

# CENBOSEC

**Quarterly Bulletin of the Central Board of Secondary Education**

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# From the Chairman

**'Prevention is better than cure'** is an adage that is oft repeated but seldom practiced. Increasingly the need for safe schools is becoming self evident. My vision of schools is of safe places where every child can belong and develop an identity as well as self- esteem regardless of differences based on gender, class, religion, language or culture. It is a place where teachers can teach without any bias arising out of gender, class, religion, language or culture.

There are various dimensions of safety which include physical, emotional and social aspects. In the physical domain safety concerns can range from verbal duels to brawls to ragging and bullying, sometimes resulting in violence. There can be injuries on playgrounds or disasters which may be natural or manmade. The emotional aspect of safety concerns could arise out of harassment, bullying, peer pressure or abuse.

My nine year old son once refused to go to school because a senior boy at school was threatening him on the sport field and bullying both him and his friends to fetch and carry a ball. I am sure that this is a common scenario and a part of the growing up process, but under no circumstances should anxiety of a child, however insignificant, be brushed aside. Parents, teachers and counsellors need to work in close proximity and collaboratively to ensure that every child feels safe and secure within the ambit of a school. Emotional balance can be maintained only if the world of a child is full of joy and happiness and is allowed to be creative in all dimensions.

There are children who are differently abled but are studying in the mainstream along with other children. It is imperative that we be concerned and responsive towards the safety of all these children. We need to ensure that we follow a safety plan in schools which includes the physical, infrastructural and emotional aspects through presence of counsellors in every school, medical concerns through presence of doctors and nurses

as well as a tie up with a near by hospital and also safety in the community through awareness programmes for peace and harmony.

The CBSE time and again through its various circulars has already advised schools to ban corporal punishment and use confidence building and positive strokes to improve the performance and behavior patterns of the children. Parental involvement at every step remains a critical concern and they should be seen as partners in the teaching learning cycle. The board has also brought out **Comprehensive School Health Manuals** in four volumes which deal with six themes and one of them is **'Being Responsible and Safe'**. These manuals have graded activities for various levels and must definitely be a part of school curriculum. The board through its eight regional offices has forwarded one set of the manuals completely free of cost to all schools. The revised manuals are being now printed and will be soon available through the stores located at **'Shiksha Sadan, 17, Institutional Area, Rouse Avenue, Delhi-110002.'**

The current issue of CENBOSEC deals with different dimensions of school safety and the initiative in this regard has been taken by the North- West Delhi Chapter of the Sahodaya School Complexes which invited me to a Principal's conference on the theme **'Safe Schools – Safe India'**. Out of this meet has emerged a checklist for different dimensions of safety which all schools can use as a ready reckoner to map their schools and plan ahead.

I wish all the school a safe journey through the years they spend making young adults out of little children who come to them.

**Vineet Joshi**

Chairman and Secretary

CBSE

# अध्यक्ष की कलम से

“बचाव ईलाज से उत्तम है” यह लोकोक्ति प्रायः दोहराई जाती है परंतु संभवतः यदाकदा ही उपयोग में लाई जाती है। सुरक्षित विद्यालयों की आवश्यकता पिछले कुछ समय से लगातार बढ़ती तथा अपने आप में ही स्पष्ट होती जा रही है। मेरी दृष्टि में विद्यालय वह सुरक्षित स्थान हैं जहां प्रत्येक बालक, भले ही उनका लिंग, वर्ग, धर्म, भाषा व संस्कृति कैसे भी हों, अपनी पहचान व आत्मसम्मान विकसित करने में समर्थ होते हैं। यह ऐसे स्थान होते हैं जहां शिक्षक बिना किसी पूर्वाग्रह के लिंग, वर्ग, धर्म भाषा व संस्कृति के आधार पर भेद भाव के किए बिना पढ़ा सकें।

सुरक्षा के कई आयाम होते हैं जिनमें भौतिक, भावनात्मक तथा सामाजिक पहलू इत्यादि शामिल हैं। सुरक्षा के भौतिक पहलू में विद्यालय में होने वाले छुट-पुट शाब्दिक झगड़ों से लेकर बड़े उपद्रव, धौंसिया प्रवृत्ति (Bullying) तथा रैगिंग, जिनमें कभी हिंसा भी हो जाती है, शामिल हैं। खेल के मैदानों में चोट लगने की घटनाएं तथा प्राकृतिक व मानवजनित आपदाएं भी इसी श्रेणी में आती हैं। सुरक्षा के भावनात्मक पहलू में भावनात्मक उत्पीड़न, धौंसिया प्रवृत्ति, सहपाठीय दबाव व शोषण आदी सम्मिलित हैं।

मेरे नौ वर्षीय पुत्र ने एक बार विद्यालय जाने से मना कर दिया क्योंकि एक वरिष्ठ छात्र खेल के मैदान में उस पर व उसके साथियों पर धौंस जमा कर तथा धमका कर उन्हें बार-बार अपनी गेंद लाने पर मजबूर कर रहा था। मुझे पूरा विश्वास है यह एक आम परिदृश्य है तथा बड़े होने की प्रक्रिया का अंग है परन्तु किसी भी स्थिति में बच्चों की चिंतायें व परेशानियां, चाहे वे भी कितनी भी छोटी भी क्यों न हों, नजर अंदाज नहीं की जानी चाहिए। माता-पिता, शिक्षकों व परामर्शदाताओं को साथ मिलकर काम करना होगा ताकि बालक विद्यालय की परिधि में खुद को सुरक्षित महसूस कर सके। बच्चों का भावनात्मक संतुलन केवल तब ही बनाए रखे जा सकता है जब उनका संसार खुशी व आनंद से भरपूर हो तथा उन्हें सभी आयामों में रचनात्मक होने की अनुमति दी जाए।

संसार में ऐसे भी बालक हैं जिनका सामर्थ्य भिन्न है (differently abled) परन्तु वे फिर भी मुख्य धारा के विद्यालयों में अन्य छात्रों के साथ पढ़ाई कर रहे हैं। हम सभी का इनकी सुरक्षा के प्रति सजग व

उत्तरदायी होना आवश्यक है। हमें सुनिश्चित करना चाहिए कि हम विद्यालयों में ऐसी **सुरक्षा योजना** का पालन करें जिसमें परामर्शदाताओं की उपस्थिति द्वारा बालक की शारीरिक व भावनात्मक सुरक्षा जरूरतों तथा नर्सों तथा चिकित्सकों की उपस्थिति व विद्यालयों के निकटम अस्पताल से जुड़ाव द्वारा बालकों की चिकित्सीय जरूरतों का ध्यान रखा जा सके। समाज में शांति व सौहार्द के लिए जागरूकता कार्यक्रमों के माध्यम से भी सुरक्षा के प्रति चेतना लायी जा सकती।

के मा शि बो समय-समय पर अपने परिपत्रों के माध्यम से विद्यालयों में शारीरिक दंड को प्रतिबंधित कर चुका है। विद्यालयों को यह सलाह भी दी गयी है कि वे छात्रों के व्यवहार तथा शैक्षणिक प्रदर्शन सुधारने के लिए सकारात्मक उपायों द्वारा उनका विश्वास जीतने की चेष्टा करें। इस प्रक्रिया में हर कदम पर माता-पिताओं की भागीदारी अभी भी एक गंभीर विषय बनी हुई है। माता-पिताओं को अधिगम चक्र में एक भागीदार के रूप में देखे जाना चाहिए।

बोर्ड द्वारा **वृहद विद्यालय स्वास्थ्य नियमावली** चार खंडों में प्रकाशित की गयी है जो छह मुख्य विषयों पर केन्द्रित हैं। जिसमें '**सुरक्षित व जिम्मेदार होना**' भी शामिल है। यह नियामवली (Manual) विभिन्न स्तरों के लिए वर्गीकृत क्रियाकलापों से परिपूर्ण है तथा इन्हें निश्चित रूप से विद्यालयी पाठ्यचर्या का एक अंग होना चाहिए। बोर्ड ने अपने आठ क्षेत्रीय कार्यालयों के माध्यम से इन मैनुअलों का एक-एक सैट, बिना कुछ मूल्य लिए, प्रत्येक विद्यालय को भिजवा दिया है। संशोधित मैनुअल मुद्रण में है तथा शीघ्र ही के मा शि बो के स्टोर अनुभाग जो, **शिक्षा सदन, 17 इंस्टीट्यूशनल एरिया, राउज एवेन्यु, दिल्ली-110002**, पर स्थित है, उपलब्ध हो जायेगा।

सेनबोसेक का यह अंक विद्यालयी सुरक्षा के विभिन्न आयामों पर आधारित है तथा इस संबंध में सहोदय परिसर के उत्तर पश्चिमी दिल्ली अध्याय द्वारा पहल की गयी है। सहोदय परिसर के इस अध्याय ने मुझे प्रधानाचार्यों के एक सम्मेलन में आमंत्रित किया। जिसकी विषय वस्तु थी **सुरक्षित विद्यालय-सुरक्षित भारत!** इस सम्मेलन में एक जाँच सूची (Check List) का सूत्र पाद हुआ जो विद्यालयी सुरक्षा के विभिन्न आयामों पर आधारित है। विद्यालय इस चैकलिस्ट का उपयोग अपने विद्यालय में सुरक्षा स्थिति जानने व भविष्य योजनाएँ बनाने में एक तैयार अनुगणक के रूप में कर सकते हैं।

मैं कामना करता हूँ कि सभी विद्यालय की उन तमाम वर्षों में तय की जाने वाली यात्रा, जिसमें वे छोटे बच्चों को युवा व्यस्क बनाते हैं, में सुरक्षित रहें।

**विनीत जोशी**  
अध्यक्ष व सचिव  
के मा शि बो

# Feedback Forum

*Respected Sir/Madam,*

*I was really excited to see CENBOSEC issue on Inclusive education. In 1998 I attended a class by a team of experts led by Dr. Philip John on Specific learning disability in children. Then onwards I started my quest for the identification and remediation of such problems in children. I am so satisfied to admit that our school has taken it as a venture and succeeded in implementing many mental health programs at school so that these students never felt that they are disabled but realize that they are differently abled.*

*Let me mention a few programs that we have implemented to improve the self esteem of these students and to help their parents show a positive approach to their wards.*

