

CENBOSEC

Quarterly Bulletin of the Central Board of Secondary Education

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Readers' Forum

I would like to profoundly thank you for organizing the CBSE orientation workshop for Principals on 28th and 29th July 2008 at the CBSE Head quarter. It was very informative and enlightening.

Rupa Chakrabarty
Principal
Suncity School,

I had the rare honour to be selected for visit to Japan as part of JENESYS during May-Jun 2008. I wish to extend my sincere thanks to you and your entire office for giving me this opportunity to become part of JENESYS and gain an experience of a life time. I shall remain ever grateful to you and entire organization for such a rare opportunity.

I have shared my experiences with my colleagues and the entire world by writing a small write up about my visit to Japan as part of JENESYS at our college web site, the link to that is as follows. Link : http://www.mayocollege.com/News08/VisitToJapan_Prateek.html

Thanks for making my dream come true.

(Prateek P Singh)

We take the opportunity to appreciate the CENBOSEC team for excellent editing and printing of the quarterly bulletin issued by CBSE. We in GVM have been very regular in going through all the sections of the CENBOSEC. The quarterly bulletin is highly informative and provides the right platform for knowing more about CBSE schools in India and abroad. It also keeps us posted and updated about various changes and developments

incorporated in the evaluation techniques, curriculum and administration.

Dr. Prashant Thote
Principal
Gyanodaya Vidya Mandir
Narsingarh, Damoh (M.P.)

Thanks for the last issues of CENBOSEC. This issue had very good articles that were needed to uplift the teaching community such as Teacher's profile, Professionalism in Teaching and Devaluation of Evaluation. CENBOSEC is the window of CBSE that allows us to breathe fresh air.

Mrs. Archana Thakur
Chemistry Teacher
Gyanodaya Vidya Mandir
Narsingarh, Damoh (M.P.)

I am pleased to inform you that there is a great demand for the magazine CENBOSEC from the students and teachers of my Vidyalaya. Indeed, CENBOSEC is useful to update news of CBSE. Through this bulletin, we are able to share the thoughts given by veteran educationists who are experts in their fields. It also gives information about the change of rules and policies of the Board, which are useful to school administration.

Anticipating your prompt and positive response.

Yours faithfully,

(K.L. Nagaraju)
Principal

From the Chairman

All children need to be equally valued and have the same opportunities for participation.

In addition to emphasizing inclusive ideological principles, to me it seems more useful to bring in systemic reforms that translate into practical initiatives. Inclusion and inclusive practices are a part of a dynamic process which can undergo change, modification, revision, building and moving forward with new experiments while at the same time maintaining flexibility and an open mind to changes.

Inclusive Practices assume that with good teaching and effective pedagogical practices each child can learn when supported by an appropriate environment, encouragement and meaningful activities.

There is a need to promote equity and also respect individual differences. An inclusive school values diversity in terms of learners, languages, economic disparities, class distinctions and disability. Such schools treat students, teachers, other staff and parents as a community of learners within a continuum. Learning Disability is often manifested in ways that hamper the ability of the learner to listen, think, speak, read, write, spell or to do mathematical calculations. This could easily lead to impairment in perception, conceptualization, language, memory, attention or motor control. It requires a 'Taare Zameen Par' for teachers, parents, community to be jolted out of a sense of complacency and acknowledge that each child is unique and special with a set of strengths and weaknesses which must be respected and worked around. The movie tells the story of an eight year old boy whose suffering is mitigated only when an empathetic and sensitive teacher identifies him as a dyslexic. Another poignant reminder of the intricacy of relationships of a blind girl and her teacher mentor as brought out in the awesome performance of the lead protagonist in the movie 'Black' need to be watched by all children and teachers, preferably together.

The CBSE as far back as 2003 attempted to bring out a document to address this issue of MR in 'Poor School Performance'. Much water has flown under the bridge and there is a need to revise this document along with 'Knowing Children Better' and address the issue of 'Inclusive Education' holistically and comprehensively. The CBSE has also made provisions for the disabled to bring in more and more special children to the mainstream by bringing in several concessions for physically handicapped, blind and dyslexic candidates. The exemptions range from studying only one language, using an amanuensis, granting additional time of 60 minutes at the time of examination, special arrangements at the examination centres, separate question papers in enlarged prints for blind candidates in Science and Mathematics and providing alternative type questions in lieu of questions with visual inputs for the visually challenged candidates appearing in class X in English and Social Science. The CBSE also ensures that separate evaluation is focused upon so that extra attention is paid to this category of students.

I also tend to incline towards a broader canvas of inclusion which includes social inclusivity. There are a growing number of people around the world who are excluded from meaningful participation in the economic, social, political and cultural life of their communities. When large number of individuals or groups are marginalized, society itself becomes polarized. Such a society can neither learn, nor grow. All learners in my opinion should be given the right to receive the kind of quality education that does not discriminate on grounds of race, class, disability, caste, gender, religion, language or capability.

The CBSE in its circular on 'Inclusive Practices in CBSE schools' has recommended that all children and staff in schools affiliated to CBSE ought to take a pledge to stop child labour in their own homes and neighbourhoods.

Special educators or teachers handling special children should not be marginalized within the school system. On the contrary they should be positioned as lead players by involving them in other curricular and co-curricular activities of the school. The Board has also taken a step forward by initiating Teacher Awards for special educators.

Inclusion comprises a vibrant movement within the sub text of a more encompassive humanistic educational framework. I firmly believe that there is an increasing need to engage in a vigorous debate over the complex issue of inclusion within a larger framework and I welcome suggestions from all sections and sectors involved with education.

Shri Vineet Joshi, IAS
Secretary and Chairman, CBSE

Educators are misinformed and confused about inclusion... We believe that inclusion, by its very nature, cannot exist in environments where some children are educated separately or substantively differently to their peers. It is perhaps easier to provide examples of what is not inclusion. Educating children part time in special schools and part time in regular schools is not inclusion. Educating children in special, mostly segregated, environments in regular schools is not inclusion. Educating children in regular classes, but requiring them to follow substantially different courses of study in terms of content and learning environment to their peers, is also not inclusion (unless all children in a class follow individual programmes). Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy. It involves regular schools and classrooms genuinely adapting and changing to meet the needs of all children, as well as celebrating and valuing differences. This definition of inclusion does not imply that children with diverse abilities will not receive specialized assistance or teaching outside of the classroom when required, but rather that this is just one of many options that are available to, and in fact required of, all children.

Loerman and Deppeler (2001),

अध्यक्ष की ओर से

“सभी बच्चों को समान रूप से महत्व तथा सहभागिता के अवसर प्रदान करने की आवश्यकता है।”

मुझे ऐसा प्रतीत होता है कि वैचारिक सिद्धान्तों पर बल देने के साथ-साथ ऐसे व्यापक सुधार लाना अधिक लाभदायक होगा जो व्यावहारिक रूप में कार्यान्वित हो सके। उदार मानसिकता एवं लचीलेपन के साथ-साथ समावेशन तथा समावेशित व्यवहार इसी गतिशील प्रक्रिया का हिस्सा है जो बदलाव, संशोधन, परिशोधन और नये अनुभवों की रचना कर सके तथा उनके साथ आगे बढ़ सके।

समावेशित व्यवहार के अनुसार यदि उचित अध्यापन तथा प्रभावी अध्यापन-कला का इस्तेमाल किया जाए तथा उपयुक्त वातावरण, प्रोत्साहन तथा अर्थपूर्ण क्रिया कलाप प्रदान किये जाए तो प्रत्येक छात्र भलीभांति सीख सकता है।

आज समानता को बढ़ावा देने तथा व्यक्तिगत विभिन्नताओं का आदर करने की आवश्यकता है। एक समावेशित विद्यालय शिक्षार्थी, भाषा, आर्थिक असमानता, वर्ग विभेद तथा अशक्तता के परिप्रेक्ष्य में विभिन्नता को महत्व देता है। ऐसे विद्यालय छात्रों, अध्यापकों, अन्य स्टॉफ तथा अभिभावकों को शिक्षार्थियों के एक समुदाय के रूप में देखते हैं। अधिगम अशक्तता प्रायः शिक्षार्थी की सुनने, विचार करने, बोलने, पढ़ने, लिखने, वर्णन उच्चारण करने तथा गणितीय गणना करने में बाधा अनुभव होने के द्वारा प्रकट होती है। यह आसानी से बोध, वैचारिकता, भाषा, स्मृति, ध्यान एवं गति नियंत्रण में क्षति की ओर ले जा सकता है। ज्ञान तथा आत्म संतोष की अनुभूति को विस्मित करने के लिए अध्यापकों, अभिभावकों को ‘तारे जमीन पर’ जैसे चलचित्र देखने की आवश्यकता है क्योंकि समर्थता एवं कमजोरी के साथ प्रत्येक बच्चा अद्वितीय एवं विशिष्ट है जिसका आदर किया जाना चाहिए। यह फिल्म आठ वर्ष के एक बच्चे की कहानी है जिसके कष्ट तभी कम होते हैं, जब वह एक दयालु तथा संवेदनशील अध्यापक द्वारा डायलेक्सिक के रूप में पहचाना जाता है। “ब्लैक” एक नेत्रहीन छात्रा तथा उसके अध्यापक के जटिल सम्बन्धों की मार्मिकता पर आधारित एक अन्य फिल्म है जिसमें एक अग्रणी नायक ने कार्य किया है और जिसे सभी छात्रों तथा अध्यापकों द्वारा यदि संभव हो तो साथ में देखा जाना चाहिये।

सी.बी.एस.ई. ने काफी पीछे 2003 से ही एम.आर के मुद्दे में ‘निम्न स्तरीय विद्यालय निष्पादन’ के विषय में एक दस्तावेज को लाने का प्रयास किया है। वर्तमान परिस्थिति में पहले की अपेक्षा काफी परिवर्तन आ चुका है और अब “बच्चों को अच्छे तरीके से जानने” के साथ-साथ ‘समावेशी शिक्षा’ के मुद्दे को सप्रग तथा सम्पूर्ण रूप से सम्मिलित करते हुये, एक संशोधित दस्तावेज की आवश्यकता है। सी.बी.एस.ई. ने शारीरिक रूप से विकलांग, नेत्रहीन तथा डायलेक्सिक छात्रों को बहुत सी रियायते देकर अधिक से अधिक विशिष्ट छात्रों को मुख्य धारा में लाने के लिए विशेष प्रावधान बनाये हैं। यह छूट केवल एक भाषा पढ़ने, श्रुत लेखक का प्रयोग करने, परीक्षा के समय 60 मिनट का अतिरिक्त समय देने, परीक्षा केन्द्रों पर विशेष प्रबन्ध, विज्ञान व गणित के नेत्रहीन विद्यार्थियों के लिए अलग बड़े अक्षरों में मुद्रित प्रश्नपत्र तथा कक्षा 10 की अंग्रेजी कोर्स ए तथा सामाजिक विज्ञान में कम दृश्यता वाले छात्रों को, दृश्यता की आवश्यकता वाले प्रश्नपत्रों के स्थान पर वैकल्पिक प्रश्न, देने तक हो सकती है। सी.बी.एस.ई यह भी सुनिश्चित करना चाहती है कि वैयक्तिक मूल्यांकन पर ध्यान केन्द्रित किया जाये ताकि इस वर्ग के छात्रों पर विशेष ध्यान दिया जा सके।

मैं समावेशीकरण का एक ऐसा विस्तृत कैनवस चाहता हूँ जिसमें सामाजिक समावेश भी सम्मिलित हो। आज पूरे विश्व में बहुत से लोग ऐसे हैं जिन्हें समाज के आर्थिक, सामाजिक, राजनीतिक और सांस्कृतिक जीवन में सार्थक सहभागिता का अवसर नहीं मिलता है। जब बड़ी संख्या में व्यक्तियों तथा समूहों को हाशिए पर रखा जाता है तो समाज स्वयं ही

धुवीकृत हो जाता है। इस प्रकार का समाज न तो सीख सकता है और न ही उन्नति कर सकता है। मेरी राय में सभी छात्रों को ऐसी गुणवत्ता शिक्षा प्राप्त करने का अधिकार होना चाहिए, “जो नस्ल, वर्ग, विक्लांगता, जाति, लिंग, धर्म, भाषा और क्षमता के आधार पर पक्षपात न करती हो”।

सी.बी.एस.ई. ने “सी.बी.एस.ई विद्यालयों में समावेशी अभ्यास” के अपने शासनादेश में सी.बी.एस.ई से सम्बद्ध सभी विद्यालयों के कर्मचारियों तथा छात्रों को अपने स्वयं के घर तथा पड़ोस में बाल श्रम को रोकने की प्रतिज्ञा दिलाने का प्रस्ताव दिया है।

स्कूली तंत्र में ऐसे अध्यापकों को हाशिये पर नहीं धकेलना चाहिये जिन्हें विशेष (विशिष्ट योग्यता पूर्ण) छात्रों की शिक्षा में दक्षता प्राप्त है। वरन ऐसे अध्यापकों को पाठ्यत्तर व सह पाठ्यत्तर क्रियाकलापों में मुख्य भूमिका प्रदान करनी चाहिये। **विशिष्ट शिक्षक सम्मान पुरस्कार**, प्रारंभ कर बोर्ड ने इस दिशा में एक पहल की है। मानवीय मूल्यों पर आधारित शैक्षिक ढांचे के संदर्भ में “समावेशन” एक जीवंत आन्दोलन के समान है तथा मेरे विचार में “स्कूलों में समावेशन” जैसे जटिल विषय पर एक विस्तृत परिप्रेक्ष्य में, खुली व अर्थपूर्ण बहस की कड़ी आवश्यकता है। मैं शिक्षा से सम्बद्ध सभी क्षेत्रों व वर्गों से इस विषय पर सुझावों का स्वागत करता हूँ।

विनीत जोशी, भा.प्र. से
अध्यक्ष व सचिव, के.भा.शि.बो

The objective of Inclusive education should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard :

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.*
- ii) Adequate arrangements will be made to give vocational training to the disabled.*
- iii) Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and*
- iv) Voluntary effort for the education of the disabled, will be encouraged in every possible manner*

National Policy on Education 1986

Look For 'Skills' Instead of 'Skill-Deficits'

Dr. Philip John, MD

"I have never let my Schooling interfere with my Education" (Mark Twain)

This seems to be my perpetual quote on this subject, this discrepancy and dualism between Schooling and Education! But it is so true even today. If 'performing poorly' in subjects taught at school should result in snuffing out children's dreams, education loses its very purpose. Should education lose its purpose, one individual teacher in school is enough to destroy such a child's entire life. Such children are vulnerable, and tend to get marginalized and excluded within a traditional school environment. Hence the need to bridge the gap between Schooling and Education, as Mark Twain implied.

