. They have to know to love themselves and then they will never think of damaging themselves. Educaring with the TLC (tender loving care). The youth needs to fall in love with themselves so that the disturbing thoughts of misusing (drugs, alcohol) doesn't occur to them. Self-analysis is the first step towards self-improvement.

Social care:-

Service is what life is all about; Service is the rent we pay to be living. It is the very purpose of life and not something you do in your free time.

Educate the children to be a good citizen but sensitizing them to the appalling condition of old, senior people, the underprivileged, the special children is just conveying them to know they should care. Do unto others as you would have done to yourself.

Earthcare:-

Earth, our home planet, is the only planet in our solar system present to harbour life – life that is incredibly diverse. All the things we need to survive are provided under a thin layer of atmosphere that separates us from the uninhabited world of space - NASA.

Educaring is to have a passion for the mother earth. It should be a character formation. Character is power and the end of education should be power to transform.

Educaring is a partnership working towards a common goal thus communication, cooperation, helping, sharing, living about supporting each other. Educare means that decisions are made in the best interest of the children and families in an environment of trust respect an inclusion.

*Give a hand till I grow
With a promise that
I'll keep it for you when you
Need it the most*

Active engagement involves enquiry, exploration, questioning, debates, application and reflection, leading to theory building and the creation of ideas/positions. Schools must provide opportunities to question, enquire, debate, reflect, and arrive at concepts or create new ideas. An element of challenge is critical for the process of active engagement and learning various concepts, skills and positions through the process. (NCF-2005 – an excerpt)

FROM EDUCATING TO EDUCARING-Its time we changed

ADITI MISRA

Principal
Delhi Public School
Sector 45, Gurgaon
Haryana

The famous writer Khalil Gibran once wrote-

“We give but little when we give off our possessions

It is when we give off ourselves that we truly give...”

How true this is in the current context of not just education but Life itself...

What is it that we, as educators, can ‘teach’ or train students to give off themselves...

I think the two things would be

Time

and

Sharing and caring.

As responsible adults it is very important we spend Time with the youth...whether this is done as parents, friends or educators.

In spending time fruitfully with children we are able to impart values and traditions in the most natural and unobtrusive way.

Moreover, this time also helps us to understand and appreciate the concerns of the younger generation...their fears, the pressures they face, the challenges they are up against.

When children grow up with patient adults who have spent time with them, they are more likely to grow up into patient and caring adults willing to spend Time with people who may need their time! These may include the elderly, the infirm or any other section of population that has been marginalized.

Time spending or as I like to put it, Time sharing, is best inculcated in a school.

We encourage children to spend time with teachers discussing problems and issues that concern them. Low achievers are encouraged to seek assistance from their high achieving peers ...the latter are encouraged to spend time with the former. Senior school students share time with the juniors and share experiences that have changed their thoughts.

Another important value schools and educators stress upon is caring...

This caring can be part of almost every subject in the curriculum.

For example, through history we can help children imbibe the value of caring for our heritage and monuments, through science caring for the environment can be stressed upon...

In today’s day and age when everyone seems to be in a mad rush to get somewhere...we educators have a huge responsibility of helping to put things in perspective and teach students that if we don’t collectively care for the entire global community, we have no right to be part of it!

Caring for the environment has taken many dimensions in our school..there is a green brigade that cares for the plants in and around school, there is a group of 'eco warriors' that checks littering and looks after the general cleanliness of the school in addition there is a group of students who call themselves members of the 'paws and feathers club' that care for animals!

I am sure that these students will carry these values with them and spread the message of caring for the environment.

Another unique feature at our school is the caring shown by students for marginalized sections.

The Social service students visit old age homes regularly and spend time with the inmates, run errands for them or help them with tasks they are unable to do.

The same group also visits orphanages and gives their time in teaching the children there or playing some game with them.

On all major festivals funds are raised within school to buy gifts/sweets for these children.

Our school also supports a school for underprivileged children from near by villages. This is run in the school premises after the morning school gives over.

Students of class 9 and 11 are volunteer teachers here and spend time teaching the less fortunate. The sense of fulfillment these volunteers get cannot be put in words.

A somewhat new meaning to the term Caring has been given by a new initiative taken by the Student Council. The campaign against Substance abuse can be termed Caring for the future! The students take awareness workshops and talks with the junior students and help remove myths that shroud this menace.

I am sure most schools work along similar lines and a truly not just EDUCATING children but teaching them EDUCARING too!

The CBSE has certainly done its bit by including soft skills and environment education as part of the curriculum!

It is now up to us-Educators and Parents- to ensure that we bring up a generation of children sensitive, caring and empathetic who will make India a proud member of the Global community!

Do We Care?

SHARMISTHA SEN

Principal

Aditya Birla Public School,
Veraval, Gujarat

ANOTHER BOMB FOUND IN SURAT, COUNT 24. VIOLENCE SPREADS IN JAMMU REGION.

Such headlines abound newspapers every morning. It is time we ponder how and where young minds have gone haywire. Are we as teachers and parents nourishing the child's psyche? Are we depriving him of his childhood? Our education system has gone awry and reactions of rebellious youths are a backlash. Their pent up anger erupts, spewing lava of hatred aimed at mankind in general. They are not sure whom they hate, and cannot contain the virulence churning within. We have been trying to transmit civilization through education, but have bitterly failed because barbarism is still rampant in our globe.

