

CENBOSEC

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From the Chairman

We live in a rapidly changing world. Our lives are being impacted and transformed dramatically by economic, social, technological, global and climatic changes. However, when it comes to educational reform and that too in the school sector there are numerous voices of cynicism and dissent among educators and administrators alike.

The change is shaping a new reality in the fabric of teachers and educators. The very environment in which knowledge exists has been transformed as teachers and students have become co-creators of knowledge and not just consumers. Knowledge flows in real time and global connections are no longer being restricted by physical space. The virtual world has so consumed the younger generation that the membrane between real and virtual is becoming non-existent.

Education has undergone enormous changes in curriculum design, instruction methods and technologies used. Classrooms today have a more diverse and heterogeneous learner group, greater attention is paid to the needs of students with special needs and students are instructed in various ways of knowing and understanding. Knowledge and content, student teacher interaction and assessment strategies are that form the core of education. The changes in technology that have happened in the last decade have completely overturned traditional views about knowledge, attitude and skills in education. For example, what kind of skills will a student require if s/he has to create a video or upload a photograph album or for that matter connect with others in cyber space.

The merits and de-merits of technology aside, there seems to be no way out of it. Hence the need to integrate technology as part of teaching, learning and assessment. To create and nurture change, reforms must not only be true seen as 'top down' from policy makers, but also 'bottom up' and resonate with the needs, passions, interests and hopes of students, parents and the community. Therefore, learning needs to be transformed in a way that it will energize the system of education.

'Child Centered Education' as advocated by the Right to Education is not about burdening students by assigning many more activities tasks, assignment and projects but by including them in the teaching learning process. Chapter five of the Act very clearly states 'learning through activities, discovery and exploration in child-friendly and centered



manner points to changes in the transaction of curriculum and role of the teacher'. It leads to empowering children to construct situations, parents and the community. Therefore, learning needs to be transformed in a way that it will energise the system of education.

'Child Centered Education' as advocated by the Right to Education is not just about burdening by assigning many more activities, discovery and exploration in child-friendly and child centered manner points to changes in the transaction of curriculum and the role of the teacher'. It leads to empowering children to construct situations in a way that their motivation and curiosity is aroused. Children learn best what they are doing. The approaches such as activity based learning, peer learning and group work rather than lecturing seem to work better with children today. As far as the role of a teacher is concerned it needs to change from that of a lecturer to a facilitator who develops the ability to scaffold knowledge. Teaching then becomes a dialogue rather than a monologue.

Education is recognized the world over as perhaps the most essential public service. Its effects can be measured through assessment. Reforms in strategies of assessment as well as how it can be used to advance learning have been taken up time and again. One of the keys to reform is to create parent and community support for the reform. When teachers resist change it may be due to the 'fear of the unknown' or a perception that their 'experience' or 'expertise' is being threatened. Professional Development and leadership support can improve teachers sense of efficacy. The CBSE is keen to collaborate with all stakeholders who can act as change makers and change agents. As always we welcome your suggestions and feedback on the CBSE website.

KNOW - AS YOU GROW

Vineet Joshi
Chairman
CBSE

If you don't like something change it; if you can't change it, change the way you think about it.

~Mary Engelbreit

अध्यक्ष की कलम से

हम तेजी से बदलते वैश्विक परिवेश में रह रहे हैं। हमारा जीवन आर्थिक, सामाजिक रूप से प्रभावित तथा परिवर्तित हो रहा है लेकिन जब विद्यालय शिक्षा के क्षेत्र में शैक्षिक सुधार की बात आती है, तो शिक्षकों तथा प्रशासकों में समान रूप से असहमिति तथा विरोध के स्वर सुनाई देते हैं।

अध्यापक रूपी धागे की सहायता से हमारी शिक्षा प्रणाली नया आकार ले रही है। आज ज्ञान प्राप्ति का वातावरण बदल चुका है। छात्र अब केवल ज्ञान प्राप्तकर्ता ही नहीं बल्कि शिक्षक के साथ सहभागी बनकर वह भी रचनात्मक सीमाओं को पार कर चुका है। अब, मौलिक एवं रचनात्मक सीमाएं इस तरह एक दूसरे के साथ रच-बस गये हैं कि नये व पुराने परिवेश का अन्तर समाप्त हो चुका है।

शिक्षा ने प्रयुक्त पाठ्यचर्चा रूपरेखा, शिक्षण प्रविधियों तथा प्रौद्योगिकियों में अनेक परिवर्तन किए हैं। आज कक्षाओं में अधिक विविध तथा विषम छात्र समूह हैं, विशिष्ट आवश्यकताओं वाले छात्रों की जरूरतों की ओर विशेष ध्यान दिया जा रहा है और ज्ञान तथा बोध के लिए छात्रों को विभिन्न प्रकार से शिक्षित किया जा रहा है। ज्ञान तथा पाठ्यवस्तु, छात्र-अध्यापक अंतः क्रिया तथा मूल्यांकन कार्यनीतियां शिक्षा के मूल आधार हैं। पिछले दशक में प्रौद्योगिकी में हुए परिवर्तनों ने शिक्षामें ज्ञान, अभिवृत्ति तथा कौशलों के बारे में परम्परागत एवं रूढ़िवादी विचारों को पूर्णतया नकार दिया है। उदाहरण के तौर पर, किसी छात्र को, किस प्रकार के कौशल की आवश्यकता होगी यदि वह साईबर स्पेस में एक वीडियो बनाना चाहता है या फोटोग्राफ्स अपलोड करना चाहता है अथवा ऐसे मामले में दूसरों के साथ जुड़ना चाहता है।

प्रौद्योगिकी के गुणों व अवगुणों से अलग इसे अपनाने के अलवा कोई रास्ता नहीं है। अतः शिक्षण, अधिगम तथा मूल्यांकन के एक भाग के रूप में प्रौद्योगिकी को एकीकृत करने की आवश्यकता है। परिवर्तन को लागू करने तथा उसे सफल बनाने के लिए नीति निर्माताओं के इन सुधारों को केवल शीर्ष तल पर लागू न करके, तल से शीर्ष पर लागू करना चाहिये तथा यह छात्र, अभिभावक तथा समुदाय की आवश्यकताओं, उत्साह, अभिरूचियों तथा आशाओं के अनुरूप होने चाहिये। अतः अधिगम को इस प्रकार रूपान्तरित करने की आवश्यकता है कि यह शिक्षण व्यवस्था को ऊर्जायुक्त बनाये।

“बाल केन्द्रित शिक्षा” जिसका समर्थन शिक्षा के मौलिक अधिकार में किया गया है, का तात्पर्य छात्रों को अधिक गतिविधि कार्य, दत्तकार्य तथा प्रोजेक्ट देकर उनपर भार डालना नहीं है, बल्कि उन्हें शिक्षण-अधिगम की प्रक्रिया में शामिल करने से है। अधिनियम का अध्याय 5 अति स्पष्ट रूप से वर्णित है “छात्र अनुकूल तथा छात्र केन्द्रित तरीके से क्रियाकलाप, खोज तथा अनुसंधान द्वारा अधिगम प्राप्त करना तथा पाठ्यचर्चा सम्पादन तथा अध्यापक की भूमिका परिवर्तित करना”। यह छात्रों को इस योग्य बनाता है कि वे ऐसी परिस्थितियों का निर्माण करें जिससे उनके अन्दर जिज्ञासा तथा प्रेरणा जाग्रत हो। बच्चे तब