- Ranking students based on their academic achievement is prohibited even in Lower classes.*
- Class prefects are appointed on the basis of leadership qualities and 'equal chance for all' policy rather than academic excellence.*
- Teachers are specially trained for early diagnosis of SLDs and report the same to the Principal. Parents of those children are given personal counseling.*

- Each student is helped to come up from the level of understanding they are at. For e.g. For a child who is 10 yrs old and is not capable of reading Std II book, the parent will be advised to join the teacher in teaching the ward .*
- These students are generally of average, above average or sometimes with superior I.Q.s. They have problem either in reading or in writing. Such students should not lack getting information to their chronological age level. This is possible through verbal communication with facilitators and use of multimedia. They should not be tested by written exam, but oral tests could be resorted to. When they reach a maturity level and show readiness for reading and writing they themselves will attain the ability, but they are never behind their age group in information.*
- With right co-operation from parents and discipline from the part of the student, we could reform SLDs to normal by the age of 13. One of my students is in class IX and she scores above 85% in almost all subjects. YES, a clear proof that we can make constructive changes in children through INCLUSIVE EDUCATION. All the best to CBSE for showing this*



*much interest in case of otherwise thrown out students.*

*Thanking You,*

*Mrs. Anu George,  
Principal,  
Mar Dionysius Sr. Sec. School,  
Rishi Valley, Chengaroor P.O.  
Mallappally  
Kerala 689594*

*Dear Vineet Ji,*

- It was indeed very kind of you to have honoured us with your presence on 30 March 09 – A historic day when Faculty Development and Research Centre of Army Welfare Education Society was inaugurated.*
- The first workshop for primary teachers of Army Schools also commenced the same day. The fourth workshop is presently under way. Faculty from Teachers Sity under dynamic leadership of Mr. Om Pathak had indeed taken pains to carve out a tailor made curriculum for primary teachers. The conduct of workshops is based on case studies and is interactive in nature. The feedback from participants is encouraging. In my opinion, teachers are benefiting a lot and go back to respective schools as better teachers. In times to come, they will act as "change agents" in their respective schools.*
- Continuing with our discussions which we had during inauguration ceremony, we*

*are in a position to make available FDR complex including Hostel (no profit – no loss basis) for conduct of workshops for teachers under aegis of CBSE from 01-19 June 09 and thereafter on as required basis for which minimum three months notice is requested to put administrative arrangements in place.*

- You may examine the possibility of use of these facilities for the growth of teachers.*

*Ma Gen Manmohan Singh  
Managing Director,  
Army Welfare Education Society  
Delhi Cantt-110010*

*Dear Mr. Joshi,*

*It was pleasure having you at the seminar on "Liberal Education in Arts, Sciences and Humanities – Status, Role and Future" held at India International Centre on Monday, 13th April, 2009. Thank you for coming and making your valuable presentation. It was well appreciated.*

*We are looking forward to seeing you again.*

*With best wishes and kind regards,*

*Yours sincerely,*

*Kavita A. Sharma  
Director,  
India International Centre*



# Safe Schools, Safe India

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Dr. Sadhana Parashar\*

## Introduction

Safety is a multidimensional concept and safe schools need to come up with a '**Safe School Plan**'. Schools should be secure and welcome places where students and teachers are able to engage in the teaching learning process in an environment of security, free of fear or intimidation of any sort.

It is very important to understand that students falling in the age group of 10 to 14 years are particularly prone to a large range of accidents, as they tend to get excited about everything and in the process compromise with their safety. Safety involves being careful in order to prevent an accident or risk that could cause harm or injury. Thus it is important for us to teach them to be safe and avoid injury.

As safety is freedom from danger or harm and prevention is an important element of safety; everyone needs to know how to act safely in dangerous situations. Acting responsibly in emergency situations can sometimes save a life. For example, every school should have a plan for escaping from the school building in case of fire or natural disaster. Safety should also be considered whenever the student starts a new activity, for example, when learning to ride a bike, experiment in the laboratories or learn to cook. The students need to be taught safe techniques. For instance, following some simple guidelines such as not leaving burning candles unattended can prevent many fires.

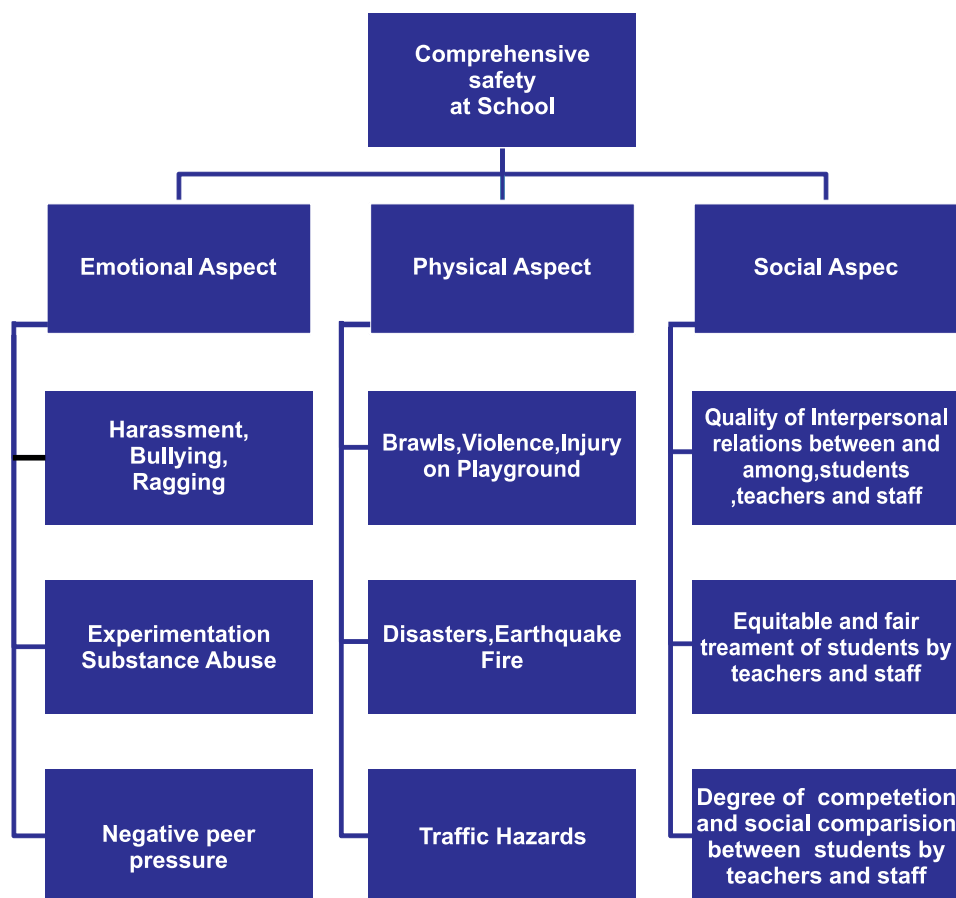
## Vision of a Safe School

***Safe schools can build a vision of building themselves as safe places where every child can belong and develop an identity and self regardless of differences based on gender, class, religion, language or culture. It should also provide a similar secure working environment for the staff, parents and the community in and around the schools.***

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\*Education Officer, CBSE, Delhi.

## Dimensions of Safety



## Dimensions of School Safety in terms of:

### Infrastructure – Building Security

Building must necessarily qualify the passing standard of municipal building norms. Legal Address and Phone Number of the school should be clearly visible on at least two sides of the building. Schools should follow a proper floor plan and Room Numbering System. Schools may mention System Shut-off locations (gas, electric, water, etc.). Entrance / Exit doors must be controlled and guarded.

### Children at Risk ?

Children spend almost one-fourth of their total waking hours either in school or on school property. So it's not surprising that an estimated 10 to 25 percent of unintentional injuries sustained by children each year occur in and around schools. The most common sites of injury are on playgrounds, in physical education classes and organized sports activities, and around school buses.

## Playground Risks

Playground injury is the most common school-related injury among children age 5 to 14Yrs. According to a source, most of these injuries (seventy nine percent) involve falls. Falls also account for ninety percent of the most severe playground equipment-related injuries (typically head injuries and fractures) and twenty four percent of playground related fatalities. The risk of injury is four times greater if a child falls from playground equipment that is more than 1.5 meters high (approximately five feet).

Whatever the cause, kids are at greater risk of injury when unsupervised. Lack of supervision is associated with forty percent of playground injuries. A recent study found that children play without adult supervision more often on school playgrounds (thirty two percent of the time) than on playgrounds in parks.

## Sports-Related Risks

Sports injury can be serious: almost 75 percent of all school-related spinal cord injuries occur during sports. Among organized school sports, football has the highest injury rate, followed by basketball, cricket, wrestling and gymnastics. Most organized sports-related injuries (sixty percent) occur during practice rather than during games.

Although risk of injury is proportionally greater for students playing school sports, physical education classes result in a greater total number of injuries. As part of the **MHRD-CBSE -BC Physical Education initiative**, the Board will be releasing **Physical Education Cards** which clearly spell out the safety measures to be taken while conducting PE activities.

## Abuse (Physical / Emotional / Social)

There may be incidents of bullying or other forms of mental harassment by peers and teachers which may result in loss of concentration in class. Student may develop truant behaviour may feel compelled to change school or drop school. In some extreme cases the victim may fall prey to substance abuse or even develop depressive tendencies.

Schools generally are not able to help the victims of abuse as they, due to confusion, embarrassment, fear and hopelessness do not report the matter to school authorities.

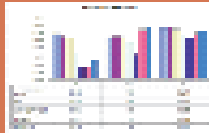
## School Bus-Related Risks

Many injuries occur when children are boarding or exiting the school bus because the driver has a **“blind spot”** that extends approximately 10 feet around the bus. Children, especially younger children, may not be aware of this blind spot and may mistakenly believe that if they can see the bus, the bus driver can also see them.

## Seven steps of a School Safety Plan



*Create a Vision*



*Gather and Analyse Data*



*Identify Areas of Change*



*Set Goals*



*Select Important Strategies*



*Evaluate and Assess Progress*



*Identify Members for a Core Team  
under the 'Health and Wellness Clubs'*

## Prevention and Intervention

### ● Protection by the Parents

*"What did you do in school today?"*

Being aware and involved makes a big difference in protecting children from school-related injuries. Since most of the parents can't be with their kids throughout the school day, it is recommended that they advocate for safer practices and teach their children on how to protect themselves.