Within tight schedule of loaded curriculum and tutorials, parental pressure, societal expectations and career plans, students barely get to be with nature, or to while away a little time laughing and playing with friends in open fields after school. Tension amongst competing parents is percolated to children. Exam fear is instilled into three year olds -what to speak of older children! Today, guardians are on a war footing where marks are concerned. They are not to blame. They are an ambitious lot! But it is time for serious thought. Are we producing geniuses to blow the world into smithereens? Are these the Bright Sparks who are pushing the earth into darkness?

Technology abuse is breaking the wholeness of humanity. It is deadening man's will, numbing his thoughts, and automating him. Education needs to be enriched with human values. Punctuality, discipline, social behaviour, fellow feeling, respect are words that are losing their meaning in the present society, where materialistic approach is gaining the upper hand. The values we try to instill within the walls of the school holds no meaning the moment the children face the real world. The media is there day in and day out to feature crimes, superstitions, uncanny events, reasons to worry, sadistic wrestling contests and repeated mind-boggling breaking news. Misuse of electronic gadgets adds to the degeneration of our culture and educational environment. Adults and parents set stereotypical and unrealistic goals, thereby stifling the child's independence of thought. The media paints the education scenario in confusing colours, contorting the already fuddled child's mind.

The need of the day is to call forth EDUCARING rather than EDUCATING the school goers. The education, examination and evaluation system must undergo total transformation if we want to have a humane society. Caring in terms of education means to nurture, to promote growth by providing support, encouragement, affection, training, and tutelage, to ensure physical and mental wellness of a child through fourteen years of schooling.

We are lacking in good professionals. Very few like to opt for teaching as a profession. There is a general feeling that a teacher had no other option so landed up in a school. Like the Gurukul days, a teacher today should be looked upon as a facilitator of knowledge and not as a paid servant who better meet the demands of those who are investing in a child. The school and teachers should not be

negatively discussed or gossiped about especially in the presence of children. When a child finds that his parents are one with the school, they will not take undue advantage of either.

A teacher has a very tough yet tender role to play in educaring. In the GIR forest reserve, man and lion have learnt to co-exist in harmony. Forest records show that since 70s and 80s, when almost a dozen cases of lion attacking humans were reported every year, some of them being fatal, these cases have come down now to one or two. The Jungle King responds to human care. Is it impossible for humans to respond wonderfully to caring during those tender years of their lives?

The role of parents is paramount in educaring. Over-parenting is as harmful as under-parenting. We, as parents go weak in the knees and relent to the child's sometimes-unreasonable demands, so much so that the school becomes a battleground where the teacher is a mute receiver of parental tantrums. Teacher has lost the power of even rebuking the child. The slightest step taken to correct a child boomerangs in the form of complaints from parents, who themselves don't restrain from being unduly harsh on the child by usurping his childhood. The parent has to confide in teachers and feel one with them to help a child grow.

Leaving all negativity behind we must let the child learn to fly out of his nest with strong wings and keen view. Teaching can be a rewarding profession. The fruits get sweeter with time. When the same little brats settle down in life and remember their teachers with gratefulness, and their alma mater as their nourishing nest, the teacher's pride knows no bounds.

Nurturing an Enabling Environment

As public spaces, schools must be marked by the values of equality, social justice and respect for diversity, as well as of the dignity and rights of children. These values must be consciously made part of the perspective of the school and form the foundation of school practice. An enabling learning environment is one where children feel secure, where there is absence of fear, and which is governed by relationships of equality and equity. Often this does not require any special effort on the part of the teacher, except to practice equality and not discriminate among children. Teachers should also nurture their classroom spaces as places where children can ask questions freely, engaging in a dialogue with the teacher as well as their peers, during an ongoing lesson. Unless they can share their related experiences, clarify their doubts and ask questions, they will not engage with learning. If instead of ignoring children's comments on sealing their tongues with strict rules of silence and restrictions on the language to be used, teachers encourage children to talk, they would find that the classroom is a more lively place and that teaching is not predictable and boring, but rather an adventure of interacting minds. Such an environment will facilitate the self-confidence and self-esteem of learners of all ages; it will also go a long way in improving the quality of learning itself. (NCF-2005 – an excerpt)

From Educating to Educaring-Its time we changed.

Monika Mehan

Kulachi Hansraj Model School, Delhi

Don't always tell me what to do, Sometimes ask me what I want to do..... You say I am incorrigible, but I was not always so..... Please don't judge me by my Report Card, my handwriting or my appearance. These are the pleas of a child who may have been flabbergasted with what he/she is observing in the educational Institutions and at home. He/she may not always say so, but this is definitely in his/her mind. What we as educators need is to be educated on this issue. We need to unlearn some of our old beliefs and dogmas to adapt ourselves to the changing scenario so that we set our image not as terrorizing adults but as comfort-givers. We NEED to Change.

We are not what we were.....Changing Roles:

We no longer hold the position of teachers. Our role has changed to that of a facilitator. We have to 'care and share'. We have to become educarers.

The students are no longer coming to school just to gain knowledge. The knowledge providers are many- books, computers, newspapers, magazines etc. As educators, it is our duty to ensure that the child gains this knowledge under an umbrella of care and trust till he/she is confident to venture into the world alone.

Educating means - to give knowledge to or develop the abilities of somebody by teaching.

Educaring- though not in the dictionary- means developing the abilities of a student with a caring attitude.

In my journey in the field of education, I have followed a few steps that have made my journey rewarding and fruitful. My students smile more often and give me their love and respect. When I see them blooming in the garden of life, I beam like a gardener proud of his blossoms.

I have tried to put these steps in words. Till now, they were in my heart and mind.