अधिकतम सीखते हैं जब वे जो कार्य करते हैं उसमें उनकी रूचि हो। आज, क्रिया-कलाप आधारित अधिगम, अभिजात अधिगम तथा समूह कार्य, लेक्चर देने से अधिक प्रभावी सिद्ध हो रहे हैं। जहाँ तक अध्यापक की भूमिका का सम्बन्ध है इसे एक व्याख्याता नहीं परन्तु सहायक के रूप में परिवर्तित करने की आवश्यकता है जो छात्रों में ज्ञान के अनुप्रयोग की क्षमता विकसित करते हैं। इस प्रकार शिक्षण एकालाप की बजाय संवाद बन जाता है।

शिक्षा संभवतः पूरे विश्व में अत्यंत आवश्यक लोकसेवा मानी जाती है। इसके प्रभाव का मापन मूल्यांकन द्वारा किया जा सकता है। मूल्यांकन की कार्यनीतियों में सुधार के साथ-साथ इसे उन्नत अधिगम में कैसे प्रयोग किया जाये, इस पर बार-बार विचार किया गया है। सुधारों के लिए सबसे आवश्यक यह है कि अभिभावक तथा शिक्षण संस्थान इसका समर्थन करें। जब शिक्षक परिवर्तन का विरोध करते हैं तो ऐसा 'अज्ञात भय' या उनका "अनुभव" तथा "निपुणता" समाप्त होने की कतिपय अवधारणा के कारण हो सकता है। व्यावसायिक-प्रशिक्षण तथा नेतृत्व-समर्थन अध्यापकों में सक्षमता की भावना को निश्चय ही बढ़ा सकता है। सीबीएसई अपने सभी स्टेक-होल्डरों का सहायता करने को कृतसंकल्प है जो परिवर्तन के वाहक तथा परिवर्तन निर्माता के रूप में कार्य करेंगे। हमेशा की तरह सीबीएसई की वेबसाइट पर हम आपकी सलाह तथा फीडबैक का सदैव स्वागत करते हैं।

विनीत जोशी
अध्यक्ष
के मा शि बो

"They must often change, who would be constant in happiness or wisdom."

~Confucius

From the Controller of Examinations

Recent changes in the Examination Pattern has brought in a paradigm shift in the concept of Evaluation at Secondary Level. It has also changed the way in which the Board and Schools have been functioning. With the Examination reforms in place the schools are going to be more independent in the process of Evaluation. The Board's role is going to be as facilitator for improvement of in-house assessment being done at the school level. You are aware that Continuous and Comprehensive Evaluation stresses on the Assessment of learners in totality through various tools and techniques. The formative assessment helps the teachers to identify the areas of concern and accordingly plan remedial measures. But one has to be careful in Formative Assessment at the School. It is to be kept in mind that CCE is meant for de-stressing the learner. Hence Learning without burden is the hallmark of any effective Formative Assessment. Formative Assessment should be inherent in any teaching learning situation and it should not be done for the sake of doing it.

Though formative assessment is the most important component of CCE, no one can deny the importance of Summative Evaluation. At present Board provides question papers for the two Summative Evaluations at the end of each term in classes IX and X and while sending Cds containing question papers for SA-1 held in September, 2010, the Board has asked the school to either pick-up one question paper for each subject or mix match the paper by using different questions/sections from different sets of question papers and alternatively they have been given the liberty of preparing their own question papers as per sample paper design and blue-print. In future, the Board may withdraw sending questions papers, for these Summative Evaluations. In that case the schools need to develop quality question papers to keep the high standards in the Assessment. It is to be understood that the question paper is the most vital component of any Summative Evaluation Process. Through improvements in design, blue print and content coverage, one can make this tool more reliable and valid. The preparation of the scoring key and marking scheme requires more attention in order to reduce the element of subjectivity in marking the script.

In order to improve the quality of the question paper, there is a need to generate quality questions of different types measuring various objectives, of varying difficulty levels and



for this, question banks need to be developed in each curricular areas for all stages of education. The facilities of the question banks should be made accessible to the teachers who can use them for making various tests and to students who can use them for their own drill and practice.

Record keeping is another key area where these changes will have an impact on. Transparency in Continuous Assessment is vital for its credibility. Proper record of activities in the school and performance of each student in Scholastic and Co Scholastic areas are to be kept for the information of students and parents. The use of technology can help reducing the work load of maintaining these records.

In short, the reforms in the Evaluation pattern at the Secondary level assumes that the schools will improve their Assessment Practices to suit the learners. The role of Principal as an Instructional leader is very much important in this regard. There should be ample opportunities made available for students and teachers to learn from each other and from various other learning situations and the teachers are expected to be objective in their assessment.

It is hoped that the Scheme of Continuous and Comprehensive Evaluation would be implemented in letter and spirit by active participation of all the stake-holders i.e. principals, teachers and students of CBSE schools.

"Those who expect moment of change to be comfortable and free of conflict have not learned their history"

~Joan Wallach Scott

Feedback Forum

Dear Sir,

The implementation of CCE for strengthening the Education system in a diverse society like ours has been universally accepted as a commendable initiative. To reduce level of anxiety and stress amongst the students, and to judiciously evaluate higher order skills like reasoning and analysis, lateral thinking, creativity and personality attributes, this scheme of CCE will certainly prove to be a functional and reliable system of School-Based Evaluation.

It will definitely help for their all round development. But it needs very honest, sincere, devoted, caring and hard working teachers. Other wise getting good grades will give a chance to corruption.

Thanking you,

Yours faithfully
K.C.Garg,
Chairman,
RDPS, Delhi

Dear Sir,

What I feel, this is a wonderful system as far as school based evaluation is concerned. Retention of learning becomes much more in this system; even the slow learners improve remarkably. A student after studying for the whole session will not lose a year just because of absence in the annual examination due to sickness. Another very important benefit of this system for the schools is in terms of parents' irrational complaints for one or two marks. It has been noticed that after the implementation of the system in 2006 such type of complaints have come down to just 1-2%. Several other benefits are also there in this system.

Yours sincerely
S.Kuntu,
Principal,
Sesomu School, Bikaner

Respected Sir,

The Education minister has at one go given relief to innumerable school children all over the country. The fear of examination and the burden of syllabus have been thus lessened to a great extent. It is surely a very welcome decision. The pressure on school children to do well has been mounting over the years and in certain areas have reached alarming proportion.

Yours faithfully,
B.Sen,
17/A, Raibahadur Road,
Kolkata

Dear Sir,

CCE thus was welcomed whole heartedly but we eagerly await the mode of its application in a period of 40-45 minutes in a class of 35-38 students. No doubt various ready made software is being made available in the market but we always believe in having our own method. CCE has been planned right from teaching strategy, to learning strategy and finally evaluation strategies. In this connection we have also been attending National Sahodaya Meeting and exchanging views on CCE.

Sincerely yours,

Nagarathna Dwarakanath
Principal, Sri Jnanaksh Vidya Niketan,
Bangalore

Dear Sir,

The New System of evaluation CCE based on grades is not a good system. The board has approved this system of evaluation to de-stress the learners' fear which was resulting in suicide cases.

But this evaluation system has just passed the burden and pressure of class X students for two years. The toppers and bright ones will stop to do hard work as their competitive spirit will diminish. They will have no motivation to perform well. The student who will score 91 Marks and 99 Marks, both will get the same grade point A. The earlier system i.e. the Marking system was an accurate representation of hard work.