*Elimination of Potential Hazards:*

Schools should regularly check playgrounds for rusted or broken equipments and uneven surfaces to help prevent injuries. The installations should be age-appropriate and free from hazards. Parents whose wards are participating in any sport may talk to the coordinator or coach to make sure proper physical and psychological conditioning, appropriate safety equipment, a safe playing environment, adequate adult supervision, enforcement of safety rules and an emergency medical plan is in place. It is also very important for schools to ensure appropriate grouping of team members playing a sport according to skill level, weight and physical maturity, especially for contact sports.

*Teach children Safety:*

Teachers and possibly the parents should acquaint children with proper playground behavior. They should be categorically told not to push, shove and crowd. They must be let known what equipment is appropriate for their age level. Children may be instigated to arrive at the bus stop early, stay out of the road and wait for the bus to come to a complete stop before alighting. Children may also be reminded to stay seated at all times and keep their heads and arms inside the bus while riding.

### ● Possible measures to ensure safety at school

Schools may assign duties related to school safety to specific teachers capable of delivering at the beginning and end of school day. Teachers may announce security precautions to address grounds, fencing, outside equipment, lighting, etc. Additional safety measures may include posting of the sign post mentioning "no trespassing", control of access to building through day and night, control of access to roof or higher elevations, Visitor control system, control of the movement of students during class, Staff identification system, Surveillance of the blind spots etc.

## Policies and Procedures:

Schools must lay down precise policy regarding behavior expectations from students and teachers. School should formulate a humanitarian discipline policy and a safety core group part of Health and Wellness clubs to monitor and oversee activities related with school safety.

## Programs:

In-service training for all staff to deal with the situations endangering school safety should be imparted regularly. Intervention strategies may be planned for students at risk and positive behaviour support for those who are involved in bullying.

## Curriculum:

Safety related topics should not be taught per se rather their integration with core subjects may yield better results. Pro-social skills, Conflict-Resolution, Anger-Management, Anti-Bullying / Harassment shall be dealt in the activities of **Comprehensive School Health Programme** and **Health Clubs**. Case studies may be assigned under disaster management. Safety from fire, earthquakes, tsunami and other calamities may be discussed in the science class.

## Parent and Community Involvement

Parents and community should proactively be involved in the programmes regarding information dissemination about school safety. Community may come forward to sponsor school safety related programmes and volunteer its support

## Drills

Mock Drills to evacuate the school in case of emergency may be conducted at regular intervals at class and also at entire school level.

## Annual Review

Schools may evaluate their Safety Policy annually to appraise its feasibility and efficiency.

## Compiling a School Safety Manual

Separate manuals for students, teachers and staff may be developed to introduce them to the themes of safety and prevention. For primary schools and secondary schools age appropriate manuals should be developed.

## Health as Safety Model

### Objectives

**Knowing** Includes cognitive objectives. They help us to create awareness and exact information about the cause and effect of accidents arising out of negligence in safety norms. Information could be provided according to the age band of students

**Knowing How to Do** Includes attitudinal objectives or the precautions that should be taken to avoid accidents. Evacuation drills and other practical examples may be carried out in schools to help children acquire operative skills through positive experiences.

**Knowing How to Act** Includes behavioural objectives which exemplify how to act in the wake of an emergency.

It is time to pause, reflect and reconsider the need to provide young children a warm, safe and secure environment through commitment and action. Unless we strive relentlessly we may not be able to prevent a disaster just waiting to happen. Collaborative leadership through empowering *Action Groups* is the only way to move forward and stay safe.

*In schools thousands of small children assemble for many hours of the day for active interaction. It is important that the schools should own the moral responsibility for safe housing of the students during the period of their stay in the school. It is said that accidents do not happen, but they are caused. Advanced planning, effective implementation strategies, development of right attitude for safety, coordination and cooperation with agencies working in this area are important for ensuring the safety in schools.*

*CBSE Circular No 28/2004, July 26, 2004, on Safety in Schools*





# Tackling Common Medical Emergencies in Schools

Dr. Jitendra Nagpal\*

*"Educating children at school on health should be given the highest priority, not for their health per se, but also from the perspective of education, since if they are to learn they need to be in good health."*

*World Health Organization*

## ❖ The WHO's progressive mandate of a Health Promoting School.....

- One that is constantly strengthening its capacity as a healthy setting for living, learning and working.
- It focuses on creating health and preventing important causes of disease and disability by helping school children, staff, family and community to care for themselves.
- It equips school children to take informed decisions over circumstances that affect their health and create conditions that are conducive to health.

## ❖ Why do we need to tackle Medical Emergencies in schools?

As part of the *Comprehensive School Health Policy* and programme, schools can enhance the preparedness to deal with emergencies. Children are highly vulnerable to injuries/accidents while they are in school. Usually we find minor grazes and bruises, but many times children may face severe accidents resulting in fracture, bleeding, suffocation, fainting, acid burns or drowning and electric shock etc.

A health emergency may occur in any school at any time; children can become seriously ill or injured in a number of settings, including the playground, laboratory etc. They are at risk for aggression and violence related injuries too. **Needless to say, children with special needs or special health care needs may require extra attention from emergency health care provisions.** Even staff members may suffer a cardio respiratory, cerebral or any other disorder which may lead to a medical emergency.

## ❖ What are different kinds of Emergencies?

- **Life threatening or potentially disabling.** These types of emergencies can cause death or disability within minutes and therefore require immediate intervention, medical care and usually hospitalization

\*Program Director – Expressions India - The Life Skills Education & School Wellness Program [Expressions.india@rediffmail.com](mailto:Expressions.india@rediffmail.com)

- **Serious, or potentially life threatening or disabling.** Because these may soon result in a life threatening situation or may produce permanent damage, they must be tackled as soon as possible.
- **Non life threatening.** These are identified as any injury or illness that may affect the general health of a person, for example: *fever, stomachache, headache, seizures, broken bones, cuts* etc. The individual should be evaluated as soon as possible and evacuation for further help duly organized.

#### ❖ **The Emerging role of schools in Emergency Preparedness?**

**The first step** in being prepared involves the development of written protocols to guide school personnel for response to emergency preparedness. Written plans are an integral part of a *comprehensive school health programme*. Then the goal of positioning *School Emergency Response Protocols* (SERP) is:

- **Prevention**

- **Risk Reduction**

- **Management**

**Secondly**, the school staff needs to be appraised and trained for efficacy to such a response. Globally, the school **First Aid** response in physical and psychological emergencies is highlighted as an integral need in *Comprehensive School Health Promotion*. Consensus building from educationists, policy makers and health care providers has been perceived as an important step in formulating effective school based initiatives in this regard across the world.

**Thirdly**, operationalizing *health and wellness clubs* for advocacy, research and training in important health care areas needs to be reinforced. School administrators, in consultation with the school nurse and school physician may develop policies and guidelines for emergency situations occurring on the campus and at any school related events. In general, these policies should reflect three things:

- The school's role in preventing and reducing the risk of emergencies and injuries involving their students and staff;
- The school's preparedness in coping with an emergency, including staff training and instruction and the availability of emergency related equipments
- How the school will communicate the incident, both internally (i.e., record keeping) and externally (i.e., to parents and other healthcare personnel)

## ❖ Some example of General Health Care Emergencies in School

- Profusely Bleeding Nose
- Fainting / Seizure episode
- An Injury in the Eye
- Severe Stomachache
- Ear / Eye / Dental Complaints of a Child
- Head Trauma
- Burn Injuries in Labs
- High Fever
- An insect / snake / dog bite
- Accidental oral poisoning
- Other wounds, injuries & bleedings.

## ❖ High Risk Children for Medical

## Emergencies

- A Child with Asthma
- A Juvenile Diabetic Child
- A Child with a history of Epilepsy
- An unknown allergic reaction
- A Thalsemic Child
- A Child with hole in the Heart.
- A Rheumatic Child
- Basic evaluation of a seriously ill child.
- Unconscious Child

## ❖ What role does First Aid play during emergency situations in schools?

First Aid as defined by St. John Ambulance Brigade, is the immediate treatment given to the victim of an accident or sudden illness, before medical help is obtained. The main areas of first aid are:

- a) to preserve life
- b) to promote recovery
- c) to prevent the worsening of the condition

A complete emergency kit known as **FIRST AID BOX** should be kept in secure locations designated for medication in each school, and these kits should be readily available to educate staff volunteers and emergency care designees.

Basically, a First Aid Box should consist of *band aid, sterile gauge in sizes, sterile eye pads, bandage in sizes, crepe bandage, triangular bandage, cotton, safety pins, tweezers, blunt scissors, tourniquet, small torch, tongue bite, tape and gloves sterile.*

In terms of medications first aid box should consists of: *antiseptic solution (dettol /savlon / betadine), isopropyl alcohol, analgesic tablets / spray, antiallergics, tab/syrup, antipyretics, tab/syrup ibugesic, inhaler asthalin, tab/drop colivon, antacid syrup, ORS solutions and glucose powder.*

It is wise to suggest that every school system should appoint a "**School Health Committee**" to perform an annual review and risk assessment of overall Health Care needs and Emergencies.

## Liaisoning with local Health care providers / Hospitals

Adequate and complete information from the family and parents regarding any underlying ailment in the child (chronic or subacute) should be conveyed to the relevant staff in the school at any point of time in the Health Card or other records.

**Healthy Children... Healthy India.**



# Safety Perspectives in Schools

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Mrs. Jyoti Gupta\*

***“I have the right to be myself and to have the freedom to learn, work and play without having my heart, my head or my body hurt.”*** Christina Mattise, elementary counselor in her developmental guidance program

Initiating their children into formal schooling can be quite an emotional moment for parents. The realization of the stellar role played by an educational institution in a pupil's life imbues parents with the confidence of entrusting the responsibility of educating their wards to complete strangers. The school as looked upon by parents and society at large is not just an edifice but a nurturing cocoon that moulds students who eventually emerge as enlightened and successful individuals on completion of their schooling years.