Step 1: The Dawning of Recognition

As Humans, we all have an inborn ability to love and care. Yes, it is within us, but we are using it sparingly, we feel that is for our children....and....students are not our children. That is the first wrong step that deviates us from what is right. The human mind cannot thrive if we misuse it by making behavioral partitions for different groups.

We have to recognize our abilities to love and care and then use them again and again at our work-place and at home. This is one foolproof method to create magic, a magic that would light up the lives of those who come in contact with us.

So recognize this ability and use it over and over again. You will soon be an anchor for the child treading in deep waters.

This will be your first step towards educaring.

Step 2: Connecting minds and hearts

A caring heart never minds and a loving mind has a heart of its own. Do not think with your mind alone or your heart. Connect the two and think, this is the second step to create magic.

Completion of the syllabus is what the mind may say, but do listen to your heart too. It might be telling you that the student is not ready to study and may need some warming up by in the form of some caring and appreciation words to boost his/her confidence.

Connect your mind to your heart and your heart to the students mind. It will be an unforgettable experience, enriching and enlightening.

Step-3 : Display the connection

How do you display a connection? An electrical connection is displayed by the lighting up of a bulb or the working of an electrical appliance.

- At your end, the connection can be displayed by the use of words that show that you care. That is why it is said that teachers have to be wordsmiths. Use inclusive language when talking. For example, say: "We learned about", "The work we did", "Our classroom". This places you alongside pupils, rather than apart from them.

A Teacher	An Educarer
Have you done your homework?	Were you able to complete your homework?
How dare you shout/ hit another student?	Are you upset about something? Why don't you talk about it?
Stop screaming!	Why are you angry? Why are you upset? Can I help you?
Why have you worn a dirty shirt? Why have you come to school without a tie?	What made you wear this shirt today? Is everything all right? You are not the kind of person who forgets to wear a tie?

- Another way of displaying the connection is through body language A calm, relaxed facial expression that breaks into a smile when appropriate says that you're in control. Be at your door to greet your pupils as they come into your room. Make eye contact with each one of them

Step 4: The human dimension

(a student too, is an individual)

Every student is a different individual with unique needs.

Can we call the student as '60%' or '82%' or other similar words that reflect their performance. We need to recognize is the difference in exposure that was given to the child about 10-15 years ago and the exposure being given to the child today. A child may develop many abilities, desirable and otherwise , as a result of great exposure through TV channels, mobile phones, internet etc. Media treats all as if they belong to one age group. So is the student to be blamed at all times for his /her pitfalls?

Basic groups today are not based on religion or culture but are of- 'haves' and 'have nots'.

'Sanskar'- a result of caring- family values is fast disappearing.

Spare the rod and spoil the child- no longer holds true.

Rules have been put forward to create greater awareness on this issue.

I have seen people feeling offended if their pet dog or cat is referred to as a dog or cat (which it is) and not by the name so lovingly given by its owner. They feel offended because they feel connected to and have a sense of belongingness for the pets. Well.... Students are humans, biologically closer to us than pets. Can we think otherwise and make a mockery of our superior human brain. Let us keep the Human Dimension in our minds because we are, afterall, human beings. "Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around." –are the words of Leo Buscaglia

Effective education is all about ENGAGEMENT! It is not a technical activity, it is a human and social one

Step 5: Grade yourself

- It is the teacher's personality that creates and maintains a space in which learning can take place. So the student's performance reflects your own too.
- Maintain a checklist everyday. How many students approached you today? It may be an indicator of your EQ(The Educaring Quotient)
- Set up a target of making a difference in the life of atleast one child everyday. It may seem like a task initially but soon it will start happening automatically.

You would be smiling more often. As your students too, will.

It is said that to get joy, we must give it, and to keep joy, we must scatter it.

So Educate with care if you care to educate. Be an educarer.

From Educating to Educaring – it's time we changed

- **Uma Shankar Padhi**

PG.T (Informatics Practices)

Vikas Vidyaniketan, Visakhapatnam (AP)

A gardener provides fertile land for sapling, waters the sapling, and looks after that it gets adequate sunlight. This support enables the sapling to grow from within. Similar, does the topic track rather glide from educating to educaring. When education transcends itself to educaring, its function is just as similar to that of a gardener thus contributing to the overall growth of a student.

Since ages India has always started and set new precedents in the field of education. Be it the gurukul model of the Ramayana and Mahabharata, art specific mentoring model of the ancient and medieval India or the more recent models of intensive class room coaching methods for specific exams, we have always been the trendsetters. With every new generation a new model has come into existence and faded away gradually.

Education therefore is not a mere accumulation of facts and figures, as if the student's brain is a passive bucket into which water is to be pumped. Facts are to be cohered and coordinated so that the mind should learn to discern and discriminate, to think and to infer.

Of late it is observed that the mad rushes in the number game of competitive exams children are losing their basic understanding and grasp of the subject of study. Education has become more or less superficial with the parents, students and the teachers drawing more comfort from their quantitative accomplishments rather than qualitative learning and teaching. Making hay while the sun shines is the funda that the umpteen numbers of corporate colleges are adopting that have come up, like chai ki dukaan, in every nook and corner of the country,. The lack of employable skills in most of the students who pass out with their respective degrees is the ultimate consequence.

Nevertheless, educating a person glides itself to educaring when common hopes and aspirations are identified. Educating is just a social cycle which is vulnerable without its nutritive value called educaring. Therefore educaring may be referred to as community working in harmony - as a circle of friends where by friends, families, schools and child-care providers are true factors. It can also mean continuity in a range of services from infancy to high school years.