Thanking you,

Yours faithfully
Ritu Ahuja
Member,
Vidwat Parishad

Change is the only constant reality

Mathew C. Ninan*

"We must become the change we want to see." This utterance of Gandhiji touches the innermost chords of our conscience, if we really understand its meaning and depth.

We live in a dynamic world. Nothing can remain constant. There is an inevitable gravitation towards change. No improvement is possible without change, though every change need not result in improvement. The sad thing is that all of us clamour for change, but we are not prepared to change ourselves, or accept any change involving ourselves. This is the irony of change.

Thus we need to evolve a rational approach towards change. How do we often respond to change? Very often we find people reluctant to change for one reason or the other. It is therefore necessary to analyze and look at the entire gamut of change and the responses change evokes in people.

Resistance to change

More often than not, people almost instinctively resist change. They seem to have a reflex action that is spontaneous and quick. The moment any change is suggested, they will dismiss it as inconvenient, meaningless, and impractical without batting an eyelid. Such people are unreasonable because they don't show the willingness to study or understand the significance of a change that is suggested. They are hardcore conservatives who believe that everything of the past is good, and everything that is new is bad. This is a dangerous tendency.

Threatened by change

There is another group of people who resent change for the simple reason that they feel threatened by change. They have a *laissez faire* attitude. They are not capable of influencing others towards change. They feel unequal to the challenges of any change, and so they take recourse to the easy method of debunking any change as 'useless'. They are unable to match up to changes, and are reluctant to work towards a change. They feel comfortable doing the same thing, in the self-same manner, ad nauseam.

Upset by change

Another set of people do not approve of any change, because any change requires some physical and mental effort on their part. They are not prepared to put in that extra work. They will not admit it, however. Instead they will try to pick holes in the suggested change. They are very clever people.

* Principal of Little Rock Indian School, Brahmavar, Udupi



They camouflage their intent with attractive packages. These people will work overtime to sabotage changes. We need to watch out for them. They are no less dangerous.

Fear of the unknown

Some people develop a morbid fear of anything new, or anything different. So whenever any change or reform is in the air, they feel uncomfortable. It is the fear of the unknown. They want everything to move on as before, on predictable lines. They are lovers of the routine. The slightest difference will put them off. These people also will try to hide this fear with other ostensibly good reasons why they don't want a change.

None of the above categories know that *'it is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change'*. Unless we develop a certain amount of resilience about us, we are bound to break, and disintegrate and become defunct. This is what we must preach and practice as teachers.

Change for Improvement

This pro-change stance is necessary for us teachers, because we deal with students who are on the threshold of rapid changes. We therefore should develop a receptive mind-set that is ever ready to give a try to any change or innovation. Lately we have had quite a few innovations in teaching and evaluation initiated by the CBSE. The success of these innovations depends largely on our willingness to make an honest effort to make them work. If we are half-hearted in our efforts, they are bound to fail. Those who oppose change often work hard to make the reforms fail, whereas if they use half that effort, the reforms would succeed. This is yet another irony of the whole situation. Negative energies can do tremendous damage to the most well-meaning plans and programmes.

Teachers should change first

Teachers should be the vanguards of change. Any change initiated in the school system finally will have to be implemented by the teachers. So it is important that teachers are honest and sincere in their efforts while implementing the ideas. They should set aside their personal likes and dislikes and work for the larger interest of the community and its future. Students represent the community and the future of our nation. Let's not be left behind in the inexorable avalanche of change. We should be the change ourselves.

A pious man once prayed, "God, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference."

Let us also remember the dictum: "If there were no changes, there would be no butterflies".

Emerging Trends in the Field of Education in the Country

Er. Pradeep Singh Gour*

With several educational options available to students today, newer trends are emerging in this field which have completely changed the traditionally held perceptions about education in India. Several career options that were earlier not considered to be traditional have emerged as the most sought after education and career options such as radio jockeying, radio management, news anchoring, program anchoring, news reading and reporting for the electronic media, content writing, fashion designing, event management, hospital management, medical transcription etc.

Traditional study courses like medicine, engineering and other subjects still have lots of demand. However, with the changing trends in the global and national economic scenario newer courses are fast emerging as alternatives. The recent trends in education have certainly shown a deviation from the earlier trends.

Online Education is fast becoming a major preferred mode of education among students. Enrolling in regular courses is increasingly getting highly competitive in India; so online education and distance education has become a wonderful alternative and several students opt for this. As the term itself suggests, online education means web based learning, but there is no universally accepted definition. So, the methods used for implementing online education may differ from institute to institute. Some online courses may require students and teachers to meet from time to time for physical lectures or to conduct laboratory experiments while some may not require this. This can vary depending on the course which one opts to take up.

There are various benefits of opting for an online study course. Students will not have to make any alteration in their present daily routine. In fact an additional degree might actually help the student in improving career prospects. By sitting in the comfort of their home or any other place in the world, one can obtain degrees from many renowned universities across the world. Students will not have to travel anywhere to get the degree and can thus save huge amounts on boarding and lodging. Though online education is yet to pick up in India as compared to other countries of the world, the prospect in this field is huge. E-learning scope in India is immense. There are several universities and other educational institutes that offer online education facilities to their students.

Distance Education courses are very popular in rural India. One of the main reasons for this is the provision that one can get degrees from various renowned universities from anywhere in India. Distance education is given through correspondence courses, where the student and the teacher are separated in time or space and sometimes both. Distance learning is doing a wonderful job by enabling the less advantaged sections of the society.

* Principal, Lawrence And Mayo Public School, Kota

There are different types of distance learning options available to students. Some of them are postal correspondence courses, interactive CD-ROM courses, pocket PC/mobile learning course, tele course/ broadcast course through radio or television and synchronous or asynchronous internet courses. Just like online education, in distance education too, students will not have to relocate to new places or make any changes in their existing work. All they need to do is find out about some good distance education providing institute, get enrolled and get a degree.

Trends in School Education

School education provides the base for the future education of a student. There are various schools in India and many new ones are also coming up. Different types of schools like residential schools, boarding schools, government schools, day schools, primary schools and secondary schools operate in the country. Most of the schools these days have world class facilities including the best teachers to provide quality education to children. There are so many schools that are running in the country, but parents still find it difficult to choose schools for their children due to the huge numbers.

These days CBSE affiliated schools are undergoing a revolution in the education and examination reforms. This calls for a functional and reliable system of School-Based Evaluation. We need to look at the **holistic assessment** of a learner which also includes co-scholastic area of Life Skills, Attitudes and Values, Sports and Games as well as Co-Curricular activities. The CCE scheme aims at addressing this in a holistic manner.

However Indian students abroad are respected as they are cultured and respect the traditional values of this rich cultured and varied society. The experts in this field must incorporate some of these values and tradition in the curriculum.

"If you would attain to what you are not yet, you must always be displeased by what you are. For where you are pleased with yourself there you have remained. Keep adding, Keep walking, Keep advancing."

~Saint Augustine

CCE Apprehensions: Be the Change

Rajiv Kumar Sharma*

Mounting Apprehensions...