Goal of Education

I have heard negativists lament that 'the real problem is our system'! They would just wish away poor performance in schools by simply not giving its many causes any 'labels'! On the other hand, I am incredibly inspired now by the tremendous energy of positive work coming from within the CBSE for an attitude change to transform our own very system. To enable poorly performing school children to cross barriers and succeed in later life. For this 'parivarthan', we require to systematically and methodically examine the cause of a child faring poorly at school, and probably give that cause a 'label'. And then inspire and, based on that label, appropriately instruct him to enable him to overcome that cause - to perform and to flourish. Not perish. As we achieved with my own child who is dyslexic, but has gone on to overcome it and thrive, by God's Grace. The label for the child's difficulties, therefore, is not the problem; the traditional negative attitude to a child with a label is the problem. Such attitude resulting in exclusion of the child in the school environment is the problem. The transformation, 'parivarthan' that we need today is what the CBSE is doing today. Empowering teachers and parents through awareness and advocacy to bring about and create an enabling school environment for every child. This is the spirit of 'inclusive education'.

Schooling Vs Education

All of us today realize that schooling does not nurture the entire potential of a child. Yet the goal of education is primarily that. To create competent, confident and self-reliant future-citizens.

A remarkable performance in school examinations need not represent a great success in life. I topped about three hundred thousand children in our School-leaving Examination with a first rank in the State of Kerala. Still a cubby-hole practitioner of medicine, where has it really got me ! On the other hand, poor school performance is not predictive of failure in later life; some of my classmates who barely passed have gone on to reach stupendous heights in professions and business. Someone said, "When our children grow up, the A grade students go on to work for the B students. C graders run all the business.... And the D students become our leaders to dedicate buildings and bridges to the nation!" It must be re-iterated that these enormously successful C and D graders make these feats possible by overcoming their 'skill-deficits' of the school years, and by using their 'Real-world Skills'. That really is Education!

'Pencil-paper' Skills and 'Real-world' skills

In our present rigid system of schooling, we test children on a few 'pencil-paper' skills based on the three Rs, reading, writing and arithmetic, essentially. Judging a child's intelligence based only on this 'academic' performance can destroy his dreams at an early age.

*Practising Child Guidance Counsellor, Ernakulum, India

On the other hand, as I illustrated above from my friends' examples, nurturing inherent talents and skills – the 'real-world' skills – in children during schooling can make it possible for even hopeless school kids to go on to become wildly successful in life.

Disability or 'Different Ability'

Certain faculties such as maths or chess are traditionally labeled as 'intelligence', whereas competences like music or cooking are merely alluded to as 'talents'. Due to this distorted perception of god-given gifts in the human brain, difficulty to write (dyslexia) is called a 'disability', whereas inability to sing or cook is only a lack of 'talent'!

In decades of our own experience, we find that unlike in many other "disability", 'learning disability' cannot be a disability. Because, children with 'dyslexia' or 'learning disability' are endowed by the Creator with "many other abilities", sometimes instead of the three Rs. Instead of 'Reading-Writing Skills', they have 'Head and Hand' skills. Each child has been given a different gift. Each child in our schools has a distinctive profile of his 'abilities' and 'disabilities', of 'skills' and 'skill-deficits', like each of us.

Education must reach out to nurture each child's skills, whether 'Reading-Writing skills' or Head-Hand skills! Skills produce performance, performance results in self-esteem and competence – which is the aim of schooling. The 'parivarthan' of our school environment should convert skills to 'life-skills' for psycho-social competence, from the class rooms to children's real life.

Left-brain and Right-brain Skills

Having worked for decades with these children with learning problems, we understand that all these skills and skill-deficits depend on the cellular maturation of the specific brain areas which mediate these 'skills'. The 'Reading-Writing' skills are essentially controlled by the left brain, and the 'Head-and Hands' skills essentially by the right brain. We realize from our experience that all these real-world talents and skills other than reading, writing, arithmetic and language are mediated by the right brain. 'Skill-deficits' in Reading, Writing, Arithmetic (the three Rs) and Language constitute Learning Disorders (or old Dyslexia), and are greatly a contribution of Left-brain deficits. Therefore, we see that children with dyslexia are clearly not 'disabled', but enabled so much more in their Right brain. Hence the axiom about the (dyslexic) LD child – "He would be the smartest lad in the whole school, if instruction were entirely oral"!

The other side of LD

Schools pass or fail a child based on 'sit-down-tests' alone, whereas the right-brain real-world skills cannot be tested on table-tops. Therefore, 'Poor School Performance' does not connote disability, and is not to be seen as a barrier. Schools reward 'all-roundedness' – we all know the story of the 'School for Animals'. But amazingly successful people have brains that are as 'specialized' as in dyslexics. This insight changed us around during our work with learning-challenged children at Cochin. This insight alone can help schools to turn around thousands of such children using their 'special' skills.

Cleverly discovering these special skills in a child through deliberate observation of his passion prevents such a child from losing the way in school. In fact, in doing so, teachers and parents will be throwing him a Life-line for success in future life. This works against exclusion, and this must become the Goal of Education.

Accept Difference ----- Celebrate Diversity

Human Needs and Rights

Inclusion Education means that all students in school irrespective of their abilities in any area, become part of the school community. Inclusion means meeting the needs of children with disabilities for a free and quality education in the least restrictive and most effective environment.

UNESCO'S approach to build knowledge societies, rightly stressed the need of the Inclusion concept to provide quality education for all. The PWD Act (1995) of Govt of India clearly stipulates "The appropriate Government and local authorities shall ensure that every child with a disability has access to free education in a suitable environment." The Philosophy of Inclusion is that "learn together to live together" .All children should be given an equal opportunity to learn to the limits of their capacities."

Sarva Shisha Abhiyan (SSA) ensures that every child with special needs, irrespective of the nature and the degree of disability is provided education in an appropriate environment. It adopts zero rejection policy so that no child is left out of the education system. The thrust of SSA is to provide an integrated Inclusive education to all children with special needs in general schools. It also supports a wide range of approaches, options, and strategies for education of children with special needs in general schools.

To impart Inclusive education, the teacher should possess special competencies such as :

- Ability to assess the skills a student needs, individual interests and use their internal motivation for developing needed skills.
- Ability to make appropriate expectations for each student.
- Ability to determine How to modify assignments to suit all students and to design classroom activities with different levels to ensure that all students can take a part
- Ability to provide daily success for all students.
- Teacher should realize the fact that every child is their responsibility, and need to find out how to work out with each child
- He should know a variety of instructional strategies and how to use them effectively
- Ability to work as a team member with parents and special education teachers
- Flexibility and high tolerance for ambiguity.
- The teacher should possess excellent observation skills.

Methodology

Peer tutoring, co-operative learning, reciprocal teaching, problem solving approach & participation in the arts can help kids with learning disabilities in discovering (discover) dynamic new ways of learning. Drawing and painting, Music, Dance, performing plays and crafts will reinforce motor skills and problem solving skills which can open the world of learning to students who have trouble with their traditional teaching methods.

Study of Inclusive education In British system of education

**Principal, Jawahar Navodaya Vidyalaya, Bihar.*

The author got the opportunity to visit cluster partner schools in North Devon in U.K under UKIERI (UK INDIA EDUCATION RESEARCH AND INITIATIVES) and analyzed the learning supporting system.

The schools have an excellent track record in ensuring all the abilities of students to reach their full potential. A team of full time and part time special needs teachers and teaching assistants provide support for pupils whose personal challenges include cognitive and learning problems, physical and sensory difficulties, communication and interaction needs and behavioral emotional and social difficulties.

A special education needs (SEN) co coordinator leads a team of teaching assistants who provide short term or long term support and guidance to students who encounter learning difficulties as well as those with physical and psychological disabilities.

A SEN register of students with need is maintained and an appropriate Individual educational plan (IEP) for each student is issued which sets specific achievable targets. Additional support is offered during break and lunch time as well as after school personal appointments. The department offers an open door policy for all students as and when the need arises. Learning support is proactive in assessment of need and closely follows the accessibility plan. Curriculum areas are monitored to ensure that pupils with a disability have equal access to all facilities.

SEN code describes how help for children with special education needs in schools and early educational settings should be made in a step by step or GRADUATED APPROACH. The graduated approach recognizes that children learn in different ways and can have different kinds of levels of SEN.

So increasingly step by step specialist expertise can be brought in to help the school with the difficulties that a child may have.

The school must tell the parent when they first start giving extra help to the child. This help could be a different way of teaching certain things, some help from an extra adult or use of particular equipment like a computer.

It is no matter how the school chooses to take account of the SENcode , the parent of the child having SEN should be consulted at each step and be informed the progress of the child accordingly. The school will also consider child's own views.

The teacher is responsible for working with child on day to day basis. The individual Education Plan (IEP) should say

- > What special help is being given
- > How often the child will receive the help
- > Who will provide the help?
- > What the targets for students are
- > How and when the child progress will be checked
- What help the parent can give the child at home

The teacher should discuss the IEP with the parent and the child as well.

IEP will usually be linked to the main areas of languages, literacy, mathematics, and behavior and social skills.

If the child does not make enough progress the teacher or the SENCO should then talk to the parent about asking for advice from other people outside the school ed; a specialist teacher, an educational psychologist, a speech and language therapist or other health professionals.

Inclusive Practices in School Education

Raju Thomas*

"Inclusive Practices or Inclusive Education" for us is when all students - of different races, religions, aspirations, regardless of their strengths or weaknesses in any area - in a school, learn and grow in environments that resemble the environments that they will eventually work in.

The millions of students currently enrolled in schools are future firefighters, nurses, store clerks, teachers, job coaches, legislators, secretaries, physicians, school board members, employers, voters, doctors, lawyers, budget determiners, policy analysts, co-workers, police officers, and taxpayers. Approximately 15% of them will become parents of children with disabilities. A larger proportion will have a friend, neighbour, or relative who is the parent of a child with a disability and many others will be paid to provide services to people with disabilities.

Of India's 200 million school-aged children (6-14 years), 20, million require special needs (The Sixth All-India Educational Survey, NCERT, 1998). In the year 2000 there were around 30 million children suffering from some form of disability (UNICEF's Report on the Status of Disability in India). While the national average of gross enrolment in school is over 90 per cent, less than five per cent of children with disabilities are in school. The low turnout can be attributed to causes such as difficulty in coping with general education demands and social reasons. It's important to understand that physically challenged people can be highly productive, contributing citizens. "The world would have been poorer if Cambridge had spurned (the well-known and utterly disabled scientist) Stephen Hawking" (Dr. Mithu Alur founder - pioneer Spastics Society of India -SSI).

Recognizing the problem of disability, the government and NGOs are initiating policy reforms and strategies for special needs and inclusive education.

"The right to live with dignity and self-respect as a human being leads to a continuous analysis of policies and services aimed at marginalized sections and all children have access to and complete an education of good quality"(UNICEF's Medium-Term Strategic Plan for 2002-05, in line with the Convention on the Rights of the Child).

"Free and compulsory education should be provided for all children until they complete the age of 14 years"(The Constitution of India).

Schools have a duty to educate children with disabilities in general education classrooms. Here are a few starting points for working to prepare students, teachers, and administrators to be part of an inclusive school.

Schools:

Special schools are dead-ends for children with disabilities. They promote isolation, alienation and social exclusion. It is this dominant attitude of exclusion, which needs to be changed to build harmonious and compassionate societies. Special schools are a medical intervention. What the large

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number of people with disabilities in all societies need is a social development model which respects the right to self-esteem of this large minority. Children won't learn unless they are happy and included. Therefore teachers must be taught to practice inclusion and respect disabilities. (Richard Rieser director of Disabilities in Education, a London-based NGO).

That means all students should start in a general classroom, and then, depending on their needs, moves into more restrictive environments. It's time to reconceptualize the classroom and not automatically think bad behavior is the student's problem and something that needs to be controlled. Children with disabilities be educated in regular education classrooms unless "the nature and severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Teachers:

General education teachers and special education teachers need to be competent inclusive teachers. Able to informally assess the skills a student needs (rather than relying solely on standardized curriculum). Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child. They should realise that every child in the class is their responsibility. Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with. They should know a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs. Willing to work as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.

Students:

Suppose you have a daughter or a son studying. After they are out of school, they'll be living and working with a diverse population of people. We want them to be accepted after they are out of school as much as when they were in school. That's why inclusion is a key while they are in school. Research shows that inclusive education helps the development of all children in different ways. Students with specific challenges make gains in cognitive and social development and physical motor skills. They do well when the general environment is adjusted to meet their needs. Children with more typical development gain higher levels of tolerance for people with differences. They learn to make the most of whomever they're playing with. When we exclude people, it ultimately costs more than the original effort to include them. If all children grow up together there is less likelihood of resistance towards and ostracism of the disabled. The character of children, the nation's classrooms, and of society itself will become more compassionate and caring.

Parents:

The critical prerequisites of realising the inclusive education ideal are parental education. If parents are educated about the advantages of inclusive education, which develops the virtues of empathy and compassion in children, they become a strong pressure group of the cause. Parents of students with disabilities are often the driving force behind the push for inclusive education. Parents may support inclusive education when they understand one of its goals is to keep students in their neighborhood school, a school where siblings may attend. This makes it easier for parents who may be more comfortable becoming part of a school community that they already know.

Administrators:

Administrators provide the impetus and support to make inclusive education happen. With their staff and parents, they need to think of the kind of people they would like their students to be - good neighbours, people who will be productive, self-motivated and good decision-makers. With this goal in mind, administrators can provide the vision of how a school will look if it educates all of its students. Administrators can facilitate to restructure the various forms of technical assistance such as decreasing class size, providing paraprofessional assistance, Staff training, continuing education, and ongoing professional development opportunities. Administrators can support teachers in inclusive schools by providing in-service training that addresses teacher-identified needs employing competent personnel to deliver the training, offering incentives to educators to participate, using a variety of methods, and coordinating the training with other districts or institutions. A creative distribution and pooling of resources is essential to implementing and maintaining cross-disciplinary collaboration.

The following curricular issues and concerns have emerged within the Focus

- *Making all options of education, such as, open schools, regular schools, special schools, non-formal and alternative education systems, available to all children including children with disabilities.*
- *Developing strategies for meeting the educational needs of learners with disabilities in large classrooms.*
- *Developing national support systems.*
- *Understanding the significance of early identification and intervention.*
- *Emphasising good teaching–learning practices.*
- *Making the curriculum flexible and accessible.*
- *Utilising technology and assistive devices.*
- *Developing appropriate assessment and evaluation procedures.*
- *Capacity building and empowering teachers and stakeholders.*
- *Providing vocational education.*
- *Identifying suitable sports and other co-curricular activities for optimal development of learners with SEN.*
- *Barrier-free intervention/educational environment (including attitudinal barriers).*

Focus Group on Special Education N C F 2005

Strategies to Empower Learners in an Inclusive Environment

K.L. Nagaraju*

Uniqueness of learners is a fascinating aspect of classroom as well as a challenging proposition for the facilitators of learning. The uniqueness is not limited to the intellectual abilities but encompasses the physical, emotional and inter-personal characteristics. The variation could be so broad that the heterogeneity of the group becomes a predominant characteristic. The process of learning has to be designed and carried out to meet this extraordinary and pressing demand prevalent in the classroom. The pace of learning and the different modes of learning such as visual, aural and tactile styles have to be borne in mind while planning our curriculum.