"Good education cares, good child care educates," should be the tag line for taking steps towards making a positive environment that nurtures the child. But hardly do we find it in action as most of the parents are gainfully employed resulting in nuclear families slowly dissolving the concept of extended families. As a result there is zero tolerance level among parents to impart values among their wards and in their character development. The need of the hour is girding up their loins to make a difference in the system of education. Nonetheless is the role of teachers in this aspect. This should not be the pointless superfluity to be thrown overboard and be forgotten in the modern rat race. We seem to forget that "Education is the manifestation of perfection already in man. No knowledge comes from outside. It is all inside." Here comes the significance of educaring.

Educaring partnerships between schools and child care facilities establish relationships and create supports that enable children to learn and succeed and help families to thrive. These

partnerships bring together diverse individuals and groups, including principals, teachers, school boards, centre director, early childhood educators, child care boards and parents to expand opportunities and improve outcomes for children and families.

The importance of strong links between schools and child care facilities cannot be overemphasized. Opportunities for meaningful connections between these organizations represent untapped resources to support children and families during the important ages and stages of child development. The presence of a child care facility within or attached to the school can support links between the two systems to benefit the children, parents and teachers and can enhance healthy childhood transition in both preschool and school settings. Every child is a natural learner. It comes as naturally as flying does to a bird or swimming to a fish. Educaring is unequivocally in the interest of the children. It is an impetus in the right direction.

When a school becomes a delivery site for community based programs including early childhood care, education and intervention offered within child care facilities, there can be many benefits for children and families. Educaring partners affirm the importance of collaboration identifying that such effort results in increased understanding of children and their needs, enhanced capacity of systems to work together and improved continuity and consistency in the delivery of care and education.

Realizing the educaring vision can be a complex, challenging, and time-consuming endeavor. To be effective, educaring partnerships need to engage in a thoughtful process to embrace the shared vision and agreed upon guidelines. Partnerships should have in place supportive and effective governance, open and innovative management structures and creative, collaborative programs and individuals willing to respond to the needs of families. Educaring partnerships are built person to person with the recognition that the child care and education systems have the capacity to change.

Iron rusts from disuse; water loses its purity from stagnation and in cold weather becomes frozen so also education without educaring. When a boy goes out of his college, he should be full of life, full of vigor, full of energy and full of delight in his young life to take up his responsibility towards his family and his country. We have therefore to pause and ponder-to what end education? The answer, needless to say, is that its end is educaring.

Conventional education fetters the minds of the students where as true education sets their minds free from the trammels of routine and monotonous processes of education. When the mind is not conditioned by unsatisfactory moral preoccupation and social stratification and barriers, he will be inspired by his own conscience and instructed observation. Therefore the transition from educating the child to educaring him involves a great deal of thoughtfulness and thorough understanding of the child's psyche. It is in short an application of effort both from the teachers and the parents. And sooner may we hope for a reincarnation of the whole operation.

EVENTS UPDATE

Principal's meet

A Principals meet was organized on 03 May - 2008 for the principals of Allahabad



Chairman CBSE Interacting with the Students during the Principal's Meet

region in which the honorable Chairman –CBSE and other officials of the Board participated.

Maths lab and the changes in Maths and Science curriculum was dealt by Shri.R.P Sharma, EO (Science), Dr. Hemalatha Mohan, Principal, DPS, Bokaro took a session on "Innovations in Education". Shri Ashok Ganguly, Chairman, CBSE, made a presentation on "Strategic Leadership in schools". He also familiarized the participants with the recent academic initiatives under taken by the Board.

A principals meet was also organized at Springdale Public School, Amritsar in which Shri Ashok Ganguly, Chairman CBSE addressed the principals on the academic and examination initiatives and reforms undertaken by the Board. He dealt in detail on the concept of Maths Laboratory, Continuous Comprehensive Evaluation (CCE) and on implementing creativity in education.

The meeting was attended by around 100 Principals from the Panchkula region.

His focused dissemination on the key issues concerning school education was in enriching experience.



Principals Meet at Spring Dale School, Amritsar

NEWS FROM SCHOOL

Anti Tobacco Campaign

An Anti-Tobacco Campaign was launched with the help and cooperation of ETV in Udaya Public School, Faizabad in association with ETV Uttar Pradesh. The aim of the campaign was to spread awareness amongst students and through them among parents and local community against the use of all kinds of tobacco.

The campaign was inaugurated by lighting of the lamp jointly by Commissioner



Students at the poster and slogan writing contest which was organised in the Udaya Public School Campus, Faizabad



'Gandhigiri' under 'Anti Tobacco Campaign' undertaken by the Students of Udaya Public School, Faizabad

of Faizabad, Mr. Rajeev Kumar IAS and Vice Chancellor or Dr. R.M.L. Awadh University Prof. A.K. Mittal.

A poster and slogan writing contest was organized and an anti tobacco rally was taken out by the students. The rally was lead by the Faizabad Commissioner, Vice Chancellor of Awadh University, Abhishek Tiwari correspondent ETV, Director of the school, Principal, Vice Principal, Teachers and local media persons. It was covered by local newspapers and media partner ETV, Uttar Pradesh.

On 6th May children adopted novel method of Gandhigiri and requested the buyers at the pan shop to refrain from buying tobacco. The city's corporator participated in the campaign.