One hears a lot of apprehensive statements from many educators, school principals and teachers on the success of school reforms initiated and adopted by CBSE recently. It was initially thought that once the CCE is implemented in schools and one academic session rolls into the next, things will settle down. After all every change takes time to be accepted. And this was a big change. CBSE undertook a Herculean task of educating and orienting thousands of school principals and teachers and other stakeholders on these reforms. But many schools are still struggling to bring the CCE into practice. With time the apprehensions are not subsiding. Rather these seem to be increasing. The voices against these reforms are gaining strength. Skeptics are having a hearty laugh almost conveying 'Didn't we tell you so?'

Overwhelming Task...

After reading an article in a leading newspaper in which an eminent educationist and school principal had expressed his views conveying his reservations against the success of some of the newly introduced reforms, I couldn't help agreeing to him on many hard hitting points. The task of making the CCE and examination reforms a success of which I happen to be a part as a Master Trainer and Mentor and Monitor, started appearing overwhelming.

My School My Inspiration...

With these thoughts in mind I went for a round of the school. What I saw, reinforced my faith in the reforms and doubts, which had started creeping in my mind, vanished. In the play ground children were enjoying the additional recreational sports period that was introduced from the new session as an outcome of availability of extra time due to less preparatory time required for academics and testing now. Similarly in our school, with the reintroduction of morning drill and an additional fruit/salad break, health and physical fitness which are so important but increasingly compromised by today's generation will receive the required attention. Will these physically healthier children lack in motivation to achieve academic excellence just because annual examination is not the sole criteria of measuring achievement? And I felt no reason to believe that they will lag behind in anyway. Is that not one of the main requirements of growing children?

* Principal, Spring Dale Senior School, Amritsar



We all feel concerned and worry a lot about the deteriorating health levels particular by among urban populations. But what do we do about that? We can either worry and crib or do something about it. So creating time, space and opportunity in schools to give health education a proper attention now that it will find prominent place in child's report card, is a wonderful outcome of the reforms.

Other Changes...

It gave me an opportunity to over view the other changes that we have been able to incorporate in the process of implementation of CCE. And I felt that these educationally correct, universally accepted and much recommended changes cannot be so wrong to bring down academic standards in our schools. After all we are not lowering the academic expectations or achievement levels. **We are changing the mode of evaluation from just one technique to a variety of them.** We are doing so to accommodate more learning styles and provide better learning opportunities to a larger number of children to achieve better success. How can this rob the children, traditionally thought to be highest scorers, of the drive to obtain better scores? They will still experience the same high that they did earlier because they will still have to show their academic brilliance to achieve highest grades. Besides they will be conscious to work on other aspects of their personality too which are so important to have a wholesome life experience.

Changing the Way of Learning...

The atmosphere inside the classrooms has undergone a change with perceptibly increased levels of involvement both by the teacher and the students. **The expanded inventory of assessment tools which was always available but rarely used in classrooms for evaluation, is now changing the way learning happens.** This has resulted in active engagement of a larger ratio of students in classes in learning and creating knowledge. Active participation is bound to improve the learning outcomes.

Assessing Personality Traits...

The impressionable minds of growing children are the fertile grounds to sow the seeds of a better tomorrow. The reflection of children's personality traits and value system in their profiles makes them partners in their own evaluation. Nobody can take away that right from them. Not that assessing personality traits on a scale is the best mode to nurture moral values, but it is certainly better than not touching this most important aspect of education at all. So **it is up to us to internalize the educational opportunities these changes are making available to us.**

Face the Challenge Boldly...

The challenge is in implementation for which we all have to work to find effective solutions. **Initial hiccups should not deter us from pursuing the path of educational reforms necessitated by the other developments in our world.** We should not start blaming the proposals simply because we find it difficult

to adapt to the change? Change is inevitable whether we like it or not. Instead of compounding the problems by citing the challenges of implementation like lack of trained manpower, diversity in terms of rural-urban sectors, economic backgrounds, large population and so on, we should be working to find viable solutions to overcome these challenges. And that is what these children will have to do when they grow up- find solutions for the challenges faced by an increasingly complex world.

Dig Deep for Inspiration...

The challenges are enormous and if we only concentrate on surface level issues like academic standards and mechanism shortfalls in implementation, we will never be able to grow in the aimed dimension. We will have to dig deep to nourish the roots for a healthier tomorrow. The opening quotation of the **National Curriculum Framework 2005** from **Rabindranath Tagore's** essay *'Civilization and Progress'* should be taken as a corner stone of structural changes required to the way our children should learn in schools. It says, "creative spirit' and 'generous joy' are **key in childhood, both of which can be distorted by an unthinking adult world.**" If we fail to understand the meaning of this quote, whatever we do, will not have more than a cosmetic effect.

Enlarge the Focus...

The key lies in enlarging the focus. **Instead of just looking at administrative difficulties like record keeping, standardizing, benchmarking etc., we should look at the larger aims of education.** When we do so, we shall surely find the long term benefits of the proposed reforms. It is our responsibility as educators of 21st century to open new pathways in school education to fulfill the aspirations of a modern society. We cannot afford to hang on to rigid practices in this increasingly open world where every nation has to play its role to take up responsibilities to contribute towards common goals.

Be the Change...

If there are difficulties then let us change our approach to look at them. Let us find solutions to these teething problems. Let us help bring up our children in a better world. **Let us share our intellectual resources to improve upon our practices.** Let us be the change.

"Oh, would that my mind could let fall its dead ideas, as the tree does its withered leaves!"

~Andre Gide



Understanding Change for Nurturing Future

Ms. Mahalakshmi V. *

Right from prehistoric days, world has seen many changes. The only thing that is constant is change. Change is 'to become different or undergo alteration or transformation'. There have been many scientists, authors, writers and philosophers who have said much about Change. *Leo Tolstoy* once said "Everyone thinks of changing the world, but no one thinks of changing himself". *William James*, often attributed to *Mariliyn Ferguson* said, "The greatest revolution in our generation is that of human beings, who by changing the inner attitudes of their minds can change the outer aspects of their lives". Education, Engineering, Medicine, Legal and many other facets have undergone changes to suit the changing times. Changes are inevitable, always perceived as the cause of development, but the challenge is to understand changes in our pursuit to bring the best talent in schools. It is the ultimate aim of any academic institution to ensure changes do not affect the fundamental principles in school functioning – i.e. to ensure nurturing future talent.

Process of Understanding Change

In Educational institutions, there are many stakeholders – namely, Government agencies and regulators, School staff including teachers, parents, students and media. Let's face it: change isn't easy. Whether the change is positive or negative, chosen or imposed, it almost always causes stress, uncertainty, and general unease.

Educators, teachers, parents need to be aware of the challenge, whether dealing with different curriculum, different patterns of examination or changes in fees or changes in teaching methods or changes in teaching faculty or other changes in structure or approach. The first step in learning to deal with change is to understand as to how change works and what it looks like. Here are a few things to consider:

- Examine your present and past method of functioning.
- How quickly and easily teachers, students, parents go through the change process can depend on whether the change is imposed by outside forces (regulatory agencies, policy makers, school management) or as a result of a personal conscious choice. It can impact whether the outcome will be positive or negative.
- Looking back at how you have successfully dealt with change in the past can help you go through change in the present. It can also help you lead other people through change.