To create an inclusive environment, our learners have to be empowered with support systems which make them efficient in their enterprise. Some of them have to be built within the individuals whereas others have to be offered from outside. These techniques at a first glance would seem general prescriptions useful to all learners, but a closer look would help understand their importance for learners with special needs and background. A conscious attempt has to be made incorporate these features to make inclusive Education really meaningful. Some of the obvious steps have not been mentioned and only those which get ignored have been touched upon.

1. **Boosting self concept of the learners:** Researches have shown that a positive self concept has a high bearing on scholastic achievements. An individual perceives himself or herself to be someone from the feedback received from outside such as society, school, friends and parents. If there is a warm and acceptable environment around, the individual is bound to have positive feelings about oneself. Instead, if jeered at, bullied or nagged because of the inadequacies, the self of the individual gets bruised and a feeling of inferiority creeps in. When the individual is aware of the true potential inherent within oneself and has the ability to adapt to the conditions, the self concept would be positive.
2. **Developing a positive attitude:** The learners need to have a right attitude towards learning, school, society and life in general. Cribbing about things not in their control induces negative emotions. An awareness of the values and beliefs that we cherish helps in developing a right attitude. A cynical outlook or one of hopelessness does not carry a person anywhere. Our learners need to approach life around them in the right spirit.
3. **Motivation to excel:** Any goal directed activity helps in proper focus at work. The learners have to be helped to set short term as well as long term goals so that they can work towards them. They have to pump in passion to excel in their chosen path. They have to feel interested in the activity that they are carrying out which leads to deep involvement. The motivation has to be intrinsic rather than thrust upon them. Hard work is possible only if one were to be well motivated.
4. **Acceptance from the peers:** Learners with inadequacies also, need to be accepted by their peers. A healthy environment has to be created that they feel welcome rather than unwanted. This is an area of litmus test for inclusiveness. The students have to be prepared for mutual acceptance. In

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these days of communicative, co-operative and peer learning, it becomes essential that the group dynamics has to be smooth.

5. **Accentuating the coping skills:** Every individual is a strange bundle of remarkable strengths and extraordinary weaknesses. The learners have to be helped to identify them and make best uses of them. Consolidation of strengths and acceptance of weaknesses leads to optimize the learning styles. While being endowed with coping skills in terms of psychological strengths such as positive emotions, surmounting difficulties would be easier.
6. **Identifying individual differences:** No two individuals are alike with respect to their personality make up. There are several tools available to survey such differences in learners. One need not be a professional psychometrist to measure them, but a classroom practitioner can administer and interpret them. The individual profiles arrived at would help in understanding the learners and thereafter suitable steps can be planned catering to diverse needs of the learners. Unless the teachers are able to respect these differences, no meaningful teaching learning process can take place.

To sum up, conscious efforts have to be made by teachers and heads of schools to make the school, a welcome place for everybody irrespective of their backgrounds, abilities and inadequacies. All the learners should have equal opportunities and a level playing field. A school in a true sense is worth its name only when it incorporates the different requirements of being an inclusive school.

Excessive emphasis on competitiveness and individual achievement is beginning to mark many of our schools, especially private schools catering to the urban middle classes. Very often, as soon as children join, houses are allocated to them. Thereafter, almost every activity in the school is counted for marks that go into house points, adding up to an end-of-the-year prize. Such 'house loyalties' seem to have the superficial effect of getting all children involved and excited about winning points for their houses, but also distorts educational aims, where excessive competitiveness promotes doing better than someone else as an aim, rather than excelling on one's own terms and for the satisfaction of doing something well. Often placed under the monitoring eye of other children, this system distorts social relations within schools, adversely affecting peer relations and undermining values such as cooperation and sensitivity to others. Teachers need to reflect on the extent to which they want the spirit of competition to enter into and permeate every aspect of school life—performing more of a function in regulating and disciplining than in nurturing learning and interest.

-NCF 2005

Bringing it all together

Mrs. Paramjit Kaur*

Every student has an inherent right to learn and benefit from education. Individual differences amongst students should be taken as a source of richness and diversity and not as a problem.

Keeping this in mind, the present education system has covered yet another milestone by breaking the shackles of previously held notion of integration and mainstreaming which almost exclusively focussed on disability and special educational need.

The educational scenario today emphasizes on learner's rights as well as their needs and stresses the importance of education that is free from discrimination and segregation. It focuses on the concept that all students regardless of their strengths, weaknesses or disabilities learn and participate together with the non-disabled peers by overcoming all the barriers within and around the school that hinder learning and participation.

Inclusion means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent possible. They should have access to the general education curriculum, extra curricular activities or any other program that the non-disabled peers are able to access.

Teaching strategies in Inclusive Class-rooms:

Inclusion of students with disabilities can be achieved when right strategies are used. These strategies are not meant just for students with disabilities. In fact, these strategies can be used with any student to make teaching and learning exciting.

Following are the two major strategies that are commonly used in Inclusive classrooms:

- a) Co-operative learning
- b) Peer tutoring

a) Co-operative learning:

While using this method, the class has to be divided into mixed ability groups to achieve the goal. Following points should be taken into consideration while using this strategy.

1. Students in a group may have same or different goals to achieve.
2. Students may be assigned different roles.
3. Students accept ideas from others.
4. Students help each other to learn.
5. Students interact with each other to solve problems.

b) Peer tutoring:

When a student from same age or class provides instructions to another student of same age or class is called peer tutoring. This tutoring is within the class.

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It is also possible in some situations that an senior student may tutor junior students. This is called cross-age tutoring. These techniques are effective both for the tutor and tought (student receiving instructions), it is not necessary that students with special need should always play the role of a tutee.

Teaching practices in Inclusive Classrooms:

Inclusion involves all kinds of practices that are ultimately practices of good teaching . What good teachers do is to think thoughtfully about children and develop ways to reach all children, one way of developing reading skill is encouraging students to read story books. Teachers and parents can also read to them. Repeated writing does not guarantee learning. Students also learn through doing projects, listening, talking, seeing, smelling, touching, acting, painting etc. For students with hearing/ listening disabilities sign language can be used in a class room setting. Students understand better when they actually do what they are trying to learn.

Class room design modifications:

1. Students who are able to lip read or not able to see should be placed in front rows.
2. Classroom should be well lit without glares and shadows.
3. Make children with disabilities sit with competent peer.
4. Remove sources of excessive noise from the classroom.
5. Speak and write on the blackboard simultaneously.
6. Put posters and displays in the classrooms at eye level of students.
7. Provide adequate furniture for meeting the special needs of children.
8. Eliminate sharp objects from wall.
9. Assist the visually impaired with good colour schemes.
10. Have flexible time schedule.

Excerpt From Meeting Special Needs - A Manual by NCERT

Curriculum Modification:

Multilevel curriculum instructions should be used in the classrooms. e.g. In Science while majority of the students may be working on what makes object float or sink students with special needs may be understanding the concept of sinking and floating and the difference between them.

Students with severe visual impairments may require adaptations in the equipment and the materials like availability of reading material in Braille.

Students with intellectual challenges may require modification in the curricular content to provide less complex information and learning of functional and vocational skills.

Benefits:

Inclusive education have many benefits for the students. Teachers innovate and bring in different ways to teach a lesson for special need student and peers without need. All of the students in classroom benefit from this. Socialization in the schools allows the students to learn communication skills and

interaction skills from each other. Students can build friendships from these interactions. Students are able to relate to each other which gives a better learning environment. Positive modeling by teachers helps to build a positive attitude amongst students and hence move along.

Thus inclusive education could be summed up as :

- An educational system that provides equal access and opportunities for all students.
- A system that does on-going reflection of how 'it' and the people in it can change for better, meet needs of every student by adjusting the learning environments, teaching strategies, positive behavioural supports and technology.
- Schools that understand best practices for pupils with disabilities and help them reach their potential.
- Everyone working as member of a (collaborative team work) a team.

*To be a part
and not stand apart, To belong
and not to be isolated, To have friends
and not just companions,
To have opportunities
and not just favours
is to be really "Included".*

"In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly... Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners."

(Education for All: Meeting our Collective Commitments. Expanded Commentary on the Dakar Framework for Action, Para 33)

The key challenge is to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All ... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs...

(Expanded commentary on the Dakar Framework for Action, para 19)

"Inclusive Practices in School Education"

Ms. Sharmila Khandkar*

Our experiences at Global Indian International School, East Coast Campus, Singapore

Inclusive Education is a concept fast catching up in today's education world. The idea of equal opportunities to "Differently Abled Kids" is a welcome change from the constant effort to relegate these children to special schools. Many schools are taking their first tentative steps towards inclusion. This paper speaks about the experimentation and experiences of the counselor and teachers of Global Indian International School (GIIS), East Coast Campus, Singapore, on introducing inclusive practices in the school.

Introduction

"Inclusive Education is a process of enabling all students, including previously excluded groups, to learn and participate effectively within mainstream school systems". There is not a single parent of a child with disabilities, who does not hope that his child would someday have friends and connections with the broader community. The philosophy of inclusion hinges on helping students and teachers become partners by creating new visions and ideas for learning. The main focus of inclusion is to:

- Improve the educational system for all students by focusing on the diverse student needs
- Encourage students with and without special needs interact with and relate to each other
- Reflect changing culture of contemporary schools with emphasis on active learning and multi-level instructional approaches
- Emphasis on caring, nurturing and supportive educational communities

Thus, inclusion involves all kinds of practices that are ultimately practices of good teaching. It involves thinking thoughtfully about children and develop ways to reach all children. The Salamanca Statement of the UNESCO World Conference on Special Needs Education: Access and Quality (June 1994) states that, **"every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning; every child has unique characteristics, interests, abilities and learning needs; those with special educational needs must have access to mainstream schools and much more."**

Research shows that inclusive education helps the development of all children in different ways. Students with specific challenges make gains in cognitive and social development and physical motor skills. They do well when the general environment is adjusted to meet their needs. Children with more typical development gain higher levels of tolerance for people with differences. They learn to make the most of whoever they're playing with.

Common Inclusive Practices

- Use of multimedia and variety of teaching materials.
- Explanation of the topic using concrete examples. Rephrasing of information to benefit students' understanding of the concept.

**Counsellor, Global Indian International School, Singapore.*

- Ensuring that there is effective communication between the teacher and the students. This may mean reading aloud material that is written on the board.
- Preferential seating arrangement in case of students with different disabilities.
- Labeling of equipment, tools and materials in laboratory or workshop situations.
- Some flexibility with assignment deadlines, assessment practices and extra reading time may be appropriate and will ensure students are not disadvantaged because of their disability.
- Peer support/reference person for student with an intellectual disability in mainstream training who occasionally displays inappropriate social skills.
- Extra time for during exams in case of specific learning disabilities.
- Consideration towards incorrect spelling, poor grammar and essay structure during the assessment process for a student who has a specific learning disability.

Experiences

Global Indian International School, Singapore has been encouraging children with moderate special needs to study the mainstream curriculum. Previously these students had to struggle on their own to keep up with their peers as there were no proper guidelines available to support their needs. Realizing the need, the school Principal of East Coast Campus, Dr. Anju Aditya, launched the "Inclusive School Initiative" through its "Quality Circle Program".

A team of teachers, with the help of the school counselor, have worked on the plan to practice inclusion in the classroom. The aim is to make the classroom learning conducive to students with difficulties. The group started with gathering information on various difficulties faced by the students and the strategies used by the teachers to deal with them. The group also investigated the possible causes of the difficulties faced by the students. To understand the nature of difficulties, its causes as well as to develop inclusive practices, the group did an in depth study and arrived at a broad plan for execution. The special needs predominantly observed among students were Attention Deficit Hyperactive Disorder (ADHD), Sensory Integration -Dysfunction, and Dyslexia.

Once the issues had been identified, it was important to educate the teachers about the course of action (inclusion) planned and their role in it. Because of the belief that it involves additional work & also that the teachers may not have the knowledge of various special needs teachers posed maximum resistance because of the belief that it involves additional work teachers pose maximum resistance also that the teachers may not have the knowledge of various special needs. The counselor noted that the constraints like available time and resources, class strength, teacher knowledge needed to be overcome if inclusion was to work.

In order to overcome the constraints the group recommended a step by step approach that started with educating the teachers about the initiative. As a result of the training sessions, the teachers became more accepting of the idea of inclusion. Another form of support came from the school counselor in the form of specific classroom strategies to be used for the students with special needs. The strategies included use of visuals, more hands on learning through project work, use of multimedia and colour aids. The strategies have succeeded in helping not only the special needs students but the typical students as well. The most important component in the efforts towards inclusion comes from actively parents. The parents need to accept the benefits of inclusion as well as to contribute towards its success. The counselor was instrumental in guiding and counseling the parents in the

use of various strategies that would go hand in hand with the classroom intervention. Three months since the start of the inclusive classrooms, a positive atmosphere exists in the classrooms, students are more tolerant of their classmates' different abilities and teachers are experiencing more conducive learning environment.

Conclusion

Inclusion, however, have rewards as well as pitfalls. A school system may have the vision, incentives, resources and action plan to achieve the desired change but it involves a lot of background work like staff development to face new challenges, shared beliefs among administrators, teachers and parents to support inclusive practices, time for planning, flexible scheduling and innovative classroom instructions.

The success of the implementation of Inclusive practices in the classroom is contingent upon the training & sensitization of the teachers. Teachers must be properly exposed to various instructional strategies. They must master these & be able to improvise the same. To suit their students. They must be made capable of adapteing available material to suit differently abled students.

The sensitization of parents is the another aspect which plays a pivotal vote in the success of IPs is class room.

The collaborative team teaching including teacher special educator/counsellor & parent, all with a propersnity to bear high degree of ambiguity could be among best efforts to catch to the needs of the entire spectrum of students with myriad personality vaith teachers today fully recognize the value of inclusion. Having experienced the success of Inclusive Practices. Teachers realized that every child in the class is their responsibility & found out how to work with each child rather than assuming that someone else will tell them how to educate a child. They need to know a variety of instructional strategies and how to use them effectively. This includes the ability to adapt mater ials and rewrite objectives for a child's needs, working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach, viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix and most importantly, display flexibility and a high tolerance for ambiguity.

“All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education system that has a right to certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all children.”

*B. Lindqvist
UN-Rapporteur, 1994*

Inclusive Practices in School Education

Chitra Nakra*

To quote the recent International Special Education Congress (ISEC) entitled "Including the Excluded" - "Inclusion is about genuine relationships- It is about the intentional building of relationships where difference is welcomed and all benefit". Inclusive Education encompasses integration and mainstreaming of children youth and adults and looks beyond their special Educational needs. It calls for strengthening and sustaining the participation of all learners, teachers, parents, community members, Policy makers, welfare organizations etc. to be comfortable with this diversity and ensure that this handicap does not become a disability. It lays a foundation to an inclusive society that accepts and celebrates diversity. Inclusion is all about the child's right to participate and benefit from Education.

Class Environment - The mainstreaming of any student must be based upon the students identified needs not the students challenged condition. Students in an inclusive class room should be with their chronological age mates. The inclusive schools should ensure unique educational and psychological needs of every child and should not demarcate regular education and special education.