Given the kind of faith and trust reposed in it, the onus rests entirely on the school to provide an environment which is conducive to the development of the child; an environment that allows all students to achieve their maximum potential-academically, personally and socially. The primary task of a school is undoubtedly imparting of education to its pupils. However, academic success is inextricably linked with the physical, mental and psychological health of the student. It would be naïve to expect learning outcomes in case the student perceives a threat to his safety and wellbeing at school. An unpleasant/traumatic experience in school can scar a child for life.

At this juncture it is imperative to realize and accept that schools have not always proved to be safe havens. Though the danger to a child's physical safety may be most palpable, it is crucial to realize the importance of emotional and psychological health of a child. Creating safe schools involves more than just the physical safety of students. A nurturing emotional environment is indispensable for fostering growth and development. The sense of belonging, self esteem and acceptance that accrues from an appropriate emotional environment significantly contributes to success and achievement.

In the face of the alarming rise in the spate of incidents that threaten school safety, it becomes necessary to address the issue at the earliest. The overarching challenge is to provide an environment devoid of any real or perceptible threat. My experience over the years as an educator and administrator has provided me with an insight and understanding of the myriad factors that may endanger safety and hamper development. Though safety concerns may be school specific and may assume diverse forms, there are certain broad parameters which can be

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\*Principal, K.R. Mangalam World School, Gk-II, Delhi.

considered as relevant to all. I have endeavored to enumerate a few measures that are vital to countering threat and cultivating a safe environment:

- **Identification of areas where security concerns exist**

The foremost step is to identify the areas/factors that pose a threat to students' safety. While enlisting the same, care must be taken to include factors both within and outside the school environment.

- **Planning in Advance**

*Systematic and advance planning* is crucial for successfully countering/averting any disaster. Preparedness is of vital importance. Strict adherence and continuous verification of the laws prescribed by the government regarding safety should be the moral obligation of the school. Any advisory on safety should be complied with. Any resources required for effective management of a crisis situation should be in place. The school should be in constant touch with agencies operating in the field for mock drill training of teachers and students. *Fire management, earthquake and flood management, structural and constructional safety, trauma management, safety of the challenged* should be the foremost priority of an institute. Areas like internet safety, peer pressure etc. should not be neglected. *Counseling sessions* and staging of *street plays* can be effectively used to enlighten the students and assuage any fears they might be harboring.

- **Coordinated effort**

A sincere and coordinated effort from the side of all stakeholders involved is imperative for promoting safety in schools.

**Teachers** - Emotional and psychological safety comes from the trusting relationship nurtured by a teacher. The experiencing of a '*trusting relationship*' with their teacher is psychologically significant for pupils and can help overcome any emotional issues or problems confronting the pupils. The development of trust and respect are a fundamental pedagogic responsibility of the teacher, as they help to establish '*conditions of learning*' in the classroom.

**Students**- The pupils should be made partners in addressing safety issues. Preparedness should be initiated from the early years of school education as it is an age where children are most adaptable. It is necessary to augment their awareness and understanding of threat from different quarters and the means to thwart them. Counseling sessions and street plays can be effectively used to enlighten the students and assuage their fears. Workshops and mock drills should be conducted.

Many schools have successfully initiated students into traffic duty. Similarly, their energy can be channeled to address safety issues.

**Parents** - A coordinated effort between the parents and teachers is necessary to comprehend

and address any problem faced by the child. Parents have every right to understand what is happening to their children at school, and teachers have the responsibility to share that information without prejudicial judgment.... Such communication, which can only be in a child's interest, is not possible without mutual trust between parent and teacher.

**Agencies/Organization-** The school should be in constant touch with agencies working in the field so as to update their knowledge and get a better understanding of the issues. Exchange of information with other schools can be of immense help. **Community involvement** should be solicited.

- **Effective implementation-**

Teams of teacher-student volunteers should be trained for crisis management in different areas. They should be able to successfully handle a perilous situation.

- **Right attitude –**

Even the best of measures will fall flat in the absence of desirable attitude. A realization of the gravity of the issue coupled with the determination to contribute successfully towards fostering safety in schools on the part of all stakeholders is mandatory to attain the goal of safety.

Lets all contribute towards creating a safe environment for the students. An environment, which propels and inspires children to give their best - unhindered by any lurking apprehensions and fears. Safety should be the motto of every school.

*The children themselves could also evolve mechanisms for conflict resolution between teachers and students, and among students. The teacher should ensure that there are as few rules as possible, and that only rules that can be reasonably followed are created. It does no one any good to humiliate children for breaking rules, particularly when there are good reasons for the rule being broken.*

**NCF 2005**



# Safety and Health at Schools - A General Perspective

Mahalakshmi V\*

## Introduction

A school should prioritize providing a constructive learning environment that is safe and free from violence. Safety in school should have a comprehensive perspective.

**Environmental hazards** – Pollution from waste generation causes a big environmental hazard. In those schools which do not pay adequate attention to good hygiene, there is always a possibility in them to turn in a potential place for breeding and spreading vector borne diseases like Malaria, Dengue, yellow fever, chickengunia etc. and water borne diseases like typhoid, dysentery and cholera. It is often said that a school is as clean as its toilets are, therefore proper disposal of solid waste, proper drainage, availability of safe drinking water is absolutely essential in a safer school. Air quality in the school, especially in closed environments like air-conditioned labs and halls pose greater health hazards, if not considered properly in design and maintenance.

**Safety in Labs** - Labs handle wide range of chemicals, electrical installations and mechanical equipments that may be hazardous and toxic. Some chemicals are even carcinogenic in nature. Chemicals enter into our body through different routes – inhalation, ingestion, skin absorption and eyes contact, therefore schools should provide sufficient protection against chemicals. Proper ventilation can reduce exposure to chemical through inhalation and proper personnel prevention like wearing gloves, goggles and polymer suit will also help reduce exposure to chemicals.

**Electrical safety** – Dangers posed by electricity are fire hazards, circulating electrocution and tripping. Kumbakonnam fire accident was mainly due to electrical short circuit. Installing electrical system which passes safety norms, is vitally important for school safety. Proper loading of the cables and overload protection, circuit breakers etc can also be applied.

**Fire Safety** – Prevention of fire would include segregation, compartmentalisation and no ignition closer to source of fuel. Loss prevention includes fire sprinklers and smooth easy path of egress.

**Playground Safety** – Playground may have rusted bars and other unsafe sharp metal objects that may cause injuries to students. Prevention includes having proper inspection of playground.

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\* Principal, Capitol Public School, Bangalore.



**Violence in School** – Highly publicized incidents of school violence have heightened awareness of the need to deal with this complex problem. It is difficult to find the root cause of these violence, but reports point to peer pressure, influence of movies etc. Counselling and imparting moral values in schools will overcome the mental attitudes of students. Parents can teach their ward how to avoid becoming a victim. Children can be taught to be assertive without being aggressive. Help the child to learn to speak up confidently if he doesn't like something another student is saying or doing to him. Bullies are less likely to pick on children who don't back down easily. Many children are reluctant to tell on a bully for fear of retribution. But threatening situations can escalate, and adult intervention is usually the only way to stop the problem. Keep the lines of communication open so that the children will be more likely to confide in adults. Give the child plenty of opportunities to discuss what's on his/her mind, especially if you sense S/he is worried about something at school.

**Ergonomics for students and teachers** – As students and teachers embrace new technology and aids like computers, ergonomic problems are likely to be encountered. These are mainly due to sitting posture, position of keyboard, position of mouse/trackball, position of wrist, height of monitor, effects of lighting, frequency of breaks, distance of monitor from eyes and standing for long hours during teaching. **Carpal tunnel** disease and **Raynolds syndrome** are two major diseases that come up from poor postures and practices. There are many standards that provide details of how to make ergonomically sound workstation. If good work practices are established early, the likelihood of developing physical problems associated with computer use and teaching posture like standing may be decreased.

**Security and Discipline** – Sound security and good disciplinary system prevents many injuries and incidences. It is very essential to keep vigil of in case of intruders.

## Conclusion:

It takes the dedication of parents, schools, districts, and many other community partners to help protect our schools and to keep our children safe .

Safety should be taught in the schools just like subjects like disaster management and environmental protection. School can create policies for safety, which can include all or some of the following:

- Commitment to comply to government regulation and building code
- Safety is a condition of schooling – thereby greater ownership by students, parents and teachers. Parents can do their part by inculcating safety habits in home. Safety should be a priority to students and school management should take accountability.
- Students can contact teachers at any time, should they feel unsafe of studying in schools or feel anything that might have an impact of the students safety or well being.
- School can implement supplemental screening for disease and violence detection, so that the school can become violence-free place of learning.

# Tackling "Cyber Bullying" in School

Ms. Jyoti Chaudhary\*

Everyone wants school to be a safe and secure place of learning. A safe and secure physical, social and emotional environment which includes cultural values, procedures and policies, plays a very important role in learning behaviour and health of students.

A very serious concern which caught my attention recently regarding safety in schools is **Bullying in Schools**. Bullying is bullying— whether it's done online by the latest technology or whether it is done in person. The media stories for cyber bullying are already quite familiar—Hidden behind the mask of technology; the bullies harness other with little fear of being discovered.

Thought the term **"cyber bullying"** was coined by the Canadian educator Bill Belsey, but the problem is not limited to a particular country. Indeed, education unions in many countries are reporting instances of bullying via e-mail, cell phones, text messages, chat rooms, blogs, and web sites. But virtual bullying that takes place in cyberspace can have serious consequences in the real world school absenteeism, poor grades, anxiety, anger and worse.

## Why do Children Cyberbully?

Bullying has been around forever but cyberbullying is different because it lets a bully remain anonymous. It is easier to bully in cyberspace than bullying face to face. With cyberbullying a bully can pick on children with much less risk of being caught.

Bullies are natural instigators and in cyberspace, bullies can instigate the participation of other students who may be unwilling to bully in the real world. Kids who stand around doing nothing in real life bullying, often become active participants in online harassment.

## How to Tackle Cyber Bullying

So what should we do to deal with cyber bullying? How can we stop cyber bullying?

- First, Do Not Respond to the Cyber Bully's Attacks
- Give Our students a Voice to Speak out Against Cyber Bullying!

A system to encourage victims to speak out bullying incident Reporting and Management gives your school and to help them in coping unique, innovation and affordable way of dealing with bullying.

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\* Counsellor, Salwan Public School, Gurgaon.