* Principal, Capitol Public School, Bangalore

MANAGING CHANGE

Professionally, there have been management tools like Change management to overcome the difficulties of Change. Following are some management tools that can be used to manage change in schools:

- ✓ **Communication** – There are many types of communication – inward and outward, forward and backward, upward and downward communications. Improper and ineffective communication can worsen the change management. For an effective communication to deal with change in schools, many methods can be followed. Some of them are: parents-teachers forum, use of proper and simple language to explain the changes via letters, e-mails and notice boards, conducting workshops to get teachers understand the need for change. Communication to explain the changes in diverse environment requires separate skills.
- ✓ **Documentation** – It is always essential to document all changes within the school functioning.
- ✓ **Life-Work balance and stress management** – Most schools aim and are successful in bringing about life-work balance and managing work-related stress.
- ✓ **Business Continuity and Talent Retention**

It should be understood that Change is more likely to be accepted when:

- ❖ The reasons for change are understood by all stakeholders in the school, especially students and parents.
- ❖ Change does not threaten needs
- ❖ Those affected help to create change
- ❖ Change follows previous successful changes
- ❖ People will share in the benefits of the change

Time, which changes people, does not alter the image we have retained of them.

~Marcel Proust

Constants in the Changing Styles of Education

Harish Sachdeva*

Today's child is more protective and more pampered than ever before. At the same time, no doubt today's child is brighter and smarter than the child of forty- fifty years before. Thanks to the resources made available by the parents, today's child has roamed around the world, virtually or physically. As a result, he has enriched himself culturally, behaviourally, socially and emotionally. But a child is a child after all and depends on elders for lot many things.

The education system today allows for more scope of introducing more and more electronic gadgets, by and large, computer based devices into teaching. To name a few- scientific and graphical calculators, electronic dictionaries, electronic encyclopedia, metric converters etc. Most of the institutions have adapted to this change.

Centuries past and centuries ahead to come, essentials of education have been constant and will stay unchallenged. And these are – sound knowledge of language, flair for the numbers, and an inquisitive way of looking at things. Everything else that relates to education revolves around these three disciplines.

Language plays the most important role in learning. Language further has two aspects – vocal and written. Vocal part includes listening and speaking. Both the parts demand a great deal of discipline. And there is a trivial formula. Any presentation whether it is in written form or spoken, its reception depends on accuracy of the language used in it. Once your language becomes strong, you will find yourself in a comfortable zone. Language helps you everywhere and adds on to your confidence to a greater level. Study of History, Geography, Pure Sciences, Psychology, Philosophy etc becomes easier with a good hand in language. A good knowledge of language adds beauty to life style as well. A good knower of language will never use indecent words and will always have a positive attitude towards life.

Love for numbers and basic mathematical operations is another important 'essential' for every learner (and tell me who is not a learner in this world?). Some children very comfortably find interesting patterns in the numbers at a very small age. Picture this. A father told his six years old son that his new car's number was 1248. And the first grader replied, "Wow, dad you got a wonderful number. Each digit is double of the digit before it."

The father was amazed on his son's observation. No wonder this child may find his career built up on foundation of Mathematics. In fact, from a purchase of a grocery item to manufacturing of a sophisticated fighter plane, numbers are used everywhere with mathematical operations, of course.

**Principal, Texmaco DPS International School, Indonesia*



An engineer, an architect, a programmer, a doctor and even a home maker, everybody uses numbers and basic mathematical operations to some extent. Your thinking becomes more analytical and your decisions become more accurate when you have a mathematical approach towards a problem. Ironically, it is seen that children have an undefined fear for mathematics. When such a beautiful subject has a great importance in life, fear for it is baseless. Parents and educators must create situations for the children so that they understand the importance of the subject and start loving it. A good practice of these patterns enhances our drawing skills and handwriting. Another branch of Mathematics is Geometry which involves some beautiful symmetrical patterns.

The third 'essential' for a student is an inquisitive approach to anything that comes his/her way. A learner needs to be hungry for knowledge. Learning can take place at any time and at any place. Curiosity is a synonym for 'Science'. Children possess a great amount of curiosity. Once, I was standing in the school quadrangle. All of a sudden, a kindergartener appeared from somewhere and fired at me, "Sir, are you wearing two ties?" I looked in the direction of the voice. I found a cute child wearing the tie with the elastic to hold. I replied, "No my child. I am wearing only one tie." "No", he was adamant, "I wear one tie. You are wearing two ties. Look, one this and one below this." He was referring to the underneath part of the main visible part. After another five minutes of unsuccessful efforts of convincing him, I had to take my tie out to prove that it was 'really' one tie. Here I am talking about the inquisitive nature of that child. He did not give up until he actually learnt that there are ties different from one that he and his friends wore. Children with this kind of attitude towards learning become great learners.

Apart from these pedagogical essentials, there are some ethical essentials which deal with the moral values of life. Mind that at the end of the day, character of a person is far more important than his academic and materialistic achievements. One should never be proud of one's materialistic gains. These gains are temporary, just like bubbles. It is the character of a man that gives him recognition. And the character is strengthened by the qualities like courtesy, integrity and philanthropy. Have love for the entire humanity. Accept the world the world is all yours to accept you.

"Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights"

~Pauline. R. Kezer



Challenges in Educational Reform

Dr. M. Kasturi.*

With the beginning of the millennium, the national scenario is changing and we need to strengthen our education system to make it competitive. The current education system aims at improving student-teacher-parent relationships, increasing learning levels, optimum utilization of available resources like library and laboratory, administrative aspects like staff and knowledge management and other student centered processes like participation in co-curricular and extra curricular activities. With changing patterns of education delivery, course content, nature of learners and organizational structures, quality aspect has become an inherent component of the education system. The challenge now is to improve the quality of teaching and learning at the school level.

The education in India has been typically examination oriented and faced criticism from the public and the noted educationist alike. In the current exam oriented evaluation, the marks are awarded and the result of the students is declared in terms of divisions. The minimum level of qualifying the exam is fixed for all the subjects alike and the students have to qualify the exams in all the subjects in one go. The purpose of examination is to differentiate the students of different abilities on the basis of their performance in one examination. When marks are used as a criterion for selection, there is an implicit assumption that a student getting 60 % marks is superior than the one getting 59% marks. Similarly when a student gets 100% in a subject, it does not mean that he knows every thing on that subject. Although, examinations are the integral part of the educational process, as some form of assessment is necessary to determine the effectiveness of teaching and learning processes, various commissions set for the past few decades have emphasized the need for reforms in examination. It was proposed that the marks should be converted into grades in such a way that they define relative levels of achievement of students uniformly for all the subjects as is being done by many of the examination bodies abroad.

All children are naturally motivated to learn and are capable of grasping of what they have been taught by their teachers. They learn in variety of ways through classroom teaching, interaction among counterparts, making and doing things, experimentation, through experiential thinking and reflecting and expressing oneself in speech or writing. They require opportunities of all these kinds in the course of their development and the learning must be paced in such a way that it allows the learners to understand the concepts rather than remembering only to forget after examinations. At the same time learning must avoid boredom, must provide variety and challenge and should be interesting and engaging.

* *Principal, Birla Balika Vidyapeeth, Pilani*

What other Principals say...

Every one wants to change the other and the world, but they never think of changing their behavior or deeds and self. Self directed change is better than trying to change the huge world. Change should start from self. You be the change and lead the society, nation and the world. You be the lead and leader for change. You be the initiator for change and see the difference. You be the change and enjoy the fruits of change. You be the change and prove to the world that nothing is impossible; only human effort is necessary.