The children of Udaya Public School also performed a 'Nukkad Natak' at the bus station. The message was 'The effect of tobacco on children'. Thereafter Oath taking ceremony was organized where parents took an oath not to take tobacco. The shopkeepers took an oath not to sell tobacco to children and the students took an oath to make a tobacco free Society.

Debate and speech competitions marked the culmination of Anti Tobacco campaign on 10th May, 2008.

NASA Space Settlement Design Contest

A group of 12 students from class XI of DAV Public School Navi Mumbai participated in NASA/National Space Society's Students Space Settlement Design Contest – 2008 sponsored by NASA Ames and National Space Society, California, America.

The Project titled, "UTOPIA " got First Prize in the contest by the students of DAV Public School, Navi Mumbai.

156 projects from 840 students from Bulgaria, Canada, China, India, Iran, Japan, Pakistan, Romania, Singapore, Slovenia, Uruguay, California, Florida, Georgia, Kentucky, Maryland, Missouri, New Jersey, New York, North Dakota and Utah (USA) participated in the contest.

These students along with the guide teachers were invited to give a presentation on a project at International Space Development Conference to be held at Washington D.C. from May 29 to June 1, 2008.

English Literary Week

DPS, Bareilly observed a Special Week- English Literary Week starting from 21st April, 08 to 25th April, 08. Various activities were organized at different levels such as Primary level (Class Nursery to Class II), Junior level (Class III to Class V), Sub-senior level (Class VI to Class VIII) and Senior level (Class IX to Class XII). The activities included Reading Competitions, Story-telling, Recitation, Extempore and a Quiz Competition based on Shakespeare's life and works. The children were encouraged to speak in English at all the times. On the opening day, the Principal told the children the value and the place of English language in modern world and urged the children to equip themselves with the language as it is the demand of the time to have a command over it.

She also congratulated the teachers and the activity organizers for a successful event.

Aasmaan Zameen Se

Birla Vidya Niketan, New Delhi was pulsating with life and activity on May 10, 2008 as more than 550 people gathered in the school grounds to witness an amazing celestial spectacle – the lunar occultation of Mars. The students of the astronomy club of BVN organized a sky watch from 7-9 pm, within the school premises, to view the breathtaking sight as the moon, while moving along its orbital path, passed in front of the red planet, Mars. This event, coincidentally, took place on the International Astronomy Day.



Students engaged in sky watching at Birla Vidya Niketan, New Delhi

A team of 15 student volunteers organized the event- from conceptualizing, designing posters, handouts and presentations to the flawless



A view of Mars through the telescope

execution. We had six telescopes of varying apertures ranging from 3"-8". The occultation was shown on a projector screen so that all could get the opportunity to view the occultation live. The students, who managed the entire show as a team, showed the audience beautiful views of the Moon, Mars and Saturn through the telescopes. Multimedia presentations on the Moon, Mars and Saturn were also shown. An attempt was made to sensitize the people about Taare Sadak Par, a project to quantify light pollution. Informative handouts were given for the purpose. This event also got extensive media coverage.

The event was a great success as it drew an overwhelming response from parents and students alike. All the volunteers put in their best efforts to bring to the masses the beautiful jewels that adorned the night sky. The ambience and creative energy of the event was appreciated by one and all and everyone went home with nostalgic memories of the breathtaking event.

Prefects Investiture

The prefects investiture ceremony of St. Thomas Central School, Mukkolakkal, Trivandrum, Kerala had its council of prefects installed on the 25th June, 2008. The Principal, Mr. George Oommen in his welcome address emphasized on the role of prefects in school. Rev. Issac P Johnson, the School Chaplain in his key note address reminded the prefects of the special



Investiture ceremony in St. Thomas Central School, Trivandrum.

mission they should have in hand. Like St. Paul instructed the Romans, he said every individual must be transformed and has to be a living sacrifice. The Vice Principal Mrs. Zarina Thomas read the scripture passage which revealed that our gifts were in accordance with what God has given us.

National Science Day

The National Science was celebrated with great fervour at JB Academy, Faizabad under the aegis of Sahodaya Complex.



Celebration of National Science Day at JB, Academy, Faizabad

It was marked by a one-day Science Workshop conducted by Prof. R.D. Shukla, formerly Prof. & Head Deptt. of Education in



National Science Day organised at JB Academy, Faizabad

Science and Mathematics, NCERT, New Delhi. The workshop was attended by 35 science teachers of CBSE affiliated schools of Faizabad and Ambedkar Nagar (U.P.)

Prof. Shukla stated that science is a dynamic subject and thus its teaching is a challenge, specially keeping in mind the latest developments/ findings globally. As a great exponent, and a veteran scholar of science he stressed the need to give students plenty of hands on experience in developing concepts. He demonstrated experiments on Polarity, Dynamic equilibrium and Tetrahedral structure and explained the models of Ammonia and Water.

It was a great opportunity for the teachers of different schools to work upon their day-to-day class-room problems and specific issues related to teaching of science in mixed groups and benefit from mutual sharing of their experience interspersed with expert inputs from the learned Professor.

Another big advantage of the workshop was building rapport among the science teachers of the district through a common platform towards ensuring more frequent and regular interaction in future.

