# TEACHER'S

## TOWARDS A BRIGHT FUTURE

## PRIDE

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Quality Education Destination

# VIKAS BHARTI PUBLIC SCHOOL

## Secot - 24, Rohini, Delhi

# EDITORIAL

The National Skill Development Corporation which was set up to execution the national skill mission aims to proactively catalyse creation of large, quality vocational training institutions. It also aims to reduce risk by providing grants and equity, and enable the creation and sustainability of support systems required for skill development.

The main objectives of the NSDC are to upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance. Another objective is to enhance, support and coordinate private sector initiatives for skill development through appropriate Public-Private Partnership (PPP) models; strive for significant operational and financial involvement from the private sector. The mission also aims to play the role of a "market-maker" by bringing financing, particularly in sectors where market mechanisms are ineffective or missing.

NSDC operates through partnerships with multiple stakeholders in catalysing and evolving the skilling ecosystem.

Private Sector – Areas of partnerships include awareness building, capacity creation, loan financing, creation and operations of Sector Skill Councils, assessment leading to certification, employment generation, Corporate Social Responsibility, World Skills competitions and participation in Special Initiatives like Udaan focused on J&K.

International Engagement – Investments, technical assistance, transnational standards, overseas jobs and other areas.

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## TOWARDS A BRIGHT FUTURE PRIDE

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# MORALITY CHECK

**Let's take a reality break
And just have a morality check
What are the standards by the way
It's all sham; that's what they say
'They' are the pillars of tomorrow
But the cause of today's sorrow
We are running out of ethicality
Our present is wrapped in immorality**

Chastity, propriety, honesty, integrity, righteousness, ethics are the words which sound too good to moralise others but these words only find their due place in dictionaries and are archaic for the contemporary generation. Morality has always been associated with the identity of Indians. Since the time immemorial our Vedas, Upnishads and our Ancient education system have been propagating mora values of decency, equity and goodness as the ground of human existence. The lessons of morality used to begin from home. From Grihastha to Vanprastha pupils were trained to be upright. King Ashoka gave up war after Kalinga's victory as the bloodshed led to awakening of his conscience and he took the path of morality. Right from the ages of rishimunis to Lord Gautam Budha, Mahavir, Nanak and Kabir people were shown the trail of probity. Through Jatak kathayein ethical code of conduct used to be taught. From the moral standards of treating parents, family, teachers

,neighbours and guests people would never break the code of conduct. Such had been the Indian culture and history of moral sense that the entire world got indented by it and the glory of it has been registered in everywhere in literary arena. In its journey from Pre- historic period to modern and this post - modern period moral standards of its people have undergone gradual demise. Being receptive to the anything new and embracing different cultures and religions which also is a sign of being moral actually led its way to immorality.

Let's take a hindsight of today's picture of morality. There is no regard for parents. The utilitarian culture has set in the system of nuclear families where there is no check on children who get involved in immoral activities such as drug addiction, pre-marital sex, violence and using abusive language. Teachers in the school or outside are just human figures taken for granted who have to bow before their wishes as per the ever changing rules of education system. They are considered as the ones who are thriving on their parent's money so they are not the people to be regarded. If we move further to society for morality check, the situation seems to be pathetic. Intolerance is being learnt from the womb itself. Let one's car bang another's and all the morality gets reflected in their abuses and in their temperamental behavior. There is no line of difference between young and old as elders are never given their due respect. The same moral unrest gets perpetuated takes the form of social unrest. News channels are flooded with the news of molestation, extramarital affairs, incest, murder, rape and all disgusting and immoral activities which is so alarming. Terrorism within the world is far-fetched consequences of decline in morality. Be it Kashmir, Syria or Turkistan, its morality's death which is leading to homicide on mass scale.

India used to be the country of golden bird looked forward to by the foreigners in every age. Its spirituality and morality are the ethos of its characteristic identity. But today right from the hierarchy of administrative system to a common man's life moral values have been buried for money, power and lust. This attributes to globalization and westernization which makes today's generation bound to shun of morality as it comes in between their ambition and aspirations. Moreover, the actual teachings begins from home which itself is shaky due to domestic violence or the flourishing immorality of different kinds which are automatically imbibed by children. There is a cut-throat competition of becoming successful materialistically but no effort to become a successful human being. Sympathy and empathy have been replaced by enviousness and the fundamentals of 'End through any means'.