In the education field, a teacher, principal/administrator plays a key role in bringing change in various fields in the school. A teacher/principal with a dynamic vision can bring change in the entire school, in academic atmosphere, discipline in the vidyalaya and participation in various activities. Sudden changes in the school some times leads to friction in the initial stages, but later on people understand the good intention behind it. Some slow and progressive changes also help in bringing out change in a desirable direction.

Take the lead and you be the Change.

S. Radha Mahalakshmi
Principal, KV RWF,
Velahanka, Bangalore

The Drive for change is often accompanied by enormous responsibility at a personal level. Successful change agents never felt intimidated when they started down their paths. They did not hesitate because they were alone, nor did they fear repercussions from society. In their heart they believed in what they stood for and embarked on their journey inspiring through example along the way. This does not necessarily mean that the change itself has to be of a large magnitude. Sometimes even a small change can make a significant difference.

The philosophy of change can be understood in the following words –

When I was a young man, I wanted to change the world. I found it was difficult to change the world, so I tried to change my nation. When I found I could not change the nation, I began to focus on my town. I could not change the town and as an older man , I tried to change my family. Now I realize the only thing I can change is myself , and suddenly I realize that if long ago I had changed myself, I could have made an impact on my family. My family and I could have made an impact on our town. Their impact could have changed the nation and I could indeed have changed the world.

Shyam Agarwal,
Principal, Advanced Academy,
Indore

What other teachers say...

While many teachers have the ability to think critically (we had to learn these skills to earn advanced degrees in our disciplines), many students (including our own) never develop critical thinking skills. Why? There are a number of reasons. The first goal of education, "what to think," is so traditionally obvious that instructors and students focus all their energies and efforts on the task of transmitting and acquiring basic knowledge. Indeed, many students find that this goal alone is so overwhelming that they have time for little else. On the other hand, the second goal of education, "how to think" or critical thinking, is often so subtle that instructors fail to recognize it and students fail to realize its absence. Over the years, textbooks grew larger and curricula became more concentrated; students were expected to memorize and learn increasingly more material. Acquisition of scientific facts and information took precedence over learning scientific methods and concepts. Inevitably, the essential accompanying task of transmitting the methods of correct investigation, understanding, and evaluation of all this scientific data was lost by the roadside.

Tribhuvan Mendiratta,
PGT (English),
Puranchandra Vidyaniketan,
Kanpur

Change is always needed in all aspects of life. It can be a growth or diminishing factor – It is unavoidable in everyone's life. Just a few hour test or examination based on class observation and reading cannot be 100% evaluation of a child. So as a teacher i whole-heartedly accept the change in the concept of evaluating a child.

C. UMA,
Teacher, Dr. G.S.K Memorial School,
Kumbakonam

There are many things to be changed or improved in a society, organization or even in a family. But if you want to bring any positive change in any of these, you should be the first change. Only then you can understand the difficulty in changing oneself and if you succeed in that, you can not only be a role model but can also inspire and draw others to that expected change. Our nation can be transformed if all of us would take the responsibility for it. We need to ask ourselves if we can be the change we want to see. The youth have a strong desire for change and that's how ideals are born. But as reality sets in and as life goes on, we tend to mellow down and compromise on ideals for the sake of survival. This compromise whether we do or do not, or to what extent, determines the change that we can bring about.

K.V. Usha Kumari,
Dr. GSK Memorial School,
Kumbakonam

Building a generation means to give a shape to the future society. Our society needs the gentle minds to work peacefully, the lovable hearts to hug everybody and the strong body to protect and serve the country and the world. When this is the only dream that we recommend, then the society pleads for 'teachers' those who aim at "change" first within, then in the children as they are the best link between the society and wisdom.

The role of a teacher in the changing social scenario is becoming very challenging. The society is becoming more materialistic and values appear to be pushed into the background. There is nothing unusual about it. But the situation would not remain like this for ever. There are enough indications that our country would awaken once again to those eternal values for which this land has stood for many centuries. We are at a transition time during which it is essential that the values are maintained and nurtured. Only an ideal teacher whose life itself is a beacon light of values can lead a society in the right direction.

Mr. Harekrushna Behera
TGT, Social Science,
Chinmaya Vidyalaya,
NTPC, Unchahar, UP

There is no second thought to the fact that each one of us has to cope with the change as change is life. We have to be open to the changes and be ready with a proactive approach not only to face them but also to imbibe them in our lives as without change even life gets stagnant. One has to accept the changes taking place in the universe.

As it has been rightly said that coming events cast their shadows before, the changes around us are enlarging their contours. Well begin is half done, so let us embrace the change and be a part of it.

It is not the strongest and the most intelligent of the species that survive, but the one most responsive to change.

Rajendra S. Malwal
HOD English
The Aditya Birla Public School, Veraval,
Gujarat

According to the law of attraction, one of the fundamental aspects to living a life by design, explains that everything that it is created in the outside world is the result of what takes place internally. Being the change we wish to see in the world starts with taking full responsibility for everything that is happening in our life.

P. Nisha Murthy,
Dr. GSK Memorial School,
Chozan Maligai.

I feel it is everyone's best interest to start, as well all have a part in this world and we should all do our part to make the difference!!!

- We should avoid using our automobiles for short distances as they emit carbon, which is extremely harmful for our Environment.
- People working in same area can share one vehicle.
- One must reduce use of Refrigerator.
- Change from plastic to paper.
- Start using rechargeable batteries.
- Grow at least one tree in every house as he/she who plants a tree, plants a hope.
- Three important rules must be followed:
(1) Reduce (2) Reuse (3) Recycle

We always wait for someone somewhere to change the world as we wish it to be, while we whine that time and circumstances are unfavourable. We generally ignore the fact that the best place to find a helping hand is none other but at the end of our own arm. For things to work in our favour, we must change our attitude. We must care for our Environment as it is something that we all share 365 days a year.

Internalize the change within and radiate a life force to influence others and you will see yourself becoming "THE CHANGE YOU WANT TO SEE".

Neha Grover
T.G.T-English
Maharaja Agrasen Public School,
Ashok Vihar, Delhi

"The only man I know who behaves sensibly is my tailor; he takes my measurements a new each time he sees me. The rest go on with their old measurements and expect me to fit them.

~George Bernard Shaw

NEWS FROM SCHOOLS

'Joy of giving week' celebrated at Brain International School, Vikaspuri

"Joy of Giving Week" was held in **Brain International School** during which students were requested to contribute their bit for the thousands of resource starved slum and orphaned children lacking basic things. The students involved themselves in large numbers and contributed books, toys, stationery, clothes etc. The things were donated by the students to the Institution working for - '**Sewa Bharati – Maatrichhaya**' **Orphanage, Peera Garhi.**

Heritage Day at DPS, Nacharam

With a view to sensitize the youth and inculcate in them a healthy value system towards their own heritage, **Heritage Day** was observed in **DPS Nacharam**. DPS Chargers, the Social Studies Club which is phenomenally active, adopted the Dargah at Moula-Ali to conserve it. The head of the department of social studies Mrs. Charu Mathur administered a Heritage Oath to all the members. The representatives of Class VI and VIII of the DPS Chargers club went to Moula-Ali and cleared the Dargah as part of a project in Social Science.