The system may include Straightforward and confidential disclosure of bullying incidents, through incident management, right up to pinpointing the causes of the wider issue.

The first step is to stop responding to the cyber bully. Do not reply to their e-mails, posts, text messages. This is what the bully wants. They want to engage you as well. They want to force you into responding.

If you respond in any way that is emotional or lets them know that they are getting to you and are able to make you upset, it only encourages the cyber bully.

Remember, bullies often suffer from low self-esteem and they want to feel better about themselves. Instead of doing something positive or succeeding at something or making a new friend a bully has learned to make themselves feel better by controlling, abusing and tearing down others. This gives them a sense of control and power they don't have in their lives. Most bullies are actually quite weak and the same is true of cyber bullies.

If you respond in a way that let the bully know that you are angry, upset or afraid they will only be happy because they have managed to control your emotional state. Even if you do feel like that, don't give the cyber bully the satisfaction and encouragement by letting them know.

It is especially important not to respond emotionally because this could make you send a reply that you might regret later. Messages once sent are impossible to take back.

### Developing the Strategies Needed to Stop Cyberbullying

- Because teachers hold positions of trust, they must model ethical cyberconduct and maintain exemplary professional standards in e-mail to students, parents and colleagues.

## Cyberbullying In Schools : A Research of Gender Differences

Qing Li, Faculty of Education, University of  
Calgary, Calgary, AB, Canada

*This study investigates the nature and the extent of adolescent's experience of cyberbullying. A survey study of 264 students from three junior high schools was conducted. In this article, 'cyberbullying' refers to bullying via electronic communication tools. The results show that close to half of the students were bully victims and about one in four had been cyberbullied. over half of the students reported that they knew someone being cyberbullied. Almost half of the cyberbullies used electronic means to harass others more than three times. The majority of the cyber-bully victims and bystanders did not report the incidents to adults. When gender was considered, significant difference were identified in terms of bullying and cyberbullying. Males were more likely to be bullies and cyberbullies than their female counterparts. in addition, female cyberbully victims were more likely to inform adults than their male counterparts.*

Source: School Psychology international,  
Vol. 27, No. 2, 157-170 92006).

- At work, teachers are advised not to share their password with others, nor to leave their computers on and unattended around students.
- Never put anything that you wouldn't want viewed by a million people, including your colleagues, students, in electronic form.
- Make copies of the messages, including URLs and State that the conduct is unacceptable and demand that the sender stop beyond that, do not engage with the person as this could escalate the situation
- Contact the parents if the cyberbully is a student
- Mobile phones to be treated as potentially offensive weapons and pupils access to them restricted during school sessions.
- Heightened awareness of the need to be cautious when using social networking sites as the contents are being scanned by employers and hijacked by pupils.

*"There is nothing more precious to a parent than a child, and nothing more important to our future than the safety of our children."*

**Bill Clinton**



# Safety in Schools

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Rajiv Sharma\*

Ideally every school should be a place where children experience the joy of learning and teachers enjoy the freedom to help them learn. For the true potential of a child to flourish and unstinted growth to take place, a sense of security is indispensable. Contrary to that we often hear about mishaps like school buildings collapsing burying the children alive, fires engulfing school pandals, road accidents involving school vans, children bearing the trauma of brutal treatment inflicted by teachers. Apart from these, there are numerous other unreported cases of bullying and violence in schools that might have serious psychological consequences.

## **Knee-jerk Reaction:**

Unfortunately attention to the aspect of safety in schools is neither paid by the school managements nor by the governments. Dearth of resources in the education sector both infrastructural and human might be the most plausible reason for inadequate attention to safety in schools. Unsafe school buildings, hazardous environment and scarcity of trained personnel compel the school to compromise gravely over the safety norms. People wake up only after a tragedy strikes, feel concerned for sometime, raise questions on the safety mechanisms in T V shows and again go back to their habitual slumber jeopardizing millions of our children face numerous risks threatening their physical and emotional health.

## **Norms of Safety Ignored:**

It will not be unduly harsh if we say that majority of the schools across India have nothing like a policy for student safety. Mechanism of prevention and safety drills are almost non-existent. Lack of awareness and sincere efforts added with the ever increasing pressure on school education system are turning the situation from bad to worse. The mandatory norms of safety made by educational boards and education departments are often ignored. Lack of effective school inspectorate system makes it easier for school managements to ignore school safety norms. This means, that we are sitting on a volcano waiting for a disaster to happen and believing that it will not happen to us.

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\* Principal, Spring Dale Senior School, F. C. Road, Amritsar

## **Enormity of Situation:**

With the Act of Right to Education in place the population of school going children is ever increasing. Majority of children go to state run government schools which are barely able to provide basic infrastructure. Unhygienic sanitation, non availability of safe drinking water, unclean toilets, especially for girls and poorly maintained buildings often leave the children at the mercy of the elements.

With the population explosion and awareness about education increasing there has been a mushrooming of privately run schools. The situation here also is no better in most of more schools. These schools face constraints of space and other infrastructure. Moreover the primary motive of these is to earn profit to as much extent as possible and therefore the safety gets sidelined quite after. The children are made to spend long hours in congested rooms with poor quality of air and unhygienic conditions, adversely affecting their health. There is no protection from common hazards like fire, earthquakes and other natural disasters.

## **Transportation:**

In the urban and semi-urban areas, children commute to schools in dilapidated buses and auto rickshaws driven by untrained drivers risking the lives of children daily. We often hear of accidents involving these vehicles but there is very little happening to improve the situation.

## **Emotional Safety:**

Besides these infrastructural and resource shortcomings the other major risk to safety is the social and emotional environment. A child living under the stress of a bully or other fears cannot have a proper growth. Schools in India do not generally have a conflict management system or counseling mechanism. No help is available to deal with emotional complexities. Most school administrators brush off the question of emotional safety in schools by assuming that everything is fine in their schools.

## **Ignoring differently abled children:**

Children with special needs are often the most disadvantaged lot as far as safety in schools is concerned. Lack of awareness about their physical and emotional needs add to their anxieties further retarding their growth. The policy of inclusive education suffers from lack of enough research and diagnosis facilities and shortage of special educators. Schools are not sensitive to their special needs and they remain at maximum risk in adverse conditions.

## New Challenges:

Violence and aggression in children and youth is rising. Alarming cases of ragging in professional colleges are a reflection and an outcome of such tendencies which are rarely tackled at school level. Bullying, drugs and pornography are threats to safety in schools. Terrorism is a new addition to potential hazards of the modern times, suffering from ostrich syndrome we dismiss the possibility of such an eventuality. But it is always better to be safe than sorry. Denial and inconsistent messages exacerbate, not reduce, fear and panic. We have to gear up to face these challenges and have policies in place to deal with them.

## What to do:

How to deal with them? Let us admit, 'we are not prepared to deal with these existing and emerging threats'. Denying and downplaying will not help. The only way to ensure safety and security is to be better prepared. Fear is best managed by education, communication and preparation – certainly not by denial.

A **comprehensive school safety policy** in every school is the need of the hour. A committee headed by the school principal having, faculty, students, parents and school counselor as its members should be mandatory for every school to look into all aspects of safety and security.

A few structural measures like rounding sharp edges and corners where children frequent or play, fixing loose hanging electric wires, reinforcing window grills, reviewing location and design of chemistry lab, fire fighting system in order, marking van/auto loading and dropping zones, can go a long way in minimizing risks. But to instill a sense of security and make safety a habit it is essential to have regular safety drills in school, involving staff and students, marking traffic and exit routes inside campus and a comprehensive disaster management plan in place.

**Health and hygiene program** which we are following in the school take care of health check-ups for both students and staff. It ensures safe drinking water and clean toilets separately for males and females. Parents are involved in nutrition and psychological well-being programs. Educational aspect is central to safety planning for long term sustainability. Consistent education of all stake holders including the children, staff, bus operators and parents is an important part of overall safety. **Life skills** and value education in our school to strengthen value system among children is a part of mainstream education in our school so that our children are better equipped to handle themselves and have compassion for others.

School definitely is a place where future takes shape. Therefore the investment on safety measures in schools today both in strengthening systems and values will determine the shape of times to come: safe or unsafe!





# *Students' Safety in Navodaya Vidyalayas*

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K.L.Nagaraju\*

Navodaya Vidyalayas occupy a special place in our educational system with their unique features. These residential schools catering to the rural talented students are located in each district of the country. Free education with emphasis on quality is the hallmark of these schools. Based on the recommendations of the National Policy on Education (1986), a humble beginning was made with just two schools. The organization has now fully grown into a huge network of 565 schools with nearly two lakh students.

When the issue of students safety in schools is considered, we can notice the great concern and attention it has drawn in Navodaya Vidyalaya Samiti. The experience of the organization in this regard, drawn over thirty odd years can be of great benefit to others. Needless to say that the organization had to constantly monitor the students' safety situation and evolve effective strategies. The going was naturally tough, but the resilient pioneers carried the torch high amidst difficulties.

Safety of students in Navodaya Vidyalayas assumes a wider connotation compared to any other systems. The residential nature of the schools places an enormous responsibility on the staff of the Vidyalayas. The parents entrust their wards to the school personnel hoping for their well being in all aspects: physical, social, emotional and intellectual. They believe that their wards are in safe hands. The staff has to live up to this expectation. Several departments have to have a coordinated effort under the leadership of the principal to ensure safety and security of the students. Teacher's role is limited not just to the class room but well beyond it. They are with the children in the dormitories and playground too. At no point of time in a twenty four hour period, any child is left unattended.

The roll calls, at least five times a day every body is present and they are fit for the work at hand. There are no separate wardens appointed to look after the welfare of the students in the dormitories as is the case in some residential schools. The teachers themselves function as House Masters. This has got many advantages. The teacher is generally aware of the child as an individual in the school and knows the academic progress made by the child. This knowledge helps the House Master to assist the child to spend his leisure time appropriately. The school and dormitories are not isolated places but an extension of each other.