Now as the situation is alarming and the stakeholders of society are very much awaken to this fact what is the way out? Educationists are at loggerhead with the existing system to revamp the ever losing sense of morality and ethicality among today's youth. There is a lot of hue and cry over value based education. The curriculum has been integrated with the value inculcation exercises and schools are taking a lot of care to produce moralistic parents for future who beget ideal children. No doubt over the years our education system has changed for the good but it's disappointing to see the rise in immorality every moment. In this regard , the parents, teachers and the school need to work hand-in-hand to bring a revolutionary picture. Example is better than precept. That's an old saying but holds quite true in this context. More than the books the role of trio will make the difference. These three will have work as role models . Cinema and media can help a lot as these are the mediums which influence chidren the most. Instead of training students directly on morality, teachers and parents should be made well- equipped and here comes the role school to conduct workshops for both. They need to exhibit tolerance to lead the way for further progeny.

'To educate a person in the mind but not in morals is to educate a menace to society'

So let's wake up to the call of this moral demise in the society and stand up for complete change. Let's be the change we want to see around us.

# INSPIRE AWARD LEADS VBPS TO STATE LEVEL EXHIBITION

Naman Jain and Mridul Anand of class ninth and tenth respectively from Vikas Bharati Public School, Rohini have made the school distinguished through their selection in INSPIRE AWARD scheme under the Department of Science and Technology, Government of India for the year 2015 -16. Their proposed ideas on Hoverike NI, an eco-friendly tech - toy and inkless print have been selected for Delhi State level exhibition to be held in the month of August 2016. Both the students have received an INSPIRE AWARD worth Rs. 5000/each for preparing their project or model on the ideas proposed.

The participants of INSPIRE AWARD were required to put forward their creative ideas/ concepts/innovations on the themes of 'Make in India', 'Swachch Bharat', 'Swasth Bharat' and 'Digital India' having relevance to local science and technology needs and national priorities. If recommended in Delhi State Exhibition their models will be forwarded to Department of Science and Technology for 6th National Level Exhibition to be held in the month of October, 2016 at ITPO, Pragati Maidan, New Delhi.

The Principal S. Premalatha motivated the students with the assurance of all needed help and guidance by the school and teachers and wished them a successful journey.

# TRANSFORMING TEACHER EDUCATION IN CHANGING SCENARIO

## Abstract

Teachers serve education, which is an effective instrument of man making. During the last two decades the teacher education curricula have received severe criticisms and their weaknesses have been well exposed. Transformation of the curricula of teacher education, thus become a pressing need of the hour. It has to be transformed from information based to experience based. In the recent decades teaching learning has been undergoing drastic changes, teacher's role is changed. He or She has a facilitator of learning rather than autocratic master. With the launch of Digital India, State Government and education practitioners have become increasingly interested in the potential of technology to address low learning levels in primary schools. Transition, Transformation and Revolution is the scenario of today's educational system. Learning processes are crossing the traditional boundaries.

*Key words:* *Digital, Skype, Revolution, e-Conferencing, Whatsapp*

## Journey of Education System

Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions on a bridge between schooling and higher education. In certain areas, the supply of teachers far exceed the demand while in others there are execute shortages as qualified teachers which results in the appointment of under qualified and unqualified persons. The role of teacher education as a process of nation building is universally recognized. Teachers serve education, which is an effective instrument of man making. The teachers learn this art through pre-service teacher education programme. A weak programme of teacher education cannot serve this purpose. So it is necessary to raise the professional status of teachers, developing among them greater commitment to society, their students and their profession, increasing their professional competencies and performance skills and empowering them to face new challenges.

Teacher education in India has a long past history. During the Vedic period, Gurukul-centered education was there which was modified and enriched under the influence of Budhistic Vihara-based system. This continued till the 11th century A.D. The arrival of the Muslims witnessed the rise of a parallel Maktab-based tradition and the two traditions thrived side by side till the coming of the British. During this period both the system of education underwent some modification. After Independence in 1948 University Education Commission gave valuable suggestions regarding pre-service and in-service education of teachers and linking the programme of teacher preparation with the university system. Then in 1953 Secondary Education Commission gave some specific suggestions about the preparation of teachers. Many of the suggestion were implemented but it was not effective. The availability of resources for teacher education was also a problem. Moreover the

teacher education was not given enough importance in the agenda of education in 1964, Kothari Commission emphasized the necessity of professional preparation of teachers for qualitative improvement of education. It laid stress on the importance of practice teaching and to allocate more funds for teacher preparation, better salaries and improved service conditions for teachers and their educators to attract competent people to the profession.