Heritage Club members of DPS Nacharam cleaning Maula-Ali Dargah



Students of Brain International School visit Sewa Bharati-Maatrichhaya

Central India Academy, Dewas conducts Seminar on CCE

Central India Academy, Dewas (M.P) organized a seminar on the Continuous and Comprehensive Evaluation System introduced by the CBSE on the 20th of February for the teachers of schools located in Dewas, Ujjain, Sonkatch, Agar, Ratlam, and Mandsaur. The resource person was Mr. M.G Paranjape, Director, Sri Sathya Sai Schools, M.P. and a noted educationist. Over 250 teachers attended this programme and gained insight on the topic. A large number of queries of the teachers were also answered by the speaker.

The CCE programme, its merits, its functioning, the grading system, the subjects which have to be graded, the descriptive indicators for grading, were some of the points covered at this seminar.

CCE Programme at DPS, Numsaligarh

On 11th February 2010 **DPS Numaligarh** organized a Triangular interactive session on CCE. Parents of Class IX were invited for this interactive programme. The faculty members had detailed discussion with parents wherein all the grey areas regarding the Class IX syllabus, question papers from the Board, evaluation of Answer Books by teachers and class X Assessments were discussed.



Interaction with the parents on CCE at D.P.S Numsaligarh.

Work Shop at D.A.V Centenary Public School, Vaishali Nagar, Jaipur

Two days workshop on '**Strengthening Human Values and Life skills in Education**' was held at **DAV Centenary Public School, Vaishali Nagar, Jaipur**. The stress was laid on value inculcation amongst the students.

The facilitators of the workshop discussed the evaluation scheme for Life Skills, attitudes and values as per the CBSE norms thus covering

the CCE in the co-scholastic areas of the students. The workshop concluded with the Valedictory function and honouring the resource persons and the Chief Guest Shri Y. D. Jigyasu, Regional Director Rajasthan Zone.

Grand Parents Day at O. P. Jindal School, Urjanagar

'**International Day for Elderly**' was celebrated as '**Grand Parents' Day**' with a lot of festivity by the Pre-Primary Wing of **O P Jindal School, Urjanagar**. Grandparents of Nursery and KG classes were invited to witness the programme. The tiny tots took their grandparents to a tour for '**BHARAT DARSHAN**' being dressed up in the colorful traditional dresses of different parts of the country blending their vibrating feet with the rhythm of '**Hai da la lore gehere...**' – a popular Chattisgadi Folk song. The special chunk of the programme was the musical Chair for the grandparents.

Spiritual session at Tagore Public School, Vaishali Nagar

Chinmaya Yuva Kendra, youth wing of Chinmaya Mission, organized an interactive session with the students of **Tagore Public School, Vaishali Nagar**. The agenda of this session was



Swami Vinayakji interacting with the students of T.P. S. Vaishali Nagar

empowerment of youth in the right direction. Swami Vinayakji of Chinmaya Mission, in his speech, stressed the need for developing self confidence and self discipline among students.

Maharaja Agrasen Model School, Pitampura celebrates its Silver Jubilee



Cultural programme on the occasion of Silver Jubilee celebration of Maharaja Agrasen Model School

Maharaja Agrasen Model School, CD Block, Pitampura celebrated Silver Jubilee on 10th April, 2010 with zeal and enthusiasm. Students presented a cultural extravaganza in which the resounding symphonies of the School Orchestra enthralled everyone present on the occasion. On this mega event, the guests were apprised with the school's glorious past. The day also saw the release of Telephone Directory and the school Calendar.

Investiture ceremony at Maharaja Agrasen Public School

One of the most important events of the school- the '**Investiture Ceremony**' was conducted on 29th April in the school premises. The Head girl, Diksha Gupta, administered the oath to other leaders and Prefects. The young leaders took the mantle of responsibility with commitments. In the end, the newly appointed School Head boy-Tejasvi Pandit and Head girl –Diksha Gupta gave vote of thanks,

on behalf of all the office bearers. The solemn Ceremony was finally concluded with the singing of the Prayer and generous words of the Principal.

Teachers Orientation Programme at Aishwarya Public School

Aishwarya Public School conducted a five days orientation programme for the teachers under the auspices of its Centre for Education Research and Training (CERT). The programme started on 24th May 2010. Dr. Gireesh, the clinical Psychologist dealt in detail the Psychological problems and learning disabilities faced by the students and its remedies. The afternoon session was handled by the Principal Dr. G. Manulal. He gave a presentation on the Continuous and Comprehensive Evaluation. Mr. Prabhakarvind took classes on effective classroom management. Computer Aided instruction was handled by NIIT.

Talk on 'Teacher: A Legend' at Gyan Mandir Public School, Nirman Vihar

Gyan Mandir Public School, Naraina Vihar organized a talk on the topic Teacher: 'A Legend' by Mr. Suraj Prakash, former Principal CRPF, Rohini and former Chairman of NPSC on 3rd July 2010.

Labour Day Celebration at Bhavan's S.L. Public School, Amritsar

Labour Day was celebrated on the premises of **Bhawan's S L Public School** in May 1, 2010 during the assembly. Students of Class IX presented the assembly. They highlighted the importance of laborers in day to day life. A short play was enacted and the message, to respect all irrespective of their caste, colour, creed and work they do, was given by them. Kanika of Class IX recited a poem on dignity of laborers. Principal Mrs. Anita Bhalla honored the fourth class employees of the school.

Safe Travel Guidance Given At Dolphin International Residential School, Sejbahar Raipur (C.G)



Guidelines being given to children on safe travel at Dolphin International Residential School

With an aim to provide proper guidance and counseling to students about Safe travel, DIRS Sejbahar organized a programme called Safe Travel along with the parents on the 1st day of new session 2010-2011.

Workshop on "Attitude, Values & Examination Reforms" at DAV ACC Public School, Kymore



Work shop in progress at D.A.V. ACC Public School, Kymore

With a view to be a "Part of the Change", DAV ACC Public School, Kymore, conducted a one day Teachers' Workshop on "Attitude,

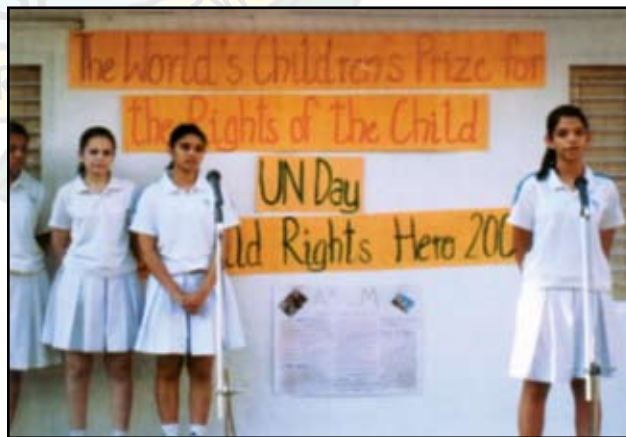
Values and Examination Reforms" on 30th March 2010. The workshop was inaugurated by the Chairman of the School, Mr. Ashok Nanavaty. He motivated the staff members with his inspiring words, explaining the need to develop the right attitude and values so as to become better teachers/ mentors. Then the school Principal, Mr. Satya Prakash Srivastava, acquainted the staff with his "future vision" of the school, the strong infrastructure, the need to strengthen the scholastic and co- scholastic activities and the development of appropriate life skills which will enable students to meet any future challenges.

Little Rock Science Park

Little Rock Indian School, Brahmavar has launched a Science Park for the science teachers to make children mingle with colourful and interactive science gadgets, and thereby making learning a more meaningful and fun filled activity. The school has started the first phase of the park with 19 Science gadgets.