Declamation Contest

A Declamation Contest on the topic 'Working together to combat climate changes' was organized in DAV Centenary Public School, Una to celebrate the World Red Cross Day. The Assistant Commissioner, Una, Shri B.R. Kamal graced the occasion as the Chief Guest. In his address to the students Shri Kamal urged the educational institutions and youth to come forward to solve the burning issue of the day. He said that environmental degradation is the most sensitive issue and needs the attention of the whole world. Natural calamities are also the result of changing climate. It is the duty of every individual to be responsible towards ones environmental surroundings. He also added that no single individual can bring any



The Assistant Commissioner and RTO of Una Sh. B.R. Kamal giving away the cash prize to the winner of the Declamation Contest held on 8th May 2008 to mark the "World Red Cross Day"

change but this problem requires the collective efforts by politician NGOs and educational institutions.

The District Red Cross society gave away the cash prizes to the winner of the declamation contest Sugandha of +2, Parishrul of Class +1 and Anchal of class +2 got 1st, 2nd and 3rd prize among many participants. School students donated a sum of Rs. 13020/- to the Red Cross Society.

On the occasion of the Principal, Dr. B S Aggarwal asserted the need for human consciousness towards the ailing environment and said that it is through honest efforts at grass root levels that we can find big results for major issues.

New Heights Scaled

The year 2007-08 remained an accomplishing year for DAV Centenary Public School, Huda, Panipat. May it be science and technology, art and literature or globalization and self-realization, the students not only participated in all areas but also stamped a lasting mark by their sincere efforts.

- i) ISA (2007-10): The coveted Award ISA (International School Award) for arranging



The team members of 'Second National Aerospace Olympiad' seen with their trophies

the activities with international significance in school was received by the school in Kolkata in a ceremony organized by the British Council.

- ii) Indian Climate Champion – 2007: Master Mayank Chugh of class XII was selected as a semi finalist and received a cash prize of Rs. 2000/- in the Indian Climate Champion-2008 organized by the British Council.
- iii) Science and pace: The Aeronautical Society (India) organized the 'Second National Aerospace Olympiad'. The school team prepared a project report on "Indian Satellites in Space". There were 14 teams from all over India. Their efforts were highly appreciated there when they were working with the best brains of the nation.
- iv) Enlightened Youth Essay Contest-2007: There was a competition at national level called 'Enlightened Youth Essay Contest-2007'. The students participated in that and the initiative of some of them was duly recognized and their essays were included in a book which carries 'FOREWORD' by Dr. APJ Abdul Kalam, former President of India and H.H Acharya Mahaprajna. The students were awarded by Dr. Kalam in a function at GS International School, Dwarka.
- v) Kisore Vigyan Protsahan Yojna: Nitish Tayal participated in a test "Kishore Vigyan

Protsahan Yojna' conducted by Indian Institute of Sciences, Bangalore at Ambala.

We Shall Overcome

"A great institution is not one which merely has a glorious past. Out of that past, must arise a glorious future too". There were the words of Shri S.K. Ahluwalia, commissioner, Patiala Division who graced as the 'Chief Guest' on the Annual Prize Distribution Function for Academic Excellence Achievers at DAV Public School, Patiala.



A cultural item presented by the students of DAV School, Patiala, on the occasion of the Annual Prize Distribution Ceremony.

CBSE Merit achievers of class X & XII of session 2006-07 were awarded by the Board Merit Certificates and Rs. 5000/- each on account of Merit Scholarship from the school. Academic achievers of session 200708 from Nursery to XI were honoured by Merit Citations & Certificates. Students presented a cultural extravaganza consisting of DAV Gaan, Saraswati Vandana and fabulous performance of Chak De India-Choreography showing their abiding love for the country.

UNO – GENERAL ASSEMBLY

The topic for this year's conference was "The pursuit for Energy: A catalyst for conflict". Students from about 50 schools around the world



Students of Mario's Public School, Guwahati who attended the 32nd Annual Conference of the General Assembly at UNO, New York

met to deliberate the growing energy crisis that faces the world and its impact on the political, environmental and social aspects of our lives.

The highlight of the conference was the student Panel which addressed the question "Is nuclear power the best way to meet escalating energy needs of the planet or does alternate energy provide a viable alternate?" Rongon Choudary, a student of Maria's Public School, class 9, impressed all the delegates present with his well articulated thoughts and arguments.

Global Voting

Darbari Lal D.A.V Model School, N D Block, Pitampura organized the Global Vote 2008 to



Student of DL DAV Model School participating in the Global Voting

participate in the determination of world's children prize for the rights of the child. 351 students of IX standard participated in the vote which was held on 9th April' 2008 in the school auditorium.

NASA STAR

Arpit Gupta, a student of D.L. D.A.V Model School, Pitampura, was selected in the DESTINATION NASA –Knowledge Challenge organized by 24x7 Guru.com and Radio mirchi.



The proud NASA Star from DL DAV Model School, New Delhi

TALENT HUNT

Abhinav Public School Pitampura, Delhi organized a Talent Hunt Competition at 6h April



Tiny-tots of Abhinav Public School, Delhi participating in the Talent Hunt

2008, which witnessed a huge participation. The competitions included events like Drawing, Coloring, Clay Modeling, English recitation, fancy dress, solo song, dance and G.K Aptitude .Around 250 students participated with great enthusiasm and zeal.

ANOTHER MILESTONE IN CULTURAL TIES

A group of 8 students and 3 teachers of liceo-Ginnasco Luciana Manara , Rome, Italy visited



Students engrossed in Arts & Crafts in the student Exchange at Rukmini Devi Public School, Delhi

Rukmini Devi Public school from 9th April to 21st April 2008.



Italian Students learning Indian Music-Student Exchange at Rukmini Public School, Delhi

MATHEMATICS WORKSHOP

A Mathematics Workshop was conducted by Mr. Hukum Singh, Professor and Head DESM, NCERT, New Delhi in Padampat Singhania School Kota. Discussions were also held related to curriculum Framework, Latest Mathematics syllabus and the evaluation standards.