## Shifting of traditional teaching to ICT based teaching

During the last two decades the teacher education curricula have received severe criticisms and their weaknesses have been well exposed. Academic and professional skills are not independent of each other. Teacher Education curricula have to integrated and blend them into a composite whole like the curricula of medical sciences. Transformation of the curricula of teacher education, thus become a pressing need of the hour. It has to be transformed from information based to experience based. In the recent decades teaching learning has been undergoing drastic changes, teacher's role is changed now. He or She has a facilitator of learning rather than autocratic master. There has been a shift towards student centered classrooms. Unlike in the past when teacher was transferring pieces of information to a passive audience of students, today new experiments are being tried out in the classroom that includes project based learning, development of thinking skills and discovery learning approaches.

P.M. had announced that "Information technology has removed all barriers to quality education". With the launch of Digital India, State Government and education practitioners have become increasingly interested in the potential of technology to address low learning levels in primary schools. Modi's assertion is a theory that technology can solve fundamental problems with India's education system. Digital India, Modi's Rs 1 lakh crore scheme seeks to provide free Broadband WiFi in all schools. Science and technology can digitize education. Studies have shown that access to technology in and of itself does not ensure learning. Providing only laptop and internet to the children will not bring language or Maths outcome. It will not improve the literacy or numeracy unless the programme is well designed. Technology has the potential to improve learning outcomes when well integrated into a learning process. Computer assisted learning programme has shown large improvement in students scores. Computer games not only provided access to technology but also shifted the child's learning experience by acting as supplementary instruction targeted to the ability level of the child. The aim of the teachers should be to avoid creating robots, but to nurture an entire generation.

Technology promotes the fundamental learning principles essential for academic achievement. It also provides education with professional development, curricula, contests and other resources. Many technological approaches bring the world into your classroom through videoconferencing, social networking etc. With the impact of technology the work environment has become more complex require new skill to navigate successfully. The improvement in the education system is required in order to enhance the employability skills. Digital technologies have proved successful and enhanced the learning level of students.

## ICT's used in Education

• **Smart Board Technology**
It works in conjunction with a computer and a projector. Smart boards are presentation tool that teacher can look up to a computer in the classroom. Teacher can make notes on the smart Boards, highlight

content, click through to various applications and also print out content to hand to the students. Educators were the first people to recognize the potential of interactive white board. Smart Boards are an effective way to interact with digital content and multimedia in all multi-person learning environments. Activities associated with Smart Board are:

- Manipulating text and images
- Viewing websites
- Creating digital lessons with images, multimedia and templates.
- Showcasing students presentation
- Demonstrating or using software without being tied to a computer
- Making and saving notes for later use
- Using presentation tools that are included with the smart board software to enhance learning materials.

**Advantages of using smart board**

- Electronic whiteboard is interactive and great for demonstrations.
- It involves flexibility and willingness to take occasional detours into the unplanned areas while teaching.

- It can be incorporated in the teaching of any level.
- It makes the subject alive and brings reality into the classroom.
- Gives students the opportunity to explore and manipulate concepts of a lesson.
- It captures the attention of students, hence enhancing motivation to learn.
- Teacher can plan lessons with so much more imagination.
- The use of internet is also possible for accessing educational sites.

- **Web conferencing**

  Projects and projects based learning are indeed the joint venture by different cooperative groups, may be at the same place or at distant place but in context through technology. Different media components enable the user to communicate easily as such the sound to share views verbally, the typed text to understand better each other, the images and videos to share real life related incidents and processes. These all components in one way or the other are helpful for the human being to communicate better though we are at distant places. We all are in process to link with each other professionally and at hearts, and indeed through the multimedia components which are working hard to enhance the teaching learning processes. E-conferencing can take the form of audio or video conversation, message, swapping, files sharing and other forms of electronic interactions that stimulate the experiences of every one being in the same room. People participate in e-conferencing using a variety of software applications. Some types of internet chat applications, such as yahoo messenger, Skype or Google chat are foremost text chat enablers. Web conferencing polling tools that facilitates surveys, assessment, voting and virtual hand raising. Web conferencing can be used by the small schools to pool the resources and teach courses (such as foreign languages) which otherwise could not be offered. It is helpful as guest lecturer brought into a class from another institution. Researcher collaborates with colleagues at other institutions on a regular basis without loss of time due to travel. Student's interviews with an employer in another city can be done easily.