Role of Educators - The teacher has to continuously invent, innovate personalized activities and programmes as per the specific and changing needs of each student. For many students with intensive educational challenges, particularly physically challenged students will need personal attendants throughout their life. The teacher should effectively disseminate the instructional, organizational and technological innovations and allow the children to respond according to their capacity and needs. The Instructional Assistants (IA) play a crucial role in the lives of students with intensive educational challenges. Studies suggest that IAs do spend most (60 to 70%) of their day instructing students often in one to one arrangement. If inclusion means anything it is the right of every child to be taught by a suitably qualified teacher. The teacher should be reflective, responsive to the changing needs, creative and critical to the cultures of learning with in and out with the class room. The school based employment specialist and integration of support facilitator are two specific job roles that have emerged to meet the needs of students in heterogeneous and community settings.

Peer Tutoring - is effective and appropriate as it provides more age appropriate and meaningful vocabulary and the examples are more personalized and direct than adults. It is useful for the tutor and the learners and is considered to be a pragmatic, effective, enjoyable and stress free learning strategy. Training and technical assistance should be imparted between a student with special needs and a peer without need. The peer tutoring includes the following

- * The informal adjustment, empathy, understanding and practical support paves way for learning.
- * Students are more innovative, novel and creative when it comes to becoming a tutor.
- * Those involved in inclusive education have recommend that the more the students are involved in tutoring the more they develop the higher level thinking skill.
- * It has been demonstrated to be a successful intervention in many disciplines including spelling, writing, reading, comprehension, physical education, mathematics, Information Technology.

Role of family - Family is a traditional and informal system of education which is essential for the educational inclusion of all children. It plays a pivotal role in educating their children. The family members have intimate knowledge of their children and their particular impairment. Hence

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the institutions should partner parents in formal education which is crucial to meet the education requirements of the inclusive process. Some assumptions regarding family influence is as follows :-

- * Families know the impairment of their children better.
- * Family shows personal keenness in their children's learning
- * Family can contribute in a big way towards emotional development
- * Family can have an all compassing influence on the child.
- * Family has a first hand understanding of the child's current status

Value Education -- It is an indispensable part of school education and more so for children with specific needs. Values like patience, perseverance, personal hygiene, calm and peace, love, politeness, cleanliness, positive attitude, independent living are a few to mention.

Techno Based Education (Computer Assisted Instruction) *CAT*. *AS Glatthorn* (1987) notes CAI is particularly useful in three areas of instruction.

- * Tutorial, in which new information is presented
- * Drill & Practice in which old information is reviewed for the purpose of remediation or accelerating rate or level of mastery.
- * Simulations in which concept learning or more complex problem solving is the focus.

CAI draws knowledge from the fields of learning cognition Human Computer Interaction (HCI) etc. The CAI tool enhances the teaching process usually by focusing on one particular learning task and aiming to improve it. The CAI system falls into two basic types tutor and simulation mode. In the tutor classification the computer has the information to be learnt and controls the learning environment. The tutorial mode is one of the most common -- ones within CAI. This includes presentation of information, guides the learner through the system, allows the learner to practice and then assesses the learner. In Simulation mode, the learner works with a simulation of the real world simulation is used where it is not practical or feasible to provide the learning in practical real life (eg. Pilot training). The idea is to reinforce knowledge that the learner is assumed to have. In a knowledge society the techno based education is a successful intervention for the regular students and students with specific needs. Some of the benefits are as:-

Provides motivation to learn

- * Facilitates quick learning
- * Gives a boost to their self esteem
- * Makes learning easy and accessible

Curriculum Based Assessment -- It encompasses the methods of assessment which focus on identifying the students instructional needs with reference to his on going performance. These methods do not compare one student to another but on the contrary students are encouraged to surpass their own last performance and complete it against a preset criterion or a standard target. It paves way for the teacher to understand an individuals needs better and link assessment with instruction.

Inservice Training -- Framing and ongoing professional enhancement opportunities are imperative to enhance competency so that the educator welcomes mainstreaming with ease and efficiency. This calls for competent resource personnel for training, using technology and innovation in teaching pedagogy, address teacher identified needs and coordinating the training with other institutions. The administrators must also build time for the teachers schedules to allow collaborative problem solving, team meeting peer coaching session and adaptation of material (Idol and West, 1987).

When you kind to someone you hope they'll remember & be kind to someone else. And it'll become like wild fire.

Inclusive Practices in School Education

T Premkumar*

Inclusive education in school means that all the students enrolled in that school regardless of their strengths or weaknesses become part of the school community. They are included in the same feeling of belongingness like any other student, teacher and assisting staff of the school. Since learning is so important in the early years, this is the best time for children to begin to respect individual differences. The key to creating successful inclusive education program is to educate our staff about how to ensure every student in the classroom to reach his or her potential.

What we as educators must understand is that children with LD (learning disabilities) are first and foremost, children, and then children that need support for learning. It is a matter of practice that children with “Special needs” are pulled out of the regular classrooms and grouped together assuming all their needs were same.

Instead of having self – contained special education classes where students with LD are grouped and working on a particular curriculum, we must include all of the students with LD in general educational stream and special educators may be sent to the class as support teachers. Thus it involves team-teaching. This I suggest because when these students get out of the school, they are not going into sheltered environments.

The schools must have reading specialists, a multi-categorical special educator, a speech therapist and a special education paraprofessional on its roll and their main role is to provide assistance to the special children that are included in general education. They would exactly know the needs of the child and can work alongside with the regular teachers to meet regular curriculum goals. We could assign these teachers to visit all the classes in rotation to support students and co-teach. The classes for this should be small sized with smaller pupil-teacher ratio. The smaller ratios and more opportunities for students to receive instruction and help from a teacher is one of the keys to meet the needs of the students with LD it will also benefit those who don't qualify for special needs but are slow learners otherwise. Having smaller classes – about 15 students per class, can really meet the needs of the children.

To make inclusive education more meaningful, teachers must make modifications to the lessons. Rephrase questions, modify the mathematics problem, create activities in science lessons etc to include the general academics. The students may be permitted to write the answers in different ways or get the book on tape or work with a partner. I know of a student who has been identified as having ADHD and he has acute communication problem and doing reasonably well in a general education stream. This child is brilliant especially in mathematics, using computer software and learning languages. For this child the teacher has to read the test and then he does brilliantly. By including him in the general classroom, his peers knew him well and started showing respect for him. This in turn lead to high self esteem for the student. By doing this, we integrate the kids with special needs within the regular classes and all of them show respect for each other. Thus making modification and realigning staff may be the key to success to the concept of “inclusive teaching”. With adaptation and modifications the general curriculum reaches all the students.

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Another good practice that can be tried out is “teaming”. By having a multi-age and multi grade instructional arrangements, general education can become effective for all the students. In such a situation students with various interests, talents were actively involved in learning. Teachers must try and use multiple intelligences like for instance – telling a story can be done through hands on activity rather than conventional narration method. The student, who fails to learn the story through a particular intelligence can learn it or demonstrate it through another, like enacting or through a song. So design the instruction in integrated ways so as to draw multiple intelligences.

To conclude, inclusive education is based on the simple idea that every child and family equally valued and deserves the same opportunities and experiences. It is about educating children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disabilities were not present. Through such educational systems we aim at building friendship, membership and providing opportunities like everyone else. Sometimes, help from friends or teachers work best other times specially designed materials and technology can also help. Disability Education Act clearly states that all children with disabilities should be educated with non-disabled children of their own age and have access to the general education curriculum. If we have not started inclusive education in our schools lets make a beginning now.....then lets bring a smile on all those special children and let their schooling be a memorable one.....

In an outcomes-based curriculum, learners' progress is measured against the broad results expected at the end of each learning process, such as general skills, abilities and values. It can be on-going assessment to get feedback from children's learning and teachers' success in selecting appropriate teaching methods, as well as the needs to adjust the pace or style of teaching. In this way, all learners can be evaluated against their own achievements instead of being compared to other learners. Assessment can take place in a flexible manner and time when the learner has acquired new knowledge, a new skill or competency, even new attitudes and values, when the teacher has finished teaching a particular content and in the ordinary classroom situation

National Department of Education, 1997

Inclusive Practices In School Education

Dr. T. SUDHA*

“Samanam mantram abhimantrayevah Samanenavo Havishayuhomi”

The supreme- being said, “ I am imparting the same knowledge to every one of you”

INTRODUCTION:

Educators often talk about doing something different for those students “who just aren’t getting it”. Developing successful inclusion programs for children with special needs continues to challenge general and special educators. Although increasing numbers of children with disabilities are included in general-education classrooms, genuine inclusion remains an elusive goal. For many educators curriculum has become the prescribed set of academic standards and the sole goal of teaching has been reduced to raising student test scores. Differentiated instruction is a proactive approach to varied learning with a class of varied learners. Education for children with special needs requires continuous honing of teaching skills and courage to significantly change classroom practices. This paper addresses one such challenging practice in school education and the processes followed for reinforcement.

Delhi Public School Secunderabad follows **constructivist approach to education**, which posits that there are many ways of constructing meaning from the building blocks of knowledge and that **imparting the skills of "how to learn" is more important than any particular information being presented**. Primarily this kind of learning is nothing but involving the students in the process of learning by doing.

Delhi Public School has yet taken another stride **of moving towards the normalization in the society and implementing human rights law**. It has made provision of educational services **to all students** in such a manner that all students belong and are considered to be **equal members of the classroom, the greater school and, ultimately, the larger community**. In this **school**, students with **learning disabilities** (Like dyslexia, disgraphia, dyscalculia, slow learning, and mild mental challenges) attend the school and the classroom that s/he would attend without having had a disability.

Out of the 1470 strength of the school students 55 students in the age groups of 7-14 years i.e. 3.74% were identified with **learning disabilities**. These students are based in the age-appropriate regular classroom and are provided with the programs and services necessary to meet the individual needs.

Why Inclusion- A Rationale:

The rationale behind this concept goes beyond humane attitude and creates space for every child to live happily in the society in which s/he is born irrespective of abilities/disabilities.

- Each child has a right to belong and to share normal experiences with family, neighbours and peers.

- Each child has a right to quality education in his or her neighbourhood school
- All children can learn and develop. Working side by side with peers with diverse skills and abilities helps all children learn and develop the skills necessary to live and work in the real world.
- Each child can contribute to society.
- Schools should strive to be communities that value diversity.

AIM:

1. To provide opportunities for children with diverse learning abilities
2. To train teachers to apply and expand opportunities to deal with students of diverse learning abilities.
3. To organize our school curriculum and teaching with this reality in mind

STRATEGIC PLANNING:

In order to achieve the objectives mentioned above the following time bound, phase wise steps have been taken

- A. General Information to teachers
- B. Systems change
- C. Staff development
- D. Teaching and learning
- E. Collaboration
- F. Standards
- G. Reinforcement

A. General information:

Teacher serves as a model to interact with the student who has a disability. Working as a team is the key to success. For some teachers, especially those who feel that they lack the necessary training to teach students with disabilities were given general information about the learning disabilities and a simple procedure to scientifically assess (the students whom they observed with deteriorating performance/ deviation in behavior in total/ any subject) as a first step to confirm was imparted with the help of **student counselor** and the **principal**.

B. Systems Change:

The change in the system of the school, attitude of parents, and teachers had been a persistent gradual slow process. Changes like making the parents aware and accept that their children with differentiated learning abilities required varied processes in the classroom and constant attention was a Herculean task. **In India (Andhra Pradesh) parents do not accept such kind of modern approaches.** Continuous support from authenticated body and frequent awareness programmes with parent and the specialized body had made them accept the differences. **Convincing the management**

was easier as compared to parents as the body consisted of proactive people. Teachers readily accepted the help extended by the councilor and the specialized body i.e. National Institute of Mentally Handicapped

C. Staff development:

Appraisal about the learning disabilities had been provided as the first step and training them in the processes of “how” to handle the student with such special abilities followed next (as they were not special educators) like the counsellor.

D. Teaching and learning:

The needs and the skills of the student were analyzed and it was determined if adaptations were required. The student may participate in the same activity in the same way as his or her peers, with some adaptation or in an alternate activity. Different models of learning were/are implemented as per the need. Some of the models that are implemented are:

Data-based or Outcome based instructional models, Cooperative Group Learning Whole Language, Activity-based learning- , Skill Matrix, Differentiated Instruction, Peer Tutoring, Partner Learning, or Peer Support.

E. Collaborations:

The school has collaborated presently with **NIMHS (National Institute for mentally handicapped students) and SABURI –a clinic for reinforcement.**

As per the requirement the school may take subsequently the help of neurologists and psychiatrists for further consultations.

F Standards:

1. Minimum learning levels will be evaluated
2. Meaningful, individualized evaluation will be developed with expert guidance
3. Bench marks will be set for each class and within that period the progress will be evaluated and if not remedial measures will be taken.
4. Concessions for continuous and comprehensive evaluation will be offered till the student comes to the standard of the class.
5. Concessions from the CBSE will be procured for students identified with learning disabilities in the board examinations.

G. Reinforcement

Reinforcement is an important teaching strategy followed while teaching children. Sometimes natural and spontaneous reinforcement that we receive may be insufficient to motivate us to continue with the skill we are learning. **Children with special needs need more frequent and systematic pleasant results (in order for them) to continue with desirable behavior. Thus, they have been provided with planned and systematic positive reinforcement.**

Different types of Reinforcements that are used in the school:

Edible or primary reinforcers, Tangible Reinforcers, Exchangeable Reinforcers, Activity Reinforcers, Social Reinforcers, Privileges as reinforcers etc

When to give Reinforcement? (Schedules of Reinforcement)

Reinforcement schedules are of two types i.e. continuous schedule of reinforcement, 2). Intermittent schedule of reinforcement

CONCLUSION:

Delhi Public School Secunderabad has taken this venture whole heartedly. The success depends on the continuous support from parents, teachers and societal members.

A blend of constructivist and progressive educational practices has been successfully implemented. Encouraging collaborative relationships, constructing effective environments, developing project – based curriculums, and documenting learning in multiple ways –facilitate successful inclusion in the school. Repeated reviews and corrective measures make us give this special education a possible feature.

Gandhiji said, “On this earth there is enough for everyone’s need but not for their greed” and every child is a precious jewel in our school.

The key challenge is to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All ... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs...

(Expanded commentary on the Dakar Framework for Action, para 19)

What Teachers Practising Inclusive Practices In School have to Say.....

“What if ?” – Role of A Nursery/Primary Teacher

Soumya Panda*

First things first. Allow me to introduce myself. Coming across miles of unknown lands and spaces of darkness this is, Ms Soumya Panda, a Nursery-cum-Primary teacher working for the last 18 years in a private school in Bhubaneswar, Orissa. I am presently employed with BJEM School, BJB Nagar, a school to which I owe my own personal education and of course the medium through which I came to know of this in itself educative opportunity to share my experiences and interpretations of what we generally understand as "EDUCATION" especially in the context of a contemporary aspect of it that has captured the attention and priority of many who are even remotely connected with its execution on various levels of association. Though our present awareness regarding "Inclusive education" has been clarified and concretized through various courses and programmes the subject has always lain dormant from time immemorial in the heart of a teacher who is involved with children on a daily basis, day after day, year after year. It has been a sure and significantly minute yet nagging reality for many women who find themselves amongst the privileged few who have the good fortune to be associated with children from the nursery level to their primary stage and their education.