Maharaja Sawai Mansingh Vidyalaya, Global Vote 2009

On the occasion of the 62nd UN day, the students of Maharaja Sawai Man singh Vidyalaya,



Students of Maharaja Sawai Man Singh Vidyalaya giving a presentation on 62nd UN day

Jaipur participated in the Decade Global vote, an initiative of the World's Children Prize for the Right of the Child or the WCPRC Decade Child Rights Hero.

B.E.M.S celebrates the 'World Heritage day'

On 17th April, about 140 students celebrated the 'The World Heritage day' by paying a visit to one of the most reputed National archaeological sites of Gujarat at Chapaner, near the famous holy shrine Pavagarh.



Students of B.E.M.S at on archeological site celebrating world Heritage day

Cultural Extravaganza at St. John's school, Abu Road



Ganesh Stuthi in Progress at St. John's School, Rajasthan

The students of **St. John's School** presented a cultural extravaganza which helped to create an environment of mutual love and respect among

people to ensure harmony in the family and society. The stage saw a confluence of a variety of dances from different parts of the world. The Hawaiian Dance, Cowboy Dance, Arabian Dance, Russian Dance, Ball room dance, Mughal dance forms mesmerized the audience. The Indian dances of Ras Leela, Ganesh Stuthi, Bhangra too exhilarated the spirit of the audience.

Grand Parents Day at Delhi Public School, Vidyut Nagar



Children's Presentation on Grand Parents day at D.P.S. Vidyut Nagar

The **Grand Parents Day** was celebrated on 9th March, 2010. 192 children from Class Nursery to Class VIII and XI enthralled their grandparents with spectacular performance in Music, Dance, Drama and Recitation. Children were also given Achievers' Prizes for their exemplary performance in Music, Dance, Art, Sports for having good Human Values and Care for the Environment.

Annual Investiture Ceremony at BGS National Public School

BGS National Public School held their annual Investiture Ceremony recently. The School Pupil Leaders, House captains and Sports captains were sworn into office. The school choir presented an inspiring song, 'Kandhon se Kandhe' from the movie "Laksh",

on the occasion. The leaders pledged to symbolize their school logo – the Trishul, the Sun and the peacock which stands for strength and gentleness, pride and humility and the sustenance of life and growth.

Grand Parents Day at Delhi Public School, Rajkot

'Grand Parents Day' was organized by Delhi Public School, Rajkot on 25th March, 2010. The Chief Guest Smt. Kanchanben V. Lamdar and Shri Vinodrai Kamdar inaugurated the event by lighting the lamp. The Grand Parents of



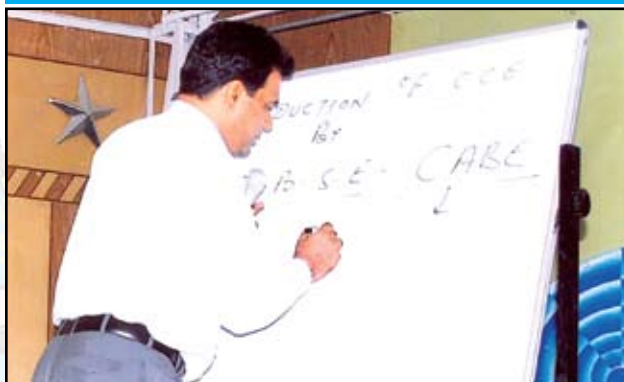
Student activities during Grand Parents day

the students of Classes Pre-Nursery to V were present.

Programme on Effective Public Speaking at Angappa Senior School, Coimbatore

Under the CCE, a Programme on “**Effective Public Speaking**” was conducted at Angappa CBSE Senior Secondary School, Coimbatore for classes IX to XII . Mr. Star Anand form Vivekas Business Management Office Bearer, Vice President of Giants International gave effective tips for Public Speaking. .The meeting was presided over by Mrs. K. Navamani, Principal and attended by Mr. Unnikrishanan, **Member-Giants Group of Cotton City**, Coimbatore.

Workshop On C C E at Hindu Vidyapeeth, Sonapat



*Presentation at a Workshop on CCE in
Hindu Vidyapeeth, Sonapat*

Hindu Vidyapeeth organized a one week workshop on Continuous and Comprehensive Evaluation. The programme was schedule from 30th May to 5th June, 2010. The Principal, Hindu Vidyapeeth ,Dr. Ashok Kumar was the Resource person, 106 teachers from the school got enriched with innovative methods of teaching via CCE.

Library Fair at English Medium School, Haveri

To bring awareness among the students, teachers and parents about books and variety of books present in the school library, the school conducted a Library Fair during 1-3rd June, 2010 .The fair was open for all the public of Haveri from 4 pm to 5.30 pm.



*Books exhibition during the library fair at
English medium School, Haveri*

HEALTH & WELLNESS CLUBS

World Health Day Celebrated at Spring Dale Senior School, Amritsar

As a part of school Health and Wellness club activities World Health Day was celebrated at Spring Dale Senior School, Amritsar on April 7. The theme of the event was 'Healthy Cities for Better Life'. Various school children were invited to participate in the debate competition on the topic 'Has urbanization led to diseases'? A collage making competition, in which the participating students prepared three dimensional collages depicting the ravages of unplanned urbanization, was also held on this occasion. The collages depicted villages being swallowed up by high rise buildings as well as the damage being caused to human health, flora and fauna due to unplanned urbanization. In the debate the participants



Aditya Birla Public School celebrates Earth Day

stressed upon planned urbanization to minimize the ill-effects of urbanization.

D.A.V. Centenary Public school celebrates World Health Day



Display boards with messages exhibited at D.A.V. Centenary Public School on the occasion of World Health Day

World Health Day was celebrated on the premises of DAV Centenary Public School, Sec.-12, HUDA Panipat on 7th April 2010. The main objective behind the celebration was identifying different diseases attacking the modern world, their causes and effects as well as precaution and treatment. In order to make the day beautiful display boards show-casing relevant material were exhibited at different places. A play exploring some home remedies was also presented.

Nutrition Week Celebrations at DPS Mandir Road

Delhi Public School, Mandir Road observed Nutrition week to make the students aware of the various aspects of a nutritious diet, the hazards of food adulteration and junk food. They also learnt about simple breathing exercises which can recharge the body in minutes.

World Health Day celebration at Bhakt English Medium School, Kakrolia

On World Health day, nearly hundred students of Bhakt English Medium School, Kakrolia, Panchmahal went on a rally to the four important hospitals in the town of Bodeli. The purpose of this rally was comprehended to the public by carrying a banner depicting about the 'World Health Day'.



Rally organised by Bhakt English Medium School, Kakrolia on World health day.

Health and Wellness Club Launched at Veda Vyasa D.A.V. Public School

Veda Vyasa DAV Public School Vikaspuri launched the **Health and Wellness Club** on 3rd May 2010. The basic motive is to give the students the knowledge and tools to promote health and wellness in their life and communities around. Various activities and projects have been crafted out to make children learn to take responsibility for their own health. The day of the launch saw the Work Education group organize different activities like Poster making Competition, Nutrition Education Competitions, Bulletin Board Decoration, Obesity and Community Awareness Programme all based on the theme Health and Wellness.



Students displaying placards at the launch of Health and Wellness club

The wheel of change moves on, and those who were down go up and those who were up go down.

~Jawaharlal Nehru