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\*Principal, Jawahar Navodaya Vidyalaya, Ramchandraghat, West Tripura

The health of the students is always given a due priority. The House Masters constantly interact with the students and keep a watch on the health of the students. The resident staff nurse takes care of most of the common ailments and gives first aid whenever necessary. The Medical Inspection Room is well equipped to take care of all the needs. It is stocked with medicines routinely required. In cases where the doctor's attention is needed, the students are immediately taken to the hospitals. The Vidyalayas have round the clock availability of transport and no time is lost in bringing solace to the needy students. The health care provided is not just problem based. It is a proactive exercise wherein prevention takes precedence over the cure. The school surroundings, academic block, kitchen, dining hall and the dormitories are kept clean. The food item prepared is checked by the staff nurse and the catering in charge to ensure quality. Bushes and weeds are frequently cleared to eradicate mosquito menace and snake threat. The students are inculcated with values of personal hygiene and cleanliness. Routine inspections are carried out by the principal, house masters and the nurse to notice any action need to be taken.

Potential agents that could cause accidents are identified and effective measures are undertaken to counter them. Damaged electrical sockets, exposed underground wires, wires within easy reach are identified and immediate repair is undertaken. Water bodies such as tanks, lakes, wells, rivers, ponds etc. are declared strictly out of bounds for the students. Strict supervision is ensured to avoid any untoward incidents when students are near water bodies. Clean, running water is provided to ensure safety. Bathing near water sources are not allowed.

Providing Physical safety is far easier compared to the emotional safety. This is well taken care of by sensitizing all the staff with the need for providing an **emotional safety** net for the students. All the staff members act as **foster parents** to cater for the emotional needs of the students. Homesickness is a common phenomenon noticed. For the first few days **orientation** is undertaken so that they get used to the new environment. The House Masters spend a large amount of quality time with the children to ensure that the new place is a welcome one. Any signs of depression are noticed and due care is given. Once the newly arrived students start enjoying the well planned routine, they start feeling at home. In spite of the best care taken there are a few stray cases who need special attention. These cases are of deep depression including suicidal tendencies. Proper counseling is extended to ensure that they try to resolve the perceived problem.

Whenever students have to undertake travels, special care is taken. Due to the policy of migration of students from one state to the other, movements of students in large numbers and for long distances become inevitable. Students move from one place to the other for participation in sports meets, exhibitions and so on. Adequate number of escorts is provided. Proper transportation is arranged and the itinerary is planned meticulously.

In addition to the above, several general safety measures are adopted. The entry of persons at the gate is recorded and ensured that no unauthorized individuals gain entry. Parents are allowed to visit their wards only once a month. Pure drinking water is provided so that water borne diseases are kept away. The entire Vidyalaya machinery is geared up to meet the challenge.

## *What other Principals say on "Safe Schools"*

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Safe schools are characterized by a positive school atmosphere; have high levels of students, staff and parent participation; have students who are attached to their schools; and have clear and high expectations for student performance and behavior. Students have self-respect, mutual respect for each other and appreciate diversity. Safe schools have proactive, inclusive leadership a principal and school board that respond effectively and promptly to concerns and welcome input from parents. All members of the school community are involved in planning, creating and sustaining a school culture of safety and respect. Each student has a trusting relationship with at least one teacher at school, part of a general school –wide program of “connectedness”.

***Dinesh Jindal,***

S.D. Vidya Mandir, Huda, Panipat

School Safety is an integral part of education today, it creates conditions that promote and maintain a positive, safe, and healthy school culture, climate, and environment. School safety is everyone’s job- students, teachers, administrators, parents, and community members, but having a properly trained safety educator facilitates the maintenance of safe schools.

Safety no longer pertains to physical malpractices prevalent in schools rather the focus is on the diverse problems that have become an everyday affair and need to be seriously addressed. Psychological factors such as stress, anger, fear, discrimination and some of the issues that trouble and digress education in school environment besides the risk factors for good and safe physical facilities that call for immediate attention.

Safety related issues need to be into with proper strategies for the identification of problem areas, assessment of the seriousness and nature of problems there after prevention and management of issues that challenge the school safety. Safe School environment fosters positive individual performance while moving ahead for the school as a whole unit.

***Madhubala Chaturvedi***

K endriya Vidyalaya OLF, Dehradun

# *What other Teachers say on "Safe Schools"*

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## **Safety from fire**

Prevention is the key in eliminating conditions which may contribute the causes of any fire.

- Repair all electrical hazards and avoid overloading outlets.
- Clearly make the evacuation route on the school floor plan, and place it adjacent to the classroom door.
- Establish a fire safety plan.
- In case of fire fight with the proper equipment only without putting yourself or anyone else in danger. DO NOT FIGHT the fire if it is spreading rapidly or blocking your exit. If you do not know how to use the fire equipment, leave the building immediately.
- Close room doors and hallways doors to prevent air movement and spread of smoke.
- DO NOT PANIC. Advise students that the fire plan is in operation and remain calm. Your confidence and judgment is extremely important and will prevent panic.
- Store flammable liquids properly and dispense them from an approved safety container.

Neena Singh , Science Teacher  
Little World School, Tilwara, Jabalpur

The task of ensuring safety in schools can be overwhelming. However a safety checklist can help the Management, Administration, Co-ordinators, teachers and students bring their school into compliance even if they have little safety experience. The key to preventing injury and hazards in the school is to establish safety and an environmentally safe program. The entire purpose of establishing a safe school is defeated if the students are not trained and taught how to use safety measures. By being vigilant at all times, training the students and regular checks can make the school a safe place for the entire School Community.

Loretta Ellis (Co-ordinator)  
St. Stephen's School  
TOGAN (Punjab)

# *What other Teachers say on "Safe Schools"*

## **Ten Point Program for ensuring safety in Schools**

1. **Preference:** Student safety should be a priority for each school and community.
2. **Proactive planning and preparedness:** School should have procedures for responding quickly to unsafe situations by devising ways beforehand.
3. **Regular and closer collaboration:** The school management, school principal, teachers, school staff, parents, students, and community should all be involved and work collaboratively in efforts to prevent the breach of safety and respond in the wake of an emergency. Parents and students should also be involved in activities that promote school safety. The School must also liaise with the nearest hospital to deal with any medical emergency.
4. **Assigning Responsibility:** There must be someone in the school designated to coordinate safety related activities to maintain a safe and healthy environment.
5. **Professional Help:** School must ensure that counselors and psychologists are accessible to students who are troubled or unruly. These professionals should help or refer students who come to them with concerns about safety. Adequately trained and certified paramedic or doctor should always be available for the entire day in the school to deal with any medical emergency.
6. **Emotional aspect of safety:** Students in all grades must necessarily participate in special classes to help them develop conflict resolution and other life skills and this could only be possible only when the school place adequate emphasis to promote self-esteem and respect for others in all aspects of the school program.
7. **Training of teachers for effective preparedness:** Teachers must be espoused and encouraged to set examples of positive physical, social, and emotional health. Regular training sessions should be compulsorily conducted.
8. **Sticking to basics:** The school needs to adhere to a fair, firm, consistent discipline policy.
9. **Precautionary measures:** Facilities (Electrical gadgets, laboratory equipments etc.) at school should be tested at regular interval to ensure their hazard-free status. There should be foolproof measures to prevent e-breach by the students while using internets.
10. **Integral approach :** The issue of safety should not be dealt per se rather it may be addressed in all aspects of the school program-the cafeteria, physical education, classrooms, playgrounds, after-school programs, etc.. The School must endeavor to integrate Safety in as many programs as possible.

**Monika Srivastava**

Math Teacher

Mother Teresa School, Preet Vihar

# Schools Share Best Practices .....

## Utopia Reading Club at K.V. No. 3, Mumbai

\*Vandana Mishra

*'Reading is to the mind what exercise is to body.'*

After internet spread out its reach to average household, the reading habit of almost all net users has steadily gone down. Reading books no more happens to be a choicest hobby for many.

To revive the reading culture among the children of *Kendriya Vidyalaya No.3, Colaba, Mumbai*, a reading club called 'Utopia' has been recently established with a hope that it will help in the development of over all personality of children.

Earlier many students were not in habit of reading and making good use of the library



Students studying in the reading club "Utopia" at Kendriya Vidyalaya No. 3, Colaba, Mumbai

facilities in spite of exhaustive collection of reading material. This may probably be due to a regimented environment in the library which gave birth to the idea of starting a Readers Club to encourage reading in a more informal and congenial atmosphere.

## Preparation of the reading club

*"Experiences Tells You What To Do, Confidence Allows You To Do It."*

- Type of readers were identified from 7th, 8th and 9th standards, based on their responses.
- Reading material was prepared so as to make it more appealing and fun. It was categorized in order to make it suitable with learners ability, knowledge and interest.



Students participating in various activities conducted by Reading Club "Utopia" at Kendriya Vidyalaya No. 3, Colaba, Mumbai

\*Vandana Mishra is TGT (English) at K.V. No. 3, Colaba, Mumbai



- A suitable place was identified and was named 'Utopia Reading Club'.
- Students were issued ID cards with the Logo of the club.
- Time to meet was fixed – every Friday the members met in the CCA periods.
- Light reading material was issued from the library and kept in the reading room. The reading material chosen were books that would expand their world, teach them new ideas and equip them with critical life skills.
- Continuous assessment and interaction was done. Evaluation and reflection.

### ACTIVITIES OF 'UTOPIA'

Through my own trials, I have found that it is not enough to know what to do we must act on that knowledge in order to have the lives we want.

- Designing Book Covers.
- Reading Competitions.
- Exchange of views on common issues.
- Debates, Elocutions, drama, singing, dancing.
- Out door Activity: Visit to a Book Store.
- Workshops were organized to motivate students to read – example Amar Chitra Katha.
- Picture Talk.
- Poster making, collage work of glimpses of 2008.
- Reading Captions, labels on product, advertisement, road signs were introduced.

### CONCLUSION

It was a great experience and joy in starting a Reader's Club in KV No.3, Colaba.

The members were motivated to read their prescribed text books on their own, comprehend and understand them. Reading helped them to infer, decode and interpret the questions and Reading became a pleasure.

### Street play against Child Marriage by Step by Step High School Students

To create awareness against child marriages, students performed a street play on 21st January 2009.

The students went on visit to a nearby village and interacted with the women and children to create awareness against child marriages. Through street plays the students they enacted how devastating a child marriage can be for a girl not only physically but also emotionally and psychologically. They also put up a small dance and song performance to highlight the problem and its solutions.