Nursery/primary teachers are different because they are a-l-m-o-s-t mothers. ALMOST. And it is the mother who detects abnormalities in her child FIRST. It is that first seed of doubt in her heart, the first detections of a gnawing fear the inevitable turning to her husband, to her God, that silent question in her eyes -- for confirmation, for reassurance, for solace, and for strength, that - sets – her - apart.

At these levels it is the teacher in school who more often than not first detects the disabilities that have not come into the focus of the parents. It is these teachers who then consult and voice their doubts to the parents, counsel during home visits and then go on to plan and individuate the curriculum for the special children in the classroom. Sometimes there are more than 2-3 such more than mildly affected students in a class. Thankfully CBSE's new form of evaluation called CCE (Continuous and Comprehensive Evaluation System) which makes evaluation a part and parcel of daily classroom transactions is mainly based on continuous observation and general gradation of even efforts and consecutive attempts at performance enables smooth and successful implementation of practices promoting inclusive education. There are no failures till class 5. Students with disabilities can proceed along with their friends to that class without experiencing any kind of segregation or isolation measures. Even then, at the nursery/primary level we implement inclusive education, without being overtly paranoid about it, to its most practically feasible extent. Detection of subtle disabilities has not been done earlier on before this stage and when we welcome a pack of 40 students into the precincts of the classroom we have a cross-section of the society as Nature would present it. The students eat, sing and study together, merrily oblivious of the disabilities of others. Tra - la - la -la. They listen to the same stories and nursery rhymes. TOGETHER. "Old Macdonald had a farm, E - I - E - I - O !" Whatever differences exist are interpreted on the level of either differences of gender (oh, she's a girl, I wont sit next to HER !), deformities in eye-sight (specs with thick glasses dangling around their neck with a strand), slight limp (oh yes, you have noticed it when he runs !) of a child afflicted with polio in early childhood, etc.

Ok, so our Lesson Plans and Observation Registers and Achievement Profiles tell us to segregate the slow-learners onto a different page (mind you, that's only in black and white, for the record), they are again then categorized according to their background and deficiencies, BUT in a teacher's heart they are all there, all 40 of them on the SAME page !

Can you beat that?

So there!

That's inclusive education and its unconscious practice. Just like dal and roti ! And a little paneer ... and maybe strawberry pudding too with a red red cherry on top to round it off!

We do it al the time.

We do it without demanding for expensive equipments and special infra-structure. We do it knowing fully well, that two Shifts have to be accommodated into the same rooms, in the same building, on the same day. We do it keeping in mind the rapid commercialization of education and its demands in the modern day and age. We do it knowing fully well that we will be drawing the same salary at the end of the month even if we have to exert ourselves a little extra to enhance the performance of the 'challenged' students. We burn the midnight oil to make little hand-made gifts for Deepak, Lalit, Sneha ... and of course little Khushi too, to reward them for their improvement and good behaviour. We do it all with our heart and soul.

Because only a nursery/primary teacher THINKS with her heart. Unfortunately. She's scared to think ... even today-

“What if Deepak was my little boy?”

“What if.....?”

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K. Uma*

The following suggestions for general educators offer ideas for generating leaning supports for students to provide enough assistance to help the learner but not too much support to promote learned helplessness.

1. Identify the sub skill that is difficult for the youngster.
2. Based on direct observations, speculate why the student is having difficulty.
3. Identify competing stimuli or alternative choices that are confusing the youngster and interfering with the correct response.
4. Generate viable supports to help the student provide the correct response.
5. Gradually fade out the supports so the youngster no longer depends on it to guide and direct his/her response.

The schools need to adapt themselves to the inclusive education in the following ways:-

- They must select the number of items that the learner is expected to learn or complete. Individualize a time line for completing the task. Increase the amount of personal assistance with a specific learner.

- Adapt various ways to deliver the instruction for example use of visual aids. tape recorded texts, reading materials, hands on activities; group work etc. can be followed. Simplify the task and change the rules to accommodate the learners. Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials.
- Provide different instruction and materials to meet a student's individual goals. Class room must be made accessible to the learners. Suitable seating arrangements must be made in the class room. Assignments and work sheets can be provided. Parallel and related activities can be given. If required alternative activities can also be given.

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Mrs. Mamta Banerjee*

The sense of belongingness will instill in the students a feeling of camaraderie and oneness, this can act as an antidote to violence in the school. Without much ado the school starts preparing young people for citizenship and for participation in the community. So, Inclusive Practices in the school education promotes flexibility and openness to change in a rapidly evolving world. They hone the students potentials and inculcate the following qualities in them viz.:

- Leadership
- Camaraderie
- Tolerance
- Empathy
- Socializing
- Service before self
- Learning as a continuous process.

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Smt. Karthiyani Bhatt*

With sometimes as many as 30-45 students in a class, the problem seems to be /serious and difficult. Teachers have more problem children per classroom now and due to which teachers are experiencing a whole lot of stress. They tend to have three different groups in their classrooms: age appropriate, fairly severely impaired and in-between group of learners 'babyish' who are below age level. Therefore catering to individual needs become tough and strenuous. Also the everyday realities of the classroom send up warning flags to the society in general. Though problems tend to be complex and monumental, at the same time it is not insurmountable.

As teachers or facilitators, we have to be prepared to teach all kinds of student's diversity. Disability is just one aspect of that diversity and that need.

Patience, perserverance and positive attitude along with collaboration and teamwork is supposed to be the essence of achieving success in Inclusive Schools Practices.

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Bri. Pavitramrita Chaithanaya *

In the Webster's dictionary, 'Inclusion' is defined simply as 'including all'. The system of providing a disabled child within the general education classroom, with the supports and accommodation needed is referred to as Inclusive Education. This is possible only in a flexible education system that assimilates the needs of a range of learners, and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, policy makers and others) to be comfortable with diversity and sees it as a challenge rather than a problem.

In this context, I am reminded of a story of one of the disciples of Sri Sankaracharya. His name was Giri. He had neither the learning of Sureshwara and Padmapada nor the knowledge of Hastamalaka, the other disciples. They took him to be a dull, uninformed person and were indifferent to him. Once Giri had gone to the river for washing clothes; it was time for the class to commence. But the Acharya waited for his arrival before he would begin his exposition. The other disciples grew impatient. Padmapada could not restrain himself. He demanded: 'Sir, why should we wait for one who is no better than a wall?' After some time Giri returned from the river; he was literally in bliss. He addressed the Acharya with a few brilliant poetic stanzas in Totaka metre. Everyone was wonderstruck at the sudden attainment of erudition by the hitherto dullard Giri! His guru Sankaracharya had through grace made Giri knowledgeable. This poem, brief but superbly beautiful and well reasoned, is now prescribed as an introduction to the study of Vedanta and is well known as Totakashtakam. Since then, he got the name of Totakacharya. It was the grace of the Acharya that enabled Giri, one thought to be a fool, to compose a hymn full of wisdom and poetic skill. The skill was dormant in him and the grace of the Guru enabled him to unravel that treasure within. He is counted among the foremost disciples of Sri Shankara. This is an instance of Inclusive Education prevalent in the past.

To achieve inclusion, all students must have access to the curriculum, regardless of their disability, gender or ethnicity. This requires flexible, creative planning for accommodation and adaptations. There may be several 'Ishan's in our class rooms too! The movie, Tare Zameer Par is an eye opener for all educators. Tare Zameer Par is about a child, Ishan, who suffers because no one around him recognizes that he is a slow learner. Finally one new teacher recognizes his creativity and uplifts him.

Create curriculum which is intellectually appropriate and challenging for all students and has connectedness with interests, aspirations, experiences and expectations of students and community.

Respond to needs of individuals and groups in allocating resources, support and flexible practices for delivery of educational programs. This includes considering such aspects as access to equipment and facilities, and curriculum and timetabling arrangements. For example, while I was the Principal of Amrita Vidyalayam, Kannur, Kerala, one student, who got transferred from another school and joined Amrita, showed problems in her studies. She was a bright student; both the parents and the school were at a loss to find out the reason for her poor performance. As an experiment, she was made to sit in the front row for a few days. Her performance improved drastically. It was found that she was having a slight visual impairment.

- In order to make the schools disabled - friendly the following special measures as instructed by the CBSE may also be taken note of -
 - Disabled students should have barrier-free access to all the educational facilities and services in the school including hostels, libraries, laboratories and buildings.
 - Special attention may be given for the availability of appropriate Study Material for the disabled. Talking Text Books, Reading Machines and

Computers with speech software may be progressively introduced and made available for the use of the disabled.

- Steps may be taken to provide adequate number of Braille books in the school library.
- Other support services like sign language interpreters, transcription services and loop induction system may also be progressively provided for the hearing handicapped students.
- Special attention may be paid to provide adequate and appropriate transportation facilities to the disabled students.
- Teachers may also be sensitized to the requirements of children with special needs by organizing in service training programmes in inclusive I education at the elementary and secondary level.

Studies have shown that when students with learning disabilities are placed in general education courses, all students benefit from heterogeneous grouping and learning. When students with disabilities are included in activities in the classroom and accepted by their peers, then they will perceive their inclusive classroom as an environment that is useful, valuable and important to their learning and development. Inclusive Education lays the foundation to an inclusive society accepting, respecting and celebrating diversity.

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Mrs. Uma Dewan*

When we contemplate and introspect over the Right to Education, we first and foremost aim at 'zero reject' as no child should be deprived of education appropriate of him/her irrespective of his/her being disabled or not disabled.

Perceiving and perfection of equal opportunities translated in our constitution has to be conducted gradually. Inclusive education has to be dealt with caution and care School can be flexible to cater to the needs of all students but flexibility cannot be taken as laxity and adoption of 'utopian ideas'. Inclusive education at the outset may seem to be ethically very viable but one cannot ignore the validation of its implementation at the school level.

There are however certain myths about Inclusive Education that must be uncovered. IQ (Intelligence Quotient) which was once seen as n ultimate measure to evaluate a childs intelligence has become obsolete. It is more important to evaluate EQ (Emotional Quotient) and SQ (Social Quotient) of a child.

According to Howard Garden there are various levels of intelligence (viz.) Vernal, Logical, Spatial, Bodily Kinesthetic, Musical, Interpersonal, Intrapersonal and Natural. It is imperative to find out the types of intelligence the students have and then to make the education multidimensional and inclusive rather than sticking to the unidirectional ways.

Teachers have to learn to be tolerant and learn to respect the special needs of every child. The fallacy that a good student needs to be good at every thing no longer holds true Terms like 'slow learners', bad, competent, ADHD etc. are no longer a part of a teacher vocabulary. Inclusive Education is not a prerogative of rich but it entails every segment of society.

Case Study:

The case study that I present in this paper is about Swati (Name Changed) of class V of our school. Swati suffers from congenital hearing impairment.

A deaf person is defined as one whose hearing disability precludes successful processing of linguistic information through audition with or without hearing aid. Swati had undergone surgery to improve her hearing but significant changes did not occur hence a cocular aid was given to her. This has also not made any fundamental difference. Swati has adjusted very well over a period of time and it is amazing to see her relating so well in a typical classroom situation. Her teachers say that her written work is exemplary. She is meticulous and she hates a 'red mark' in her note book. She participates in all class activities. An interesting observation was stated by her teacher who said that perhaps 'dictation' is one area that she find difficult. But as a part of routine her buddy repeats the 'word' uttered by the teacher and Swati quickly comprehends and writes it. Any time Swati feels that she is not able to cope with an oral transmission she raises her hand and the teacher helps her and very diligently she repeats to ensure she is on the right tract. Extremely friendly Swati's support system of her friends and teachers have given her the desired confidence and today she is like the rest of the 29 students in her class.

Supportive Environment.

Since there was just one 'Swati' supportive environment could be given in the class. Feeling of acceptance has strengthened Swati's confidence.

Positive Relationships

Teachers encouraged the development of relationship through their decisions, about where to seat children on Swati's class this cascaded the 'buddy relationship' environment.

Feeling of Competence

Swati believes in her competency, she specially feels competent in computers and has developed an strong sense of self esteem.

To conclude the applicability's of the result of our study to real life talk stands justified but this is because in a class of 30 not more than one or two differently abled children can be handled.

Reality is a better pill to swallow. Notwithstanding empathy, inclusive education involves specialized teachers, specialized infrastructure and above all an attitude that 'Special Needs' have to be dealt in a different way with a great degree of professional expertise.

*PGT, History

“In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly... Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners.”

*(Education for All: Meeting our Collective Commitments.
Expanded Commentary on the Dakar Framework for Action,
Para 33)*

Diversity is the Reality

Tribhuvan Mendiratta*

Diversity is the reality and, therefore, each child is a unique learner. Students learn, and use their learning, differently. Being different is both a fact and a goal for most of us. Nevertheless, the goal of education should be that all students benefit by becoming important and contributing members of their communities. Basic issue is equity and quality.

Inclusion is an effort to make sure students with physical, social, economic inequities or disabilities go to school along with their friends and neighbors while also receiving whatever "specially designed instruction and support" they need to succeed as learners and to achieve the high standards.

In order for each child to maximally benefit from education, educators need to organize the schools, curriculum, and teaching with this reality in mind. A truly inclusive school involves teachers, school administrators, parents, and community members.

Many students in today's schools -- students who are culturally and linguistically different, students with disabilities, and students from different family or socioeconomic situations -- need and deserve better. All teachers -- those just preparing to teach and those who have been teaching for decades -- need to develop the capacity to better address all kinds of student diversity. The importance of teacher training, particularly teachers in the ordinary classroom, is a challenge to this objective. Often, the training is addressed in an informal, in-service manner. CBSE has to recognize the need for teacher training around inclusive practices (especially for general education teachers in the academic areas). It must be realized that inclusion is of benefit for all children and youth in the school environment. Recognizing the specific developmental needs of adolescents, the structure and culture of secondary school environments, and national policies and practices are parameters that clearly affect the implementation of inclusive practices and should be examined.

Curriculum of the future needs to ensure that each student receives the individual attention, learning accommodations, and supports that will result in meaningful learning to high standards of achievement. In fact, our schools need to be inclusive schools, using inclusive schooling practices. Some suggestions that need more focus are:

- * Less stress on student's time spent on reading textbooks and basal readers
- * Teachers must not thinly "cover" large amounts of material in every subject area * A system to be evolved that discourages rote memorization of facts and details
- * Competition and grades have to be minimized.
- * There must be less tracking or leveling of students into "ability groups" * Standardized tests must be minimal.
- * MORE emphasis on higher order thinking and learning the key concepts and principles of a subject
- * MORE deep study of a smaller number of topics so that students internalize the subjects' way of inquiry

People in National Educational Curriculum Framework, National and State Boards and more importantly the Public schools must believe in, recognize, and value the contributions and talents of every student. All students are entitled to high expectations and challenging curriculum that lead to the same broad educational outcomes regardless of their race, class, culture, ability, gender, language, or family circumstances. Performance and alternative assessments, student-led conferences, student goal-setting, exhibitions, and other curriculum-based measurements are all suggestive innovative ways to document and share students' learning accomplishments.