Various Mathematical activities related to primary, secondary and senior secondary were demonstrated. He said that effective teaching emphasizing the need to go from concrete to abstract , consolidating and expanding the experiences of the child, helping her generalizing the problem. Teachers must take the initiative to formulate and create a variety of problems. Particular stress must be given to the students to articulate their reasons behind doing an exercise in a certain way. Such interactive learning will require the teacher to plan for more time to be given for certain concepts in the classroom.



Mathematics workshop in progress at Sir Padampat Singhania School, Kota

WORLD ENVIRONMENT DAY CELEBRATED AT INDIAN EMBASSY SCHOOL

World Environment Day is celebrated every year on 5th June in more than 100 countries around the world. The purpose of World Environment Day is to focus worldwide attention

on the importance of the environment and on preserving the environmental health of our planet for the benefit of generations to come.

Indian Embassy School also celebrated the World Environment Day in a vivid and enthusiastic manner. A good number of children brought saplings from their home to make the school "clean and green". The function officially started with a short speech from Dr. G. Manulal, the Principal of the school. Mr. Kumaim formally inaugurated the World Environment Day celebration by planting a sapling in the school premise. The SMC & PTA member Mrs.Sharma, PTA Educational Secretary Mrs.Ann John were also participated in the celebrations by planting saplings. The students of Indian Embassy School enthusiastically planted the saplings at different areas of the school premise and thereby made



Tree Plantation Drive at Indian Embassy School, Sana'a
the slogans "save a plant", "plant trees for a safe tomorrow" meaningful.

The World Environment Day celebration gave an awareness to all the children about the importance of a clean and green earth to reap its benefit and for the benefit of future generations.

TEACHERS' ORIENTATION WORKSHOP 2008

The Orientation Workshop for the Indian Embassy School staff concluded on 3rd June, 2008. The workshop was formally inaugurated by Dr. Ramakant Sahu, Associate Professor

at Science and Technology University, on 1st June, 2008. In his Inaugural Address, Dr. Sahu remarked that Orientation is a time for retrospection and new deliberations. Welcome speech was given by Mr. Amar Kant Jha. Dr. G. Manulal, Principal of Indian Embassy School, delivered the Presidential Address. The felicitation speeches were given by Dr.Mohammed Ejaz Alam and Mr. Sunny Mani. Spanned over three days, the topics discussed were Teaching Methods, Classroom Management and Discipline. The lead talk on Teaching Methods was given by Mr. Pratap Rana followed by other subject teachers. Dr. Vivekanandan, Asst. Professor at Hodeidah University, shared his views on Learner-centered Education. On the concluding day Dr. G. Manulal explained the phenomena of dyslexia. The three-day Teachers' Orientation Workshop came to an end with a lead talk on 'the effective management of classroom communication' by Dr.Mohammed Ejaz Alam, Asst. Professor at Science and Technology University, Sana'a.

SEMINAR FOR PARENTS HELD AT INDIAN EMBASSY SCHOOL, SANA'A

A seminar for the parents was held at Indian Embassy School on 12th June, 2008 in the school auditorium on the topic 'Dyslexia'. Mr. Chandramouli (Attache, Indian Embassy)



Teachers Orientation workshop at Indian Embassy School, Sanaa.



Parents Meet at Indian Embassy School, Sanaa.

was the Chief Guest on the occasion. Mr. Thomas Mathew (PTA Secretary) was the other invitee. The resource person was Dr. G. Manulal (Principal, Indian Embassy School, Sana'a).

Poor academic performance of children is always a cause of great concern for parents. Dr. G. Manulal's talk centred around this point. There are many causes for the scholastic backwardness of children. One of the causes is Learning disorders (LD) or Dyslexia, a term that denotes a single, but heterogeneous groups of disorders. These groups of disorders are manifested as significant difficulties in the acquisition and use of basic academic skills – skills of reading, reading comprehension, writing, spelling, mathematics and so forth. The students with LD are slow in learning, despite the normal or above normal intelligence. Even though it is too difficult to cure the learning disorders, for an effective handling of the problem a comprehensive counseling programme for the parents and teachers along with the affected students is essential. On the other hand, an effective participation in co-curricular and extra curricular activities along with the classroom learning is important, so as to ensure a proper development of the skills controlled by the right hemisphere. At the end of the seminar, there was an interactive session in which a good number of parents asked questions about specific learning problems of their children and the resource person clarified their doubts.

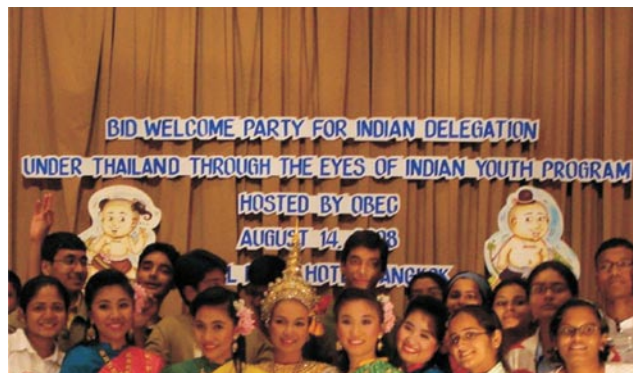
Delegation to Visit Thailand

Soumya Mittal student of Kendriya Vidyalaya, Bhandup recently visited Thailand on the invitation of Royal Thai Embassy in India to participate in the 'Thailand through the Eyes of Indian Youth' programme during August 10-17, 2008. Out of the 31 members delegation who participated in this programme, there were 21 students from different schools of India and remaining were teachers, officials from the Department of School Education and Literacy & Indian Press, diplomats of Thai Embassy in India and Thai students.