*Students performing a street play to spread awareness about ill effects of child marriage*



# Media Clippings

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## Supreme Courts Directive on School Safety Norms in India

In a significant ruling, the Supreme Court ordered that no new government or private school would be given affiliation if the building did not have fire safety measures and earthquake resistant structure. Pained by the heart-rending death of 93 children in a fire at a Kumbakonam school in Tamil Nadu five years ago, a Bench comprising Justice H Dalveer Bhandari S Bedi said, "Children cannot be compelled to receive education from an unsound and unsafe building."

Referring to painful incidents involving death of school children due to fire in Kumbakonam as well as Dabwali in Haryana in 1995, the Bench said, "It has become imperative that safety measures as prescribed by the National Building Code of India, 2005, be implemented by all government and private schools functioning in our country."

The other directions to all state governments are:

- \* all existing government and private schools shall install fire extinguishing equipment within a period of six months
- \* school buildings are to be kept free from inflammable and toxic material or stored safely
- \* evaluation of structural aspect of the school building must be carried out periodically
- \* school staff must be well-trained to use the fire-extinguishing equipment

*Courtesy : Times of India, April 14, 2009*

## Internet Safety

Google India has launched an Internet safety campaign called 'Be Net-Smart' across India. The aim of this campaign is to educate young Web users on how to use the Internet intelligently and stay safe online. "Nowhere in the world is the idea that young people are the future truer than in India, so it is critical to empower our youth with all the tools that will help them build a better life. The Internet is feeding the curiosity of youth – encouraging them to ask new questions and to expand the boundaries of their knowledge. The 'Be Net-Smart' campaign is a step towards ensuring their safety online, while they continue to explore limitless possibilities."

'Be Net-Smart' is an interactive campaign that focuses on students in standard six and above. The sessions conducted in the schools cover topics ranging from maintaining confidentiality and refraining from interacting with strangers online to tips on downloading content, posting pictures and online chatting. Besides students, parents and teachers are also being educated on the same with topics such as Internet awareness and the need to be involved with children.

The campaign was launched in Mumbai on February 18 together with the Mumbai Police. Since then, the Mumbai Police and Google have managed to reach out to around 15,000 students, 300 teachers and 30 schools carrying the 'Be Net-Smart' message. In fact, the Mumbai police and Google employee volunteers have visited English, Hindi, Marathi, Gujarati and Urdu medium schools in Mumbai to spread the good word.

Ensuring the safety of children online requires a collaborative effort on the part of parents, teachers, authorities and service providers. This campaign is one such collaborative effort. Google and Mumbai Police are aiming to reach out to students to educate them about Internet security. It is vital to remember that the Internet is here to stay.

Google India hopes to replicate this success enjoyed in Mumbai across India as well. For this, Google India is in talks with police organizations in Indian cities to form partnerships to jointly educate students, teachers and parents about the judicious use of the Internet.

*Courtesy: Google India*

## SAFE SCHOOLS, SAFE INDIA

Dr. Sangeeta Bhatia\*

### *Checklist for Different Dimensions of Safety*

#### *Section- I : Physical Safety*

- *Does the school maintain Health cards as envisaged by the Comprehensive School Health Programme of CBSE?*
- *Does the school keep the medical records of students with special health problems?*
- *Do parents communicate their children's health issues in schools?*
- *Does the school have a qualified full - time doctor/ nurse in the school?*
- *Is there a doctor-on-call for emergency?*
- *Has the school tied up with a local hospital within two kilometers?*
- *Is the medical room fully equipped to handle all emergencies?*
- *Is there a first - aid box placed at every floor of the building?*
- *Does the school carry out annual medical check up of all the students?*
- *Is the school staff sensitized to understand the genuine health problems of the children?*
- *Have the teachers undergone basic training courses on counseling, first-aid and identification of disabilities?*
- *Does the school have a 'Health and Wellness Club'?*
- *Does every teacher regularly make use of the 'School Health Manual'?*
- *Is there an emphasis on intake of balanced diet by the students and is the consumption of junk food discouraged?*
- *Does the school follow a fruit - break or milk -break or mid -day meal plan?*

• In collaboration with the North West Chapter of Sahodaya - Delhi.

- *Is there a dietician and meal planner on school panel?*
- *Do the teachers have their meals with the students and monitor their eating habits?*
- *Is the chemistry lab equipped to handle common emergencies?*
- *Is the health climate being fostered in school?*
- *Are the First -Aid protocols for common injuries displayed at different places in school?*
- *Does the school call medical experts from time to time to sensitize the students and teachers?*
- *Has the school constituted a parent -teacher -students committee to address the safety needs of the students?*
- *Does the school have proper sewage, drainage and garbage disposal arrangements?*
- *Is there proper facility for safe drinking water with adequate number of water taps?*
- *Are the auditorium, assembly hall, gymnasium all free from hazardous fixtures and with adequate light and ventilation?*
- *Is the access to school building by outsiders controlled and are visitors monitored?*
- *Are all the areas in school safe by design or by staff supervision?*
- *Does the staff actively supervise students both inside and outside the classroom?*
- *Do the benches have sharp edges?*
- *Are windows fixed with proper railings?*
- *Are the washrooms hygienic and disinfectants kept away from the reach of children?*
- *Are the electrical appliances maintained and is there a quality check on them?*
- *Are the secluded corners, corridors and staircases kept under watch by staff members during lunch breaks and at the time of dispersal?*
- *Are there ramps and wheel -chairs for differently abled students or teachers?*
- *Are the parents connected with messaging system or mobile phone networking?*
- *Is the medical history of every student available in the school?*

- *Are the special records like blood groups, allergies and medication that need to prescribed frequently updated with parental support?*
- *Are the physical education instructors sensitive enough to involve students in sports according to their physical capabilities and health related issues?*
- *Is the Sports Room well-ventilated and well-equipped to handle common sports injuries?*
- *Are the school playgrounds, swings, rides, sports- equipments etc. safe?*
- *Have the schools buses passed the safety test?*
- *Is there a teacher on board and a helper accompanying the children in school buses?*
- *Are the school buses equipped with First-Aid boxes, drinking water and mobile phones?*
- *Are the elevators and exit ways examined periodically and on daily basis?*
- *Are the laboratories safe and spacious enough for hazard free learning?*

### Section 99 : Emotional Safety

- *Does the school have a strong policy statement against child abuse and exploitation?*
- *Has the staff being trained to be alert to signs of abuse?*
- *Is there a procedure for checking on staff before they are allowed to work with the children?*
- *Is there a child protection policy which includes procedures to be followed a teacher or another member of staff is accused of harming a child?*
- *Does the school provide an going training and development for staff to address their responsibilities to protect children from abuse?*
- *Is there a regular counselor on school roll?*
- *Does the school inform and consult parents and encourage the participation of families in child protection issues?*
- *Is there a rehabilitation program to restore the self-esteem of abused children?*
- *Are the children being taught the difference between 'good touch and bad touch'?*
- *Is the child being helped to understand his right over his own body especially, the right to say 'No'?*

- *Do the children enjoy an enabling environment and are they encouraged to share their personal confidence with the teachers?*
- *Does the school provide workshops by medical experts and counselors on adolescence related issues?*
- *Does the school provide a sensitive platform for building self - esteem and communication skills among children?*

### *Section III : Social Safety*

- *Are the children being given enough guidance on managing emotions and building healthy peer relationships?*
- *Are children being sensitized to recognize and practice negative peer pressure?*
- *Are they taught skills to manage anger and stress?*
- *Are they being given positive reinforcement to stay away from criticism, rude language, gossiping and trivial matters that may lead to violence?*
- *Does the school address the issues of bullying, harassment and prejudice against children?*
- *Do the teachers try to make their influence positive and is there an atmosphere of connectedness?*
- *Is there a strict monitoring of theft, graffiti and social cliques to handle crimes?*
- *Is the school building and ground well maintained?*
- *Do the students feel safe reporting crime and safety problems to staff?*
- *Are the disciplinary and safety problems quickly addressed?*
- *Are there enough programmes conducted on AIDS -Awareness, Anti -tobacco and Anti- Drugs environment?*
- *Are there stress management workshops, yoga classes and meditation sessions for students and teachers?*
- *Is there a happy learning ambience in school?*
- *Is there a strict restriction on corporal punishment and emotional harassment of students by teachers?*
- *Is there enough academic guidance provided to low achievers and children with special needs?*

### *Section IV: Emergency Preparedness to Handle Disasters*

- *Are there enough exits and entry points, staircases to be used in the case of emergency?*
- *Is the evacuation plan displayed at different places in the building?*
- *Do the students and staff members know and understand the evacuation plan to avoid stampede in case of a disaster?*
- *Is the school premise under surveillance by the Principal through CCTVs?*
- *Is there a provision for legal alternatives and advice?*
- *Has the staff been trained to respond in case of an emergency?*
- *Do the students and staff members know how to use fire –extinguishers?*
- *Are there enough fire –extinguishers installed at sensitive places?*
- *Are the floors, stairways and railings safe?*
- *Are CPR and first –aid classes held at periodic intervals for staff and students?*
- *Are the drain hole pipes, and water tanks covered properly?*
- *Are there fire- alarms and smoke-alarms installed at different places?*
- *Are the disaster management drills and evacuation plans practiced from time to time?*
- *Is there provision for well –equipped ambulance in case of emergencies or during any disaster?*
- *Are the protocols to be followed in case of emergencies displayed at different places in the building?*
- *Are the teachers and paramedical staff trained to provide artificial breathing and artificial resuscitation?*
- *Can the Fire Service, Ambulance Service, Police Service or any other Community Service be contacted by dialing?*
- *Is the school equipped with a Public Address System to make emergency announcements?*
- *Is there a stable Disaster management Plan which is updated regularly?*
- *Is there a School Disaster Response Team consisting of administration members, teachers and senior*



*students?*

- *Is there a universal language understood by everyone in school?*
- *Is the school staff sensitized to address the trauma and post –disaster interventions?*
- *Is the Principal capable enough to take one or many crucial decisions incase of a disaster?*
- *Is the school equipped with school security technologies?*
- *Is the school's design safe to handle terrorist attacks?*
- *Is the school handling media briefing and updates without sensationalization?*
- *Is the safety and security checklist used for planning and designing new facilities or assessing existing ones?*
- *Is the safety and security checklist of school updated frequently?*
- *Is there a well –equipped disaster management cell in school?*

### *Section V: Cyber Safety*

- *Is the access to computer rooms and technological usage under monitoring of teachers?*
- *Is there proper handling of e- waste?*
- *Is there Internet Security for children?*
- *Are cyber – crimes handled with sensitivity?*
- *Are Social Networking sites blocked during school hours?*
- *Are parents and children provided enough awareness on safe usage of technology and how to avoid taking risks?*
- *Is cyber –bullying handled with utmost care?*
- *Are Social Networking sites blocked during school hours?*
- *Are parents and children provided enough awareness on safe usage of technology and how to avoid taking risks?*
- *Is cyber –bullying handled with utmost care?*

# Events Update

## Interschool Friendly English Recitations, Elocution and Debate Competition held in DPS Rajkot

Interschool Friendly English Recitation, and Debate Competition was held in *DPS Rajkot* on 7th February 2009.