But one must never overlook the bottlenecks in any revolutionary concept. To be specific Two main hurdles come to mind: Our schools follow the curriculum set by the Ministry of Education. The curriculum had been designed without considering the needs of children with disabilities. Hence, students with special needs, especially blind face problems in learning geometry and courses involving figures.

Finally there is a total lack of policy at Government level to facilitate and upgrade living standards of both educated and uneducated individuals with or without disabilities. The success of establishing inclusive practices is based on the individual and institutional commitment to principles of inclusion and the dedication to the goal of educating all children, regardless of their special needs. The willingness to create change in the environment and a process to deal with that change is a strongly related characteristic which demands committed policy makers and educators.

*PGT - English, Puranchandra Vidyaniketan, Barra-2, KANPUR

"The term 'special needs education' has come into use as a replacement for the term 'special education'. The older term was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school and university system. In many countries today a large proportion of disabled children are in fact educated in institutions of the regular system.

Moreover, the concept of 'children with special educational needs' extends beyond those who may be included in handicapped categories to cover those who are failing in school for a wide variety of other reasons that are known to be likely to impede a child's optimal progress. Whether or not this more broadly defined group of children are in need of additional support depends on the extent to which schools need to adapt their curriculum, teaching and organization and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils."

(International Standard Classification of Education - ISCED, 1997).

Sharing Best Practices

*Its like all love descends Upon the Earth
And the essence of Paradise
Arrives on Earth to stay*

Sidhant Maigni*

Welcome to Thailand !! This is what one feels when somebody sets his foot on this magical 1\ land. It all started when I was given an assignment in which an essay was to be written on "THAILAND THROUGH THE EYES OF THE INDIAN YOUTH". My academic and co. curricular achievements helped me in the selection process for participating in this event. I got a call from the Thai Embassy that I have been selected for a visit to Thailand along with 21 students from all over India then began the journey. All of us are aware that Thailand is truly blessed with breathtaking scenery, but let me throw some light on some other amazing aspects of this country. Thailand is a tropical country, which was originally called Siam but in 1939 it adopted the name Thailand. The one thing that truly amazes me about Thailand is its warm hearted people who always bow down to wish you 'SWATIKAP' meaning hello and take the best possible care of their guest. It was a wonderful experience interacting with the Thai students and teachers who accompanied us and helped us getting aware of the culture and tradition of their country. During our week long trip we visited three cities - BANGKOK, CHIANG RAI and AYUTTHA YA.

On our 1st day we landed in Bangkok, the capital city of Thailand, known for its architecture, Sky Scrapers and its night life. Our 1st day in Bangkok started with the visit to their best shopping malls. After the visit we attended a briefing with the MINISTRY OF FOREIGN AFFAIRS where in we discussed about the higher education in Thailand. Their new English medium courses and a few important policies. The main objective of the briefing was to inform the students that Thailand is not only about tourism but it offers other positive aspects too.

We visited the beautiful Chitralada Palace where the king and queen used to live. It had 78 rooms out of which 32 rooms were made available

to be seen by the local people. We had our lunch there in the palace. Which was an unforgettable experience. We also got to know that the last King was treated as God by the local public. People sing anthem and even now they dresses uniquely to show their respect to the dead king. They dress in yellow on Monday and blue on Thursday as both the king and queen were born in those on those respective days. In the evening we went to see the mind boggling "SIAM NIRAMIT" show which left us mesmerized.

On our third day, we went to Ayutthaya by bus which was a 2 hour journey from Bangkok, Ayutthaya is an ancient city located in Thailand. After sight seeing, we had our lunch on a "Chaoprayas Cruise" where we enjoyed the delicious delicacies of Thailand which were mainly the sea food.

On our fourth day we visited the temple of Emerald Buddha where we got to see more than 100 types of statues of Lord Buddha. The main statue of Buddha was decorated with different types of precious stones like Topaz, Emerald, Ruby etc. We then went to the National Museum where epics like Ramayana and Mahabharata were explained. !

We went to Chiang Rai by plane un our 5th Day and it was a sheer bliss to visit this hill station I where the picturesque scenery left us spell bound. We were taken to the hall of opium where we were told about the origin of drug smuggling in Thailand. We also visited Mah Fah Luang Garden and various other places, then we came back to Bangkok on the same day.

On our same 6th day a huge reception was arranged in our honour where we got a wonderful chance to interact with the Thai students. The function was replete with entertainment consisting of traditional Thai folk dancing and stunning action performances by the students. !

*Student of R.K. Manglam World School

On our 7th day we attended the Thai cooking classes in SUAN DUSIT CULINARY SCHOOL where we got an opportunity to cook a thai delicacy. After the cooking class, we went to the Dream World and Adventure Park which was very very huge. We had a lot of fun over there and luckily for the first time an Indian lunch was organized for us. In the night, we went to the famous night bazaar and saw a puppet show which is famous world wide. This show ended our stay at Thailand as on the' next day we flew back to India along with many unforgettable and long lasting memories which we would cherish for our entire life.



Indian Students attending a Thai Cooking class

It was an honour and an experience in itself to visit such an amazing land, Thailand and I extended a heartfelt gratitude to the CBSE and the Thai Embassy for making this trip possible.

Skit on Female Foeticide

As part of Jubilee Year celebration **Dayawati Modi Academy-II Modipuram** demonstrated its concern to the society by organising a social awareness programme against "Female Foeticide" in the form of a skit "Meri Beti Mera Abhiman" . The budding artists of class V to VIII showcased the concept so strongly that everybody was forced to ponder over extremely burning issues of Female Foeticide and infanticide which has resulted in an extremely skewed sex ratio in India.

NASA Astronaut Michael Fincke Interacted with Students of DAV School Chandrasekharpur, Bhubaneswar

The Students of DAV School Chandrasekharpur had a rare privilege to meet Michel Finciki, Senior Scientist cum Astronaut at NASA, America in person today in the afternoon. The students got this opportunity in an Interactive Session Organized by the school authority during their visit to the school. It is worth mentioning that Astronaut Finiki was one of the prestigious flight engineer working in the Space Craft



DAV Chandrasekharpur, Bhubaneswar with NASA Astronaut

'SOYUZ' in the year 2004, having spent more than 6 month in space. "Students future of the nation have enough potentialities to materialise their Dream and can be anything that they like."

Budhia the Child Prodigy - Marathon runner resumes studies, Joins DAV School, Bhubaneswar

The school management has decided to put him in UKG after evaluating the standard of Budhia. The school has assigned a teacher specially for Budhia so that his progress can be monitored. Earlier the school and Mass Education Department had requested the School to admit Budhia and the latter accepted it.

Since Budhia has been adopted by State Government and shifted to Sports Hostel, the department felt that he must get his education properly. The Child prodigy who ran into Limca

record books by covering the 65 km distance from Puri to Bhubaneswar.

Budhia's admission into the DAV School marked the completion of first phase rehabilitation programme chalked out by the Orissa Government. He came to the limelight for his incredible stamina to run long distance. In order to encourage the child marathoner (the school has waived Budhia's tuition fee.

Jawahar Vidya Mandir, Ranchi

Students and staff of Jawahar Vidya Mandir Ranchi have generously contributed a sum of Rs. 88,250/- towards Bihar Flood Relief. The amount in the form of demand draft bearing NO.553664 dated: 10/09/2008 for Rs. 88,250/- (Rupees Eighty eight thousand two hundred fifty only) drawn on Union Bank of India, Shyamali Branch in favour of Prime Minister National Relief Fund, was handed over to the Hon'ble Governor, Jharkhand on 09/09/2008.

The test of our progress is not whether we add more to the abundance of those who have much: it is whether we provide enough for those who have too little

Roosevelt, 1937

Teachers Day

Kota Sahodaya School Complex Honours Teachers



Teacher Award function organised by Kota Sahodaya Complex

Kota Sahodaya Schools Complex honoured 42 teachers of various CBSE affiliated schools in Kota on Sept. 06.2008 the function was a grand success and loudly praised by all educators and administrators present.

सुंदर समाज बनाने वाले शिक्षक

कोटा सहोदय स्कूल्स कॉम्प्लेक्स के तत्वावधान में बूंदी रोड स्थित सेंटजॉन्स सीनियर सेकेण्डरी स्कूल में बीती रात शिक्षक सम्मान समारोह में सीबीएसई स्कूलों के 42 शिक्षकों का सम्मान किया। कार्यक्रम में स्कूली छात्र-छात्रों ने रंगारंग सांस्कृतिक कार्यक्रम प्रस्तुत किए।

मुख्य अतिथि इन्कम टेक्स कमिश्नर एमके इदनानी थे। इसके बाद छात्र-छात्राओं ने ग्रुप वेस्टर्न डांस प्रस्तुत कर खूब वाह-वाही लूटी। आयकर आयुक्त एमके इदनानी कहा कि शिक्षकों की वजह से ही हम इस मुकाम पर पहुंचे हैं कि आज कोटा की पहचान विश्व में शैक्षणिक नगरी के रूप में बनी है। उन्होंने शहर के सीबीएसई स्कूलों के 42 शिक्षकों को प्रतीक चिन्ह भेंटकर सम्मानित किया।

कोटा सहोदय स्कूल्स कॉम्प्लेक्स के अध्यक्ष प्रदीपसिंह गौड़ ने सीबीएसई द्वारा चलाए जा रहे सहोदय अभियान की विस्तृत जानकारी दी। संरक्षक दीपक सिंह ने कहा कोटा के स्कूलों का परिणाम सीबीएसई बोर्ड के औसत परिणाम से कहीं ऊपर

रहता है। सचिव एमएल आलम ने कॉम्प्लेक्स की गतिविधियों की जानकारी दी। सेंट जॉन्स स्कूल की प्रिंसिपल मसीह ने आभार जताया।

इनकी सेवाओं को नवाजा

समारोह में सीबीएसई स्कूलों के शिक्षक राजेन्द्र जैन, अरुण साहू, चन्द्रशेखर शर्मा, किंशुका गोठवाल, अमरजीत कौर खलसी, उषा कौर परमार, एचपी श्रीवास्तव, माया डी मेलो, प्रीति शर्मा, गरिमा शर्मा, पी. ज्योति, मधु मोरनी, प्रीति शर्मा, गरिमा शर्मा, जेपी राठौर, प्रतिमा व्यास, वंदना राना, प्रदीप कुमार शर्मा, सोनाली मेहरा, शक्ती नासुदेव, विनोद जैरथ, स्वेता हाड़ा, निशा शर्मा, सौरभ भारत, तरलीन कौर कोहली, ज्योति श्रीवास्तव, दीप्ति शुक्ला, रशिंदा बुनीवाला, सोनिया सेठी, संगीता चौपरा, मिनी खत्री, आरसी विजय, मंजुलता शुक्ला, धर्मिष्ठा राजोरा, पंकी बख्शी, मधु मित्तल, चन्द्रबाला पालीवाल, अमित सिंघल, अर्चना, सरिता गुप्ता, श्रद्धा सोनी नलिन कुलश्रेष्ठ एवं मनीषा गुप्ता को सम्मानित किया गया।

Teacher's Day Celebrated with Enthusiasm

Like every year the day of 5th September was observed as Teacher's Day. It was celebrated



Teachers' being honoured at Soldier Divine Public School, Gardiwala, Punjab

with gaiety and fervor at St. Soldier Divine Public School, Gardiwala. In the morning assembly Principal Dr. M.R. Bhatia addressed the students

and apprised them with the contribution & commitment of Former President of India, Dr. SARAVAPALLI Radhakrishnan.

Three Teachers were honoured by the St. Soldier Educational Society for their dedicated services. Mrs. Harjit Kaur, Mrs. Baljinder Kaur, Mrs. Rajender Kaur.

Schools celebrate Teacher's Day

Students of TPS Shastrinagar celebrated Teacher's Day by paying tribute to Dr. S. Radhakrishnan and their school teachers. Speaking on teachers role in shaping students life. Prakriti Chaudhary and Nikita Sharma highlighted Academy role in nation building and students duties towards their teachers through self-composed poems. Speaking on the



Teachers Day at TPS, Shastri Nagar, Jaipur

occasion, school Director PD Singh said, "Both teachers and students are made for each other and exist for each other and this relationship makes a nation strong and progressive." A volleyball match and musical chair were organised for teachers.

'Portfolio' assessment, for example, can include learners' own products such as final "best" work, various works in progress, samples of tests completed, certificates earned, goals met, daily work samples, self-evaluation of the progress of learning and teacher's observations. Research has revealed that equity factors, such as race, ethnicity, gender and socio-economic status, are reduced by about one half in the portfolio system in comparison to standardised tests.

Supovitz & Brennan, 1997.

NEWS FROM ADMINISTRATION

Farewell of outgoing Chairman of CBSE Shri Ashok Ganguly

A function was organised on August 26, 2008 to bid farewell to Shri Ashok Ganguly who has been repatriated to his parent department by the controlling authority of the Board after completing his tenure. Shri Ganguly served as the chairman of the Board from 19.5.2000 to 18.8.2008.



*Sh. B.N. Gupta, HOD, IT, welcoming
Sh. Ganguly on Farewell Function*



*Smt. C. Gurumurthy, Director Academic, welcoming
Sh. Vineet Joshi, the newly appointed Chairman*

Welcome of Current Chairman Sh. Vineet Joshi

Consequent upon repatriation of Sh. Ashok Ganguly, Chairman, CBSE to his parent department, Sh. Vineet Joshi, IAS, Secretary has been entrusted with the duties and responsibilities as the Chairman, CBSE by the Controlling Authority of the Board.

Another Farewell function was organised on July 31st, 2008 for the following officers who retired from the services of the Board on attaining the age of superannuation/voluntary retirement in which following officers were given finewell

The following officers retired from the services of the Board on attaining the age of superannuation:-

Sh. R.P Sharma	Education Officer
Sh. Daya Kishan	Section Officer

Consequent upon their request, the following officers of the Board have been granted voluntary retirement and relieved from the services of the Board:-

Smt. Kamlesh Kumari	Deputy Secretary
Sh. Hakikat Rai	Section Officer

Sh. Satya Prakash, Sr. Accounts Officers has also been repatriated to his parent department.

PROMOTIONS

l) The following officers of the Board were promoted in the higher grade and posted to the offices indicated against each:-

1. Promotion to the posts of Deputy Secretary

Sh. M.K. Arora	Affiliation
Sh. R.J. Khanderao	R.O., Panchkula
Sh. M.D. Dharmadhikari	Regd. Officer, Ajmer

2. Promotion to the posts of Assistant Secretary

Sh. R. Sundaram	RO., Chennai
Sh. Ashok Kumar Dhawan	RO, Panchkula
Sh. S.P.Sharma	RO. Allahabad

3. Promotion to the posts of Section Officer

Sh. V.K. Sharma	R.O., Delhi
Sh. Chunni Lal	R.O, Patna
Sh. Prem Nath	RO., Ajmer
Sh. V.K. Ghai	R.O., Allahabad
Smt. Poonam Kashyap	R.O, Panchkula
Sh. R. Venkatesh	R.O., Chennai
Sh. Shyam Kapoor	R.O., Ajmer

The following Section Officers were appointed as Desk Officer :-

Sh. B.R. Uppal	- Affiliation
Smt. Shashi Bala	- Affiliation
Sh. Ranber Singh	- R.O., Allahabad

NEW APPOINTMENTS

The following Education Officers have been appointed in the Board on deputation :-

Sh. P.V. Sai Ranga Rao
Dr. (Mrs.) Srijata Das

ABSORPTION

Dr. (Mrs.) Sadhana Parashar, Education Officer has been absorbed in the services of the Board.