The Indian Delegation to Thailand

During the journey to the Kingdom, the Indian students were introduced to wide ranging of aspects of Thai life including its culture, religious harmony, tradition, culinary arts, economic growth and pure



Moments of enjoyment with Thai People in a Cultural Programme hosted in the honour of the Indian Delegation

Thai hospitality. The Indian students also acknowledge why Thailand has been labeled as the best place to visit in the world. The trip was aimed at fostering the close ties and linkages between Thailand and India which share many common values. The “Thailand through the Eyes of Indian Youth” ensures that the future generations are aware and will help to promote the linkages between two countries with a rich heritage.

Table Tennis Tournament

Delhi Public School, Vadodara hosted the prestigious All India Inter DPS Table Tennis Tournament 2008 held on 03 & 04 May 2008 at School campus under the aegis of Delhi Public School Society. 16 schools with 41 participants from different areas of the country participated in the Tournament.

Team Event : Final

In the All India Inter DPS Table Tennis Tournament Girls Under-14 DPS Duliagan emerged as a clear winner with its supreme performance and finesse in using backhand and coold strategy shown right from the beginning. Duliagan beat DPS Sonapat to win the title. DPS Surat secured second runners-up position, whereas DPS Agra could limit it self the 3rd runners-up.

1st Position Winner : DPS Duliagan

	Name of the Participants	Coach
1	Himakhi Gogoi	Ms Rupama Singh
2	Mallika Gogoi	
3	Doibee Bose	



Winners of Inter DPS Table Tennis Tournament

2nd Position Runner-up : DPS Sonapat

	Name of the Participants	Coach
1	Pallavi Rana	Ms. Bharadwaj
2	Preeti Mann	
3	Ashima Chachra	

3rd Position : DPS Surat

	Name of the Participants	Coach
1	Snishtha Bhatia	Ms. Bela Singapuri
2	Pearl Edibam	
3	Shardha Katyal	

SAHODAYA ACTIVITIES

Principals Meet-SSC-Lucknow

An academicians meet was organized by SSC, Lucknow Chapter at Army Public School, Nehru Road, Lucknow.

The CBSE Chairman Shri.Ashok Ganguly who participated in the meet stressed on the need to appoint Counselors in all its affiliated schools. He informed the Principals about the new subjects introduced by the Board such as Heritage Crafts, Graphic Design AND Health Sciences in Class XII. He asked the schools not to fail the students in the junior classes and to give special relaxation to physically challenged students.

Skit Competition – SSC-Amritsar

Sahodaya Schools Complex Amritsar had organized a skit competition in Sri Guru Harkrishan Sr.Sec.School Amritsar. The skits were based on themes concerning social issues and problems such as unemployment, drug addiction, corruption etc.The dramatic skills displayed by the participants left the audience spell bound.



Skit Competition organised by SSC - Amritsar

Shri Guru Harkrishan Senior Secondary Public School and Spring Dales Senior School bagged the First prize and DAV International and Khalsa College Public School bagged the second prize and S.L. Bhavan and Police DAV bagged the Third prize.

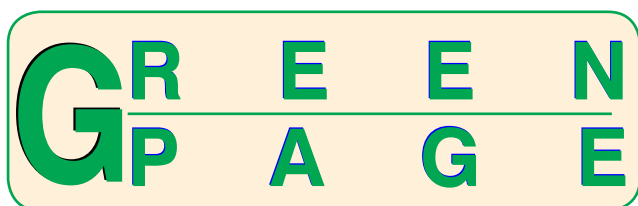
Theatre Performance

Sahodaya Schools Complex, Uttaranchal consisting of a group of 15 CBSE schools organised a competition on Theatre Performances. Thirteen schools participated and showed their talents. It was a high level performance by member schools.

The schools put up plays on social reforms, Environment, Communal Harmony and many more current issues.



*One act play presented by
Jaswant Modern Sr. Sec. School, Dehradun.*



EARTH DAY

Students of PMS NAUNIHAL celebrated "The Earth Day Week" by planting trees at Bairiya by giving the message to students that to plant trees is to save the earth and kids spread their hand towards Greenery, to make the earth free from pollution.



Students of PMS, Patna planting a tree

EARTH DAY CELEBRATION

Amtul's Public School, Moradabad celebrated "Earth Day" on 22-04-2008 in the school. There was a drawing & painting competition. About 200 students from VI to X participated in it. The topics were "Stop Deforestation" for classes VI & VII and "Stop Pollution" for the students of classes VIII to X.



Students of Amtul's Public School, Moradabad participating in an Essay Writing Competition

There was also "Tree Plantation Drive" in the school campus. Students from VIII TO X enthusiastically planted about 250 saplings of Gulmohar, Neem, Deodar, Teak, Sal, Shisham, Eucalyptus and Palm. They also took pledge to nurture them carefully to ensure their growth. The motto was "Green, Clean and pollution free Earth".

The Principal Mrs. Khan spoke to the students and explained the necessity of the drive. She also urged the students to keep such enthusiasm in future too to make this earth a better place to live in.

World Environment Day

The World Environment Day was celebrated in the school, the members of the Dolphin Eco Club took out a rally through the market of Una