Eight leading schools from Saurashtra region namely, *Dalmia Public School- Sutrapada, K.D. Ambani Vidya Mandir- Jamnagar, Nand Vidya Niketan- Jamnagar, Rajkumar College- Rajkot, S.N.K. School- Rajkot, Sainik School- Balachhadi, The Aditya Birla Public School- Veraval* and the host school participated in the competition.

Ms. Sharmishtha Sen (Principal, The Aditya Birla Public School, Veraval), Mr. S.K.

Bhattacharya, (Principal, Nand Vidya Niketan, Jamnagar), Prof. S.P. Singh, (Member, PTC) were the Guests of Honour.

Mr. Dushyant Nimavat, (Lecturer, English Department, Atmiya Management College, Rajkot) with some other members decided the winners.

## Junior Annual Day celebrated at Rukmini Devi Public School, Pitampura

*Rukmini Devi Public School*, Pitampura, recently organized 'Junior Annual Day and Prize Distribution Ceremony'.

The Chief Guest shared her experiences of her visit to India with the parents. The programme culminated with the vote of



DPS Rajkot hosts Inter School Competitions



Girls from Junior wing presenting a group dance

thanks by Headmistress followed by School song and National Anthem.

## Young Braveheart Honoured at DAV Centenary Public School, Jind.

*"Our deeds determine us as much as we determine our deeds."*

George Eliot

Manish Bansal of D.A.V. Centenary Public School exhibited exemplary courage and presence of mind while protecting his family from four burglars armed with firearms who broke into his house to realize their nefarious designs. Two of them stayed outside the house and two stealthily entered into his house. One of them fired shots at his brother and other attacked his father with a sabre. Manish courageously caught hold of the blade of the sabre that pierced down his palm. In this attempt he received serious injuries on face and damaged tendons of his palm and fingers leading to profuse bleeding. Eventually he foiled the robbery

attempt and succeeded in getting the two burglars caught by risking his own life.

In recognition of his indomitable will and extraordinary courage, Her **Excellency Hon'ble Pratibha Singh Patil, the President of India**, conferred upon him the coveted National Bravery Award and Manish Bansal was one among the brave children present on the Rajpath on Republic Day 2009.

## Alumini Meet at DAV Chandrasedkharpur

The Annual alumni meet of **DAV Public School, Chandrasekharpur**, Bhubaneswar, was held recently. A friendly cricket match between the ex-students and teachers was held as a part of the programme. Principal, Dr. K.C. Satapathy addressed the gathering and encouraged the participant to grow and serve the nation sincerely and contribute positively in its development. The cricket sensation and ex-student of the school Mr. Pragnya P. Ojha also participated in the Alumini and shared his experience with the students.



Her excellency, Hon'ble Pratibha Patil, the President of India, giving bravery award to Manish Bansal



Ex students of DAV Chandrasekharpur interacting with the principal at Alumini meet



## Annual Day Celebration at Aiswarya Public School, Kollam

*Aiswarya Public School, Kalakkode* celebrated its Seventh Annual Day in February 2009. The celebration started with lighting the lamp by the Senior Principal Dr. G. Manulal.

After the welcome speech, Principal Sri. K.C. Balakrishnan presented the annual report followed by the prize distribution ceremony. The winners of Sahodaya State Level competition and the school level toppers of AISSE Siva. R. of Std. XI, Lekshmi V.S of Std. XI,



Group dance presentation under cultural programme on annual day celebration at Aishwarya Public School

Bhagya Bhaskar were given mementoes and cash prizes. The cultural programme of senior students included a variety of item like Group song, Drama, Skit, Dances, patriotic song, Folkdances, Classical dances recitations etc. The vote of thanks was delivered by Master Siva. R of Std. XI, the and the programme ended with the National Anthem.

## Scintillating Performance of D.A.V. Dabwali in CTSE-2009

Manish Garg, Harshita Sharma and Shaveta of *Children Memorial D.A.V. Sr. Sec. Public School, M. Dabwali* stood I, II and III respectively in the 3rd Commerce Talent Search Examination conducted by Commerce Talent Search Foundation, Ludhiana. Thirty one students from class XI and XII Commerce also received appreciation certificates for their performance in the above mentioned exam.

The Principal of the school Ms. Sarita Goyal congratulated the students and the commerce lecturer Ms. Bhagya Luxmi of the school for their efforts.



Winners of 3rd Commerce Talent Search Examination with their teachers

# News from Schools

## Foundation Day at Udaya Public School, Faizabad

**Udaya Public School** celebrated its ninth Annual Function on February 23, 2009. The programme showcased items and presentations based on cultural heritage and academic development in modern scientific era. Students took an active part in each activity ranging from anchoring of the programme to the execution of various presentations. Mrs. Madhu Tripathi, principal of school read out the annual report of the school. Different dignitaries and administrative officers gave away prizes and certificates of merit to students.



Students during a group activity under the cultural programme at Udaya Public School

## D.A.V. Public School, Ballabhgarh goes Computer Savvy

To reap the benefits of modern technology in learning and teaching, **D.A.V. Public School, Ballabhgarh** has started using computers in the teaching learning process.

With the help of beautiful verbal and pictorial PowerPoint presentations, the young learners are taught English language. It became fun for the students to learn helping verbs and sound words and this perhaps watered down a bit the onerous nature of bookish learning. Slides became the most potent aid for sensitising children to the environment. The knowledge of animal kingdom, plant kingdom, types of houses and cultural and



A teacher illustrating the concept of action words with help of a computer.

national festivals is also imparted through rich colourful presentations.

### **A thought from Central Railway Sr. Sec. E M School, Bhusawal**

**The Central Railway School, Bhusawal wanted to share a thought with other schools by the medium of Cenbosec. The following paragraphs presents the thought of the school .....**

A father asked his son to return a shopping cart they had just used. The son protested, "Come on Dad! There are carts all over. No one returns them. That's why they hire people to collect them."

After a brief argument, Mom chimed in, "For heaven's sake, it's no big deal. Let's go."

The Dad was about to surrender when he noticed an elderly couple walking together to return their cart. After a moment he said, "Son, there are two kinds of people in this world: those who put their carts away and those who don't. We are the kind that returns their shopping cart. Now go return the cart!"

Obviously, this story is about more than grocery carts. It's about doing the right thing in a world that promotes rationalizations and excuses, and demeans or trivializes simple acts of virtue. I suppose another way of putting it is –There two kinds: Those who have the character to do what they ought to and those who find reasons not to.

***People of character do the right thing even if no one else does, not because they think it will change the world, but because they refuse to be changed by the world.***

### **Career Counseling Programme at K R DAV Public School, Safidon**

With an aim to provide proper guidance and counseling to students about career options after passing out school, **KR DAV Public School Safidon**, organized a career counseling programme. Dr. Ram Babu, Principal and Dr. Selvraj Lecturer TDTR DAV Institute of Physiotherapy and Rehabilitation, Yamuna Nagar, Mrs. Rajni Sharma Counselor and Ms. Sudha Lecturer from DAV Institute of Management, Faridabad were the resource persons for the programme. Sh. N H Khanna Principal of the school welcomed and introduced the distinguished guests.

Dr. Selvraj made the students aware about the unlimited job opportunities in this field. He mentioned that physiotherapy is very effective in order to cure backache, brain diseases, joint pain and other physical problems.

Mrs. Rajni Sharma informed the students about opportunities in the field of Management courses. Ms. Sudha rendered information



*A resource person speaking on various career options after school in a career counselling programme at KR DAV Public School*



about various management courses such as BBA, BCA, CA, CS etc. the students and parents interacted with the counselors and clarified their queries regarding various courses. It was a useful, informative, helpful and successful programme. Principal Khanna thanked the counselors.

## DAV Public School Ballabhgarh Shines in National Net Ball

In the *National Net Ball Championship* held in Chhatarsal Stadium New Delhi, three students of **DAV Ballabhgarh** Pragati Singh, Ruhi and Komal defeated the team of Madhya Pradesh and grabbed the third position. The students of the winning team were awarded Rs. 5000/- each by the Haryana State Sports Authority. The school Principal Mrs. V.K. Chopra expressed her happiness and appreciated the students and their teachers Mr. Vivek Pannu and Mr. Vikas Hooda, the Head of Sports Department.



Winners of National Netball Championship with their coach from DAV Public School, Ballabhgarh

## Pathania Public School, Rohtak honoured

**Pathania Public School, Rohtak,**

honoured its student Manisha Patlan, a X grader for bagging first position in *National Level Oil India Golden Jubilee National Essay Writing Competition*. The title of the competition was '*My Idea of being an Indian*'. The prize carries a cash amount of Rs. 20,000 along with a certificate.

Principal Smt. Versha Rani complemented the budding writer.

## Annual Day at Dayanand Public School, Bikaner

*Dayanand Public Sr. Sec. School, Bikaner* celebrated its Annual Function with solemnity. The theme of the functions was "*The Seven Ages- Seven Stages*". The children presented a colorful bonanza to mark the day. The function started with the invocation to God followed by the theme song "*Aakash ke us par bhi Aakash hai...*". A programme titled "*We want peace*" depicted a fight against terrorism and also paid homage to the Mumbai victims. A student explained the theme inspired by the poem, "*The Seven Ages*" by William Shakespeare. The theme conveyed- Human life is like a drama in which all men and women play their



Students from primary wing welcoming the Chief Guest in a traditional way at Dayanand Public School