Setting up of Regional Office, Patna

Consequent upon opening of Board's New Regional Office at Patna, Sh. Manoj Kumar Srivastava, Assistant Secretary has been posted as Officer-In-charge at R.O., Patna.

Setting up of Investment Committee

In compliance with the orders of the MHRD, the CBSE has constituted a Board of Trustees and a Investment Committee comprising of the following members :-

Composition of Board of Trustees

The Chairman, CBSE	- As ex-officio Chairman of the Trust
The Secretary, CBSE	- Member
The DFA, CBSE	- Member
The President, SSSW A, CBSE	- Member

Composition of Investment Committee

The Secretary, CBSE	Chairman
Sh. Ashok Gupta Principal, India International School, Jaipur & Member of Finance Committee	Member
Sh. I.S. Wadhwa Deputy Secretary, CBSE	- Member
Sh. Ajay Mishra Dy. Financial Advisor, CBSE.	- Member

Shifting of Public Relation Unit from Shiksha Kendra, Preet Vihar to Shiksha Sadan, Rouse Avenue, ITO

Consequent upon shifting of Public Relations Unit of the Board from CBSE (Hqrs.) Building, Preet Vihar, Delhi to 17, Rouse Avenue, New Delhi, the Transfer Certificates in respect of students of CBSE affiliated schools will now be countersigned by the PRO and other authorized officers at CBSE's Rouse Avenue Building.

*Democratization of knowledge indicates knowledge
for anyone, anytime, anyplace.*

APJ Abdul Kalam

HONOURING ACCOMPLISHMENT

NATIONAL AWARDS TO TEACHERS:






Fourteen Principals and Teachers were selected from amongst the CBSE schools fraternity for National Awards, which were given by Her Excellency the President of India on the Teachers' Day. The recipients of 2007 awards are:

SI No.	Name and Address	SI No.	Name and Address
1.	Smt. Neera Mathur Principal, Maharaja Sawai Man Singh Vidyalaya, Sawai Ram Singh Road, Jaipur-302004 Ra•asthan	8.	Shri Jayanta Chanda Assistant Teacher, Rama Krishna Mission School, PO. Vivek Nagar, Amtali, Tripura-799130.
2.	Smt. Bijoya Bakshi, Principal, Navrachana School, Sama Road, Badodara-390008 Gujarat	9.	Smt. Nameirakpam Sunita Devi Assistant Teacher, R.K. Sanatombi Devi Vidyalaya, Haotal, PO. Pangei-795114, Imphal (Manipur).
3.	Shri S. Namasivayam Principal, •Maharishi Vidya Mandir Sr. See. School, 28, Dr. Guruswamy Road, Chetpet, Chennai-600031 (Tamil Nadu)	10.	Smt. Meenu Goswami Principal, K.R. Mangalam World School, Greater Kailash-II, New Delhi-110048.
4.	Shri Narinder Nath Nayyar Principal, Apeejay School, Sector-15, Nerul, Navi Mumbai-400706 (Maharashtra)	11.	Smt. Mohini Bindra, Principal, Ramjas School, Pusa Road, New Delhi-110005.
5.	Smt. Meeta Rai Principal, Delhi Public School, 526/1, Opp. Rail Vihar, Indrapuram, Ghaaziabad-201010, Uttar Pradesh	12.	Smt. Asha Sharma, Principal, Indian Educational School, PO. Box 24079, Safat-13101, Jaleeb Al Shyoukh, Kuwait
6.	Dr. (Smt.) Rashmi Vij Principal, Police DAV Public School, Pap Campus, Jalandhar Cantt-144006 (Punjab)	13.	Shri Aditya Kumar Shrivastava Principal, Birla Public School, Building No.270, 400, New Salata Street, O-Ring Road, PO. Box - 24686, Doha-Qatar
7.	Smt. Shashi Kiran Principal, Dayanand Public School, The Mall, Shimla (Himachal Pradesh)	14.	SPECIAL CATEGORY Ms. Bitty Oberoi, Counselor (Director & Head of Deptt., Learning Centre), Sanskriti School, Dr. S. Radhakrishnan Marg, Chanakya Puri, New Delhi - 110021.

CBSE AWARDS TO TEACHERS

The Central Board of Secondary Education has instituted incentive Awards to Teachers in the year 2000 to reinforce the tradition of honouring the unique accomplishment, proficiency and ingenuity of teachers who have made a substantial contribution to the field of education, The Ministry of Human Resource Development has given a special and separate category status to the CBSE Awards to Teachers, Fourteen awards are given to the selected Principals and Teachers from CBSE affiliated schools in the country and abroad, CBSE has six Regional Offices in the country and two awards are allocated for schools coming under the jurisdiction of each Regional Office, one award is reserved for teachers working in the CBSE affiliated schools in foreign countries and one for Physical Education Teachers working in the CBSE affiliated schools, The award consists of a merit certificate, a shawl and a cash prize of Rs. 25,000/ The Board appoints Regional Committees to recommend the names of Principals and Teachers to the Central Awards Committee of the CBSE which makes the final selection.

Mohd. Ali Ashraf Fatmi, Minister of State, Human Resource Development, Govt. of India presented CBSE awards at a glittering ceremony held on 4th September, 2008 at India International Centre, New Delhi. A number of Principals and Teachers, officers/officials from the education departments, academicians and students were also present. The names of the recipients are:-

SI No.	Name and Address		SI No.	Name and Address	
1.	Smt. Prem Lata Garg Principal, DAV. Public School, Sreshtha Vihar, Delhi - 110092.		4.	Smt. Paramjit Kaur Principal, B.C.M. Arya Model Senior Secondary School, Shastri Nagar, Ludhiana-141002 (Punjab)	
2.	Smt. Rita Gupta PGT, Head of Deptt.(Chemistry), Modern School, Barakhamba Road, New Delhi - 110001.		5.	Capt. (IN) Vinay Kumar Verma (Rctd.) Principal, Motilal Nehru School of Sports, Rai-131029, Distt. Sonapat (Haryana)	
3.	Shri. V.R. Palaniswamy, Head of Deptt.(Mathematics) & Senior PGT, The Indian School, PO. Box 558, Isa Town, The Kingdom of Bahrain.		6.	Sh. T. Venkatesan PGT (Maths), The Hindu Senior Secondary School, 83, Big Street, Triplicane, Chennai-600005(Tamil Nadu).	

7.	<p>Smt. Sugeetha P Principal, Chinmaya Vidyalaya, Cannanore-670001 (Kerala)</p> 	11.	<p>Smt. Shalini Khanna PGT (English) Rani Laxmi Bai Memorial Senior Secondary School, C-Block, Indira Nagar, Lucknow- 226016 (U. P.)</p> 
8.	<p>Shri Abdul Rab Khan PGT (Physics), St. Joseph's Convent Sr. See. School, Ratlam-457001 (Madhya Pradesh)</p> 	12.	<p>Smt. Mandira Chanda PGT(English), South Point School, Barsapara, Guwahati-781018 (Assam)</p> 
9.	<p>Shri Deshbir Singh PGT (Chemistry), St. Paul Hr. See. School, Boundary Road, Indore-452001 (Madhya Pradesh)</p> 	13.	<p>Sh. Subhash Chandra Dixit Headmaster, Vivekananda Kendra Vidyalaya, Itanagar, Papumepare Distt. (Arunachal Pradesh)</p> 
10.	<p>Sh. A.N. Pandit Principal, Godwin Public School, Rohta Road, P.O. Fazalpur, Meerut, (Uttar Pradesh).</p> 	14.	<p>Sh. Mahesh Chand PGT (Physical Education), DAV Public School, Sector-14, Gurgaon-12200 1 (Haryana)</p> 

EVENTS UPDATE

The Pride of the State and Country DAV, Bhubaneswar leads the state at the International level

When the state is engaged in the noble endeavour of conducting the First State-level "Young Astronomer Talent Search event"



Soumyashanta Nayak clinches the Gold Medal at International Olympiad in Astrophysics

Soumyashanta Nayak, a Std. XII student of DAV Public School, Chandrasekharpur, Bhubaneswar, Orissa has proved himself as a torch bearer for the young talents by clinching the Gold Medal in the recently concluded Maiden International Olympiad in Astrophysics at Chiang Mai, Thailand in the First week of December 2007.

Sahodaya Update

Report of PRT Workshop

Dr GR Public School, Neyyattinkara hosted the PRT Workshop on 26th, July 2008 for teachers of different schools under the South Zone



Participants taking part in PRT workshop at Dr. G.R. Public School, Neyyattinkara

Sahodaya Complex. 239 teachers from different schools participated and made the programme a success. The function was inaugurated by Mr. C.P Sreekantan Nair, Former Principal, B.Ed. Training College, Calicut. The dignitaries present were Sister Mythili, Managing Trustee, Madhavi Mandiram Loka Seva Trust and Dr GR Public School, Mr. P.Ravi Shankar, Manager, Dr GR Public School, Mr. R. Radhakrishnan, Principal, Dr GR Public School, Mr. H.P Sharma, President, South Zone Sahodaya and Mr. Jaganathan, Secretary, South Zone Sahodaya. The resource persons were- Ms. Hridya Abhilash, University College, Mr. Rajendran, Kendriya Vidyalaya, Pattom, Ms. Renjini Nair, Kendriya Vidyalaya, Pattom,

Mr. Sabhaya Sachi Mitra, Mathematical Expert, Calcutta, Ms. Veena Rajan, HMSC, Chennai and Ms. Mini Nair, Bharatiya Vidya Bhavan, Kuwait. The programme provided new ideas to the teachers. It taught the teachers how to develop better communicative skills with the students of Std I-V. Evaluation techniques were discussed in detail. The feedback of the teachers was very good. The programme was supported by leading publishers. Tea, snacks and lunch were provided to the participants. The participation certificates were distributed at 4.15 pm. The programme came to an end at 4.30 pm.

**Sainik School Kunj Pura
Karnal Takes Mountaineering
expedition to Chalung Peak
6546 Mtr in Rupshu Valley of
Leh region in Jammu & Kashmir
from 15 Jun 2008 to 09 Jul 2008**

A 19 member mountaineering team of Sainik School Kunjapura, Karnal, successfully scaled the Chalung Peak 6546 Mtr in Rupshu valley of Leh region in Jammu & Kashmir. The expedition was led by ace mountaineer Sh JS Gulia, who earlier



The expedition leader Sh JS Gulia along with Cadet Gaurav, Cadet Amardeep and Sh Fateh Chand on the summit of Chalung Peak (6546 Mtr)

has taken students to various mountaineering expeditions in Gharwal, Manali and Leh region since 1995.

The expedition was flagged off by His Excellency Dr AR Kidwai, the Governor of Haryana, from Raj Bhawan Chandigarh. His Excellency handed over the Ice Axe along with the flags to the Principal, Sainik School Kunjapura, Kamal, Colonel Arun Datta and the expedition team. Seeing the courage and determination of the young students His Excellency announced a grant of Rs 25,000/- for the expedition team.

The team reached Leh after crossing five passes which included world's second highest pass Tanglang La 17586 ft. After proper acclimatization at Leh the team reached Sumdo covering a distance of 200 Kms. Base Camp was set up at 5,200 Mtr where team was trained in Snow and Ice Craft on the glacier. The training included glacier walking, cramponing, front point climbing, descending and crevasse rescue. Summit camp was set up at 5,900 Mtr. Due to blizzard and high velocity wind the assault on the peak was delayed by a day. The next day weather improved and the peak was climbed from the virgin western ridge route in Alpine technique. After six hours of front point climbing in ice and hard snow, the team reached the summit at 1 pm and stayed there for 30 minutes. From the peak they could see endless chain of mountains toward Tibet in the East Mt Lungser Kangri, the mountains of Spiti to the South, lake Tsomoriri and Mt Sara and Mt Mentok (6340 M) to the West. In route the climbers negotiated five (death traps) hidden crevasses. The members who reached the top were Sh 1S Gulia (Leader) Cadet Gaurav, Cadet Amardeep, Sh Fateh Chand and Sh Pyare Lal.

With this the team added some firsts to its credit: First Sainik School to scale a of a height of 6546 Mtr. First expedition team to climb the Chalung peak from the western ridge route in alpine technique.

FROM THE SPORTS ARENA

Sports Tournament at Tagore Public School, Jaipur

The final match of Volleyball in the inter house tournament organised by the Sports Club at Tagore Public School, Shastrinagar was played between Tagore House and Shivaji House. Tagore House won the trophy. The girls' Throwball final match was played between Shivaji House and Pratap House. Pratap House won the shield. The matches were played with high spirits as the ground echoed with cheers of the audience. The



Final match being played between Tagore House & Shivaji House at Tagore Public School, Jaipur

winners and runners up were awarded trophies by director PD Singh, who appreciated spirit of students.

Dhoni is my favourite cricketer. It was under his captaincy that the Indian cricket team won the T20 World Cup. I find his team spirit and conduct very appealing. His attitude towards game is also very good.

KIDZWIZZ 2008 concluded D.A.V. C.SPUR Celebrates Annual Sports Day

The 10th Annual Sports Day Celebrations concluded with colourful Drill Display and Cultural Programmes here at D.A.V. Public School, Chandrashekharpur.

The Sports meet was inaugurated by Dr. Arun Kumar Panda, I.A.S. Commissioner cum Secretary, Housing and Urban Development Govt. of Orissa alongwith the lighting of the sports torch by the wonder-runner kid Buddhia Singh.



10th Annual Sports Day at DAV Public School, Chandrashekharpur

Open Skating Competition, Abhinav Public School

Abhinav Public School achieved another milestone by organizing West Open Skating Championship 2008 in which more than 20 leading Public School participated and displayed their skills in skating. In Roller Hockey under 16 years boys – Hansraj Model School got I position.

Under 12 years boys II position bagged by Yuvashakti Model School and III position by Bal Bharti Public School, Dwarka. Under 16 years girls DPS, R.K. Puram got I position, II position, won by Adarsh Public School Vikipuri, III position bagged by Shah International Paschim Vihar & IV position went to Manav Sthali Public School.



Shri Vineet Joshi, Secretary, CBSE Interacting with teachers

CBSE National Kho-Kho Tournament

Shishu Niketan Model Sr. Sec. School, Sector 22-D, Chandigarh was the venue for the CBSE National Kho-Kho Tournament for the year 2007-2008 (Under 19) for both boys & Girls.

The tournament was inaugurated on by Sh. Vineet Joshi, IAS, Secretary, Central Board of Secondary Education at Sports Complex, Sector 46, Chandigarh. Following is the result of the tournament.



Inaugural functions of CBSE National Kho Kho Tournament at Chandigarh



A match being played at CBSE National Kho-Kho Tournament

Boys	
1. Bokaro Ispat Vidyalaya Jharkhand	Winners
Shishu Niketan Model Sr. Sec. School Sector 22-D, Chandigarh	
Girls	
1. Bokaro Ispat Vidyalaya Jharkhand	Winners

Annual Award giving ceremony at DAV, Kalinga Nagar, BBSR

BBSR – 16.08 – The 62nd Independent Day celebration for the students of DAV Public School,



Annual award functional DAV Kalinga Nagar

Kalinga Nagar, Bhubaneswar, Orissa was unique and memorable as the joy of fluttering the Tri-Colour was coupled with the joy of receiving so many awards for the meritorious students.

NEWS FROM SCHOOLS

AN AMAZING TRIP TO THE LAND OF THE RISING SUN



*Heena Pathak
Class-XI
DPS, Nazira (Assam)*

DPS, ONGC, Nazira Miss Heena Pathak toured Japan under the **Programme (JENESYS)**. In this regard, first of all kindly accept our sincere thanks for giving us an opportunity to send our students.

I was full of elation and excitement when I was being informed; that I was one of the members of the 5th Batch of the Indian team of the **JENESYS** programme, going to Japan on the **23rd of June 2008**.

All the students congregated in **Hotel Samrat** on the **22nd of June, 2008** and were allotted different groups – **Hokkaido (Gray)**, **Aichi (Blue)** and **Hyogo (Pink)** group. I belonged to the **Hyogo** group, which was an all-girls' group.



Japan - An artistic perception

After completion of some small formalities of filling of forms and exchange of currencies, we went to our rooms along with our room partners, bidding goodbye to our families. After freshening up, we came downstairs for our dinner where we got introduced to our group members. After sometime, we went to bed.



Indian student in Japanese School



Gettings together at Japan

The next day, after our breakfast we went to the **Asoka Hotel** for a pre-departure orientation programme, where distinguished guests from the **Japanese Embassy** and **Ministry of Foreign Affairs, India** graced the occasion and made brief speeches. After a farewell lunch, we left for the airport with our luggage. After the completion of all the formalities, we eagerly awaited our flight to **Japan**. At **7.10 pm**, we boarded the **Japan Airlines** flight and truly enjoyed the entertainment and service on board. At **7.35 am** by **Japanese** time, we arrived



Indian Students touring Japan

at the **Narita International Airport** and following the completion of all immigration procedure, we boarded our respective buses group-wise and left for '**Tokyo**'. The journey was too enjoyable as we looked out at the scenic beauty and relaxed ourselves. After one and half-hours drive, we arrived at the **Imperial Palace** in **Tokyo** where the **Japanese Royal Family** resides. After having a beautiful view, which was a feast to our eyes, we had a feast for our stomach with a typical **Indian lunch**. We then arrived at **Hotel Grand Palace** where we were welcomed by **JICE** and were joined in by two **Japanese Co-ordinators**. Then, we freshened up in our rooms and came down for our dinner. After this, some of us went for a stroll outside in the shops but were amazed to see the sky-rocketing prices of the items.

The next day after breakfast, we were taken to the **Waseda University** for a lecture by **Paul**

Snowden. There, an interesting and lively lecture awaited us where a lot of knowledge about **Japan** and **Tokyo** was gained by us. We then went on a tour of the campus, which is beautifully built and designed. After lunch, we went to **MIRAIKAN** – a **SCIENCE MUSEUM** where all the technologies being implemented by **Japan** every now and then



Waseda University, Japan

in the past, were showcased. Then we visited a **100** shop in **Odaiba** where all of us bought loads of items. After dinner, we returned to our hotel.

The next day, we **Hyogo girls** woke up early as from then on, all the groups would be divided. We left for the **Tokyo** station to catch the famous bullet train – **Shinkansen** to **Hyogo**. We had our breakfast in the train itself and waited for the completion of the two- hour journey. All of us were amazed by the speed of the train and it was a never-to-be-missed opportunity. We reached **Odaiba** at **11.00 am**, had our lunch and went to **Mukogawa Women's High School** in **Hyogo** where we were given a warm welcome by the school faculty and the **Principal** himself who gave a wonderful welcome speech. We were then taken for a campus tour. The campus has a wonderful infrastructure and is technologically very advanced. After having lunch in the canteen, we were shown some club activities. We were shown a wonderful and synchronized choir, a spectacular dance performance, amazing gymnastics and a phenomenal orchestra, which left us speechless.



Mukogawa Womens High School, Japan

At **5.00 pm**, we were introduced to our respective host families who took us with them. I went with my family to their home, which was wonderfully decorated and designed. I was truly surprised at the cleanliness, which they maintained. They then led me to my room where I freshened up. They were very hospitable and caring and took great care of my diet. After having a wonderful dinner and a good night's sleep, the next day all of us along with our host sister went to the school and were very happy to meet our friends again. There our group had a presentation on **Environment Pollution in India** being presented by two of my friends. Before ours, the IX, X, XI and XII graders of the school showed their presentations. It was truly a very informative and interactive session. After lunch, we went to a nearby **Sewage Treatment Plant** where we were given information on its working. The trip was very informative and knowledgeable. We then returned to the school from where we went back to our families escorted by our host sister. After returning, I freshened up and chatted with my sister. Both of us exchanged gifts and knowledge about our countries. I then had a **Japanese dinner** with the whole family and then went to bed.

The next day, we went to **Mukogawa Women's University** where we had a workshop. Thereafter, we had a campus tour and then a wonderful lecture on **Maths** by **Prof. Nakane**.

Then we had an **Indian** lunch in the college canteen and left for a **Japanese** tea ceremony where we were served traditional **Japanese Green tea** in a ceremonial manner and a piece of cake. It was very aromatic but quite bitter. The cake helped a lot in removing the bitterness.

The next day, we left for **Tokyo** by the **Shikansen**. We spent our day in the hotel itself. The following morning, we went to **Asakusa**, a



An aerial view of Skycrapers in Tokyo

temple in **Tokyo**. We prayed to **Lord Buddha** there and then all of us went to buy souvenirs from a long row of shops nearby. Most of us also filled our tummies with flavoured ice creams. The same evening, we had a post departure orientation programme followed by a **Farewell Party** – where all of us including the **Japanese Co-ordinators** wore traditional **Indian dresses** – the **sari** and **salwar-kurta**. All the groups met in **Tokyo** and a group-wise speech on our workshops was given followed by a group-wise performance on dance and yoga. The people from **JICE** had graced the occasion and gave speeches. We were also presented with participation certificates and group photos.

The following day we returned to **New Delhi** and then back to our homes.

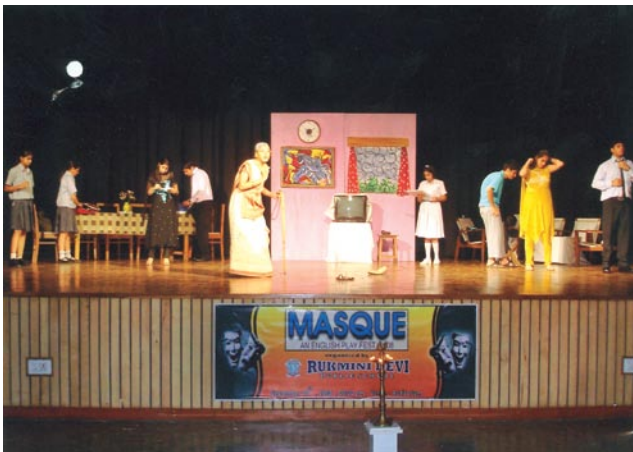
It was one of the most memorable and amazing experiences I have ever had in my life so

far. I express my heartfelt gratitude to everybody who was involved in making this trip a successful one for me. I got to learn a lot about **Japan** and its culture. I hope such trips are conducted in the near future also.

*** JAI HIND JAI JAPAN ***

CREATING SENSITIVITY THROUGH THEATRE AN EFFORT VIA PLAY FEST MASQUE

Shakespeare rightly said 'The world is a stage we are its players'. Theatre is a powerful tool to create awareness amongst people on various issues as it touches the core of heart of an individual.



6th Inter School Play Festival at Rukmini Devi

Keeping the above in mind, Rukmini Devi Public School, Pitampura celebrated its **Sixth Inter-School Play Festival 'Masque'** with great fun-fare & jubilation where leading schools from Delhi participated.

The event began with the traditional lamp lighting ceremony by School Principal, Mrs. Anita Garg and the eminent judges Ms. Indira Bahuguna, Lecturer Miranda House, DU, Ms. Archana Kakkar an educationalist and Ms. Vandana Tandon, consultant with NIE.

Each play conveyed a social message revolving around relevant contemporary issues ranging from protection of environment' to the

plight of the 'Insecure Senior Citizen'. 'Safe Haven' focused on the problems of old age. Abusing children rights is a major global issue of concern and children are defenceless and vulnerable, hence they are exploited easily. This issue was depicted via the play 'The Rescued'. 'The Final Destination' highlighted environmental problems like 'Global Warming' where 'Money Euphoria' focused on social issues like dowry, poverty, terrorism, a journey of myriad emotions. 'The Wake up Call' stressed on the increasing violence among children which need to be addressed urgently.

The highlight of the day was the play staged by the host school, 'Are we true to ourselves/', which revived the conscience inside the audience and shook them to evaluate their behaviour towards elderly member of the families. It stressed on the fact that in our daily busy materialistic lives, we have left behind our moral and ethical values and our parents who have supported us through every thick and thin are neglected in the most needed time by us. The play was Cathartic in its effect and received a great applause by the audience.

The play 'Are we true to ourselves', by Rukmini Devi Public School, bagged the first prize whereas the first runner up prize was awarded to St. Angle's Sr. Sec. School, Rohini for their play 'Money Euphoria' and the second runner up prize was given to Sachdeva Public School for their play "The Wake up Call". Best actor male and best actor female awards were also given.

"Quit India Movement" Enacted at TPS

Jaipur 09 August: TPS Shastrinagar Commemorated the great event of "Quit India Movement" under the leadership of Mahatma Gandhi. The whole event was enacted by the students in which a student in the role of Gandhiji delivered some excerpts of his historic speech and invoked Indians to be united arid strong to fight out the British from the soil of India. They rose up to his call and shouting "Mahatma Gandhi ki

jai, Bharat mata ki jai, Angrejo Bharat chhodo and Inqalab Zindabad" slogans. The whole movement became alive and the atmosphere was filled with love for the motherland. All the students took a pledge reciting "zindagi hai desh ki, yeh desh hai hamara, Bharat ma ka mastak uncha, yehi hamara nara".

मंच पर भारत छोड़ो आंदोलन को जीवंत किया

शास्त्रीनगर स्थित तैगोर पब्लिक स्कूल में स्टूडेंट्स ने अंग्रेजों भारत छोड़ो आंदोलन को नाटक के रूप में मंच पर जीवंत किया। इसमें स्टूडेंट्स ने गांधी जी के विचारों को प्रस्तुत किया। इस अवसर पर स्टूडेंट्स ने महात्मा गांधी की जय, भारत माता की जय और अंग्रेजो भारत छोड़ो जैसे स्लोगन बोले। स्टूडेंट्स ने जिन्दगी है देश की देश यह हमारा है, भारत का मस्तक ऊंचा हो, इन शब्दों के साथ देश की रक्षा का संकल्प लिया।

MUSIC CD RELEASED

Swathantra Bharatam (Independent India), a music C D with a collection of seven patriotic Malayalam group songs sung by the students of **Bhavan's Vidya Mandir, Chithali, Palakkad** is released.

In a function arranged in the school on Independence Day, veteran social worker of Palakkad, Shri. K P Lawrence had released the C D. The first copy was received by Prof. C Somasekharan, Hon. Secretary of Bharatiya Vidya Bhavan, Palakkad Kendra. The songs were written by Shri. Sijil Kodungallur, music teacher of this school and the music director was Shri. Jaffer Palakkad. The singers are Sruthi S, Sruthilakshmi K J, Keerthy P, Sreekutty S, Amritha A Kumar, Sreelakshmi Das and Aishwarya Anand Krishnan.

This group of children secured first position in singing patriotic songs in the Music Fest organized



Music CD on Swatantra Bharatam released by Bhavan's Vidya Mandir, Palkkad

by the Palakkad District Sahodaya School Complex for three consecutive years and also in the first Kalotsav organized by the Confederation of Kerala Sahodaya School Complexes in 2007.

DAV welcomes new-entrant tiny-tots in its campus

The Principal, safering teachers jointly welcome the newly admitted nursery students (LKG) at DAV Public School, Chandrasekharpur in its campus in a specie stiffening function



Welcome of LKH Kids at DAV Public School, Chandrasekharpur

REPORT ON INDEPENDENCE DAY CELEBRATIONS HELD ON AUGUST 15TH 2008

The Independence Day of any country is a moment of pride and glory. On this special



Independence Day function at Shishya School, Tamilnadu



occasion, rich tributes are paid to the freedom fighters who sacrificed their lives and fought to free their motherland from the clutches of the oppressors - the British who ruled the country. Independence day in Sishya School was celebrated with gaiety and patriotic fervour. The celebrations were presided over by Mr. Narayana Pillai, Retired District Education Officer. He was given a ceremonial welcome by the School Band. The Correspondent and Principal Mrs. Vasanthi Thiagarajan welcomed the gathering. The National Flag was hoisted by the Chief Guest. This was followed by the Flag song and pledge.

The cultural programme started with the trilingual skit 'Freedom - Revisited'. The skit, as the title suggests, helped understand and realize the spirit of freedom as envisaged by our leaders Mahatma Gandhi, Pandit Jawaharlal Nehru, Sardar Vallabhai Patel, Thiruppur Kumaran and Subramanya Bharathi. The School choir presented a Hindi song 'Bharath Vande Mataram' that brought

to light the rich diversity of our Motherland. The theme song based on the school's theme for the year 'Sanskriti' was the next item of presentation.

Friendly Interschool Instrumental Music Competition hosted by DPS Rajkot

Delhi Public School Rajkot reverberated with the lilting sound of Drums, Dholak, Tabla,



Friendly Interschool Instrumental Music Competition hosted by DPS Rajkot

Keyboard, Tambourine, Harmonium etc. played by students from various schools who participated in the 'Inter-school Instrumental Music Competition' hosted by the school on 19th July 08. K. D. Ambani School (Jamnagar), Aditya Birla Public School (Veraval), Kendriya Vidyalaya (Rajkot), Raj Kumar College (Rajkot) and the host school, DPS were the participants. The Mayor of Rajkot, Ms. Sandhya Vyas was the Chief Guest on the occasion.

Education is crucial to make India the economic super power

- Shri Arun Kuma Rath, IAS, Secretary, Dept. of School Education & Literacy, Ministry of Human Resources Development, Govt. of India

BBSR - 4th August 2008, School is a place where young minds are trained to face the future