- **M-learning**

  By using M-learning technology we can enrich our communication with pupils and can convey our ideas effectively. It is one of the

wireless technology which can be used anywhere, anytime and by anybody. Mobile learning means "Learning on the move" here learner is not at a fixed position. The learner takes advantage of the learning opportunities offered by mobile technologies. In some circles, youngsters, professionals, business users and journalist, it is even considered something of a social faux-pas; a sign of being inept not to have a constant connection with the outside world via one's smart phone regardless of the circumstances one finds oneself at any given time. It is the ease with which smart phones can be used, he need them close, the ability to pour out one's life into the apps and networks to which it connects and customization and personalization options of a smart phone that bring emotional baggage & attachments, using portable computing devices with wireless networks enables mobility and mobile learning, allowing teaching & learning to extent to spaces beyond the traditional classroom.

• **Blog**

A blog is a website where entries are commonly displayed in reverse chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog. It is in the style of an online journal. Here the viewers and readers may leave their comments. It is a good example of for participating in the web enabled world of ideas. It is user friendly and convenient gives an opportunity to the teachers even with minimum technical knowledge to be creative and resourceful. It is an effective forum for collaboration and discussion. A blog is one of the powerful tools to enable scaffold learning or mentoring to occur. It protects student's work as digital portfolios.

A blog comprising videos is called a V log, one comprising links is called a link blog, a site containing a portfolio of sketches is called a sketch blog, one comprising photos is called a photo blog. Blogs with shorter posts and mixed media types are called tumble logs.

Blog serves as a publicly accessible personal journal for an individual. Individual articles on the blog are called "blog posts", "posts" or "entries". Teacher can use it for course plan. Blogging can be used to record class excursions and to create electronic scrapbooks of the student life. Diversity in the class room can be brought out through these blogs in terms of learning styles and individual preferences.

• **Whatsapp**

Whatsapp can be viewed as a social network that allows people to access a great deal of information rapidly. Whatsapp enables easy and quick transference of links to study materials unlike any other technologies- which often don't work or other forms of communication, the students just do not use after school hours. Whatsapp enables communication with anyone who possesses a smart phone, has an active internet connection and has installed the application. The overall cost of application is very low. Whatsapp groups are used for communication with students, creating dialogue and encouraging sharing among students and as a learning platform. Whatsapp is able to penetrate the market easily because it offers cross-platform and cross-browser compatibility. It is supported in almost all mobile phone and other devices. Being in constant touch with people within your circle is amazing and whatsapp gives you the chance to talk with them through instant message system. Whatsapp has a good and attractive user interface and it makes discussion rich people can ask questions in any subject and it across to all people in your circle through a broadcast. Whatsapp mobile application can be

used in education and learning and it is also helpful to build a learning circle among friends.

- **Conclusions**

Thus we see that education system has transferred into a new system which prepare students with the knowledge and skills they need in the 21st century. Transition, Transformation and Revolution is the scenario of today's educational system. Learning processes are crossing the traditional boundaries. This requires a knowledge and skill competency to deal with the technological advancement. This is very essential to establish a network between students, educators, parents, and institutions the world over. Technology has helped the learning to reach to remote areas. Now there is a need to change the traditional system of education.

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# LEARNING IN MOTHER TONGUE IS THE BEST WAY FORWARD FOR SCHOOL EDUCATION IN INDIA

Teaching a child in his or her mother tongue or language in which he or she is familiar is called Mother Tongue education. It is usually the language spoken at home, family, and community in the local area, and there is overwhelming evidence that children learn the best when they are taught in and through their mother tongue.

Despite the evidence in favour of local languages, education systems in India are increasingly replacing the mother tongue, and even regional language with English, which has become the lingua franca of the hoi polloi and the path for salvation for many. But is this the right strategy for teaching and educating children in a country where millions belong to the poorest sections and lack the resources to go into private, English medium schools. Many parents particularly in rural areas lack English language skills, and this also results in problems as the schools teach in a foreign language.

Majority of the schools in the country offer education in only one language, and if the children do not know that language or are not fluent in it then they are left to sink or swim. They are forced to adapt to the specific language which has a negative impact on the learning outcomes. Although it is no ones contention that children are not be taught in other languages but the best way to educate children is to embrace the mother tongue because they learn better and faster in a language they can understand (preventing delays in learning). They enjoy school more, they feel more at home. They have more self-esteem, parent participation is increased.

Studies have reported that when children take advantage of their multilingualism they also enjoy higher socioeconomic status, including higher earnings. When language barriers are combined with other marginalizing factors such as gender, ethnicity, disability and geographical remoteness, the chances of children entering and completing basic education become very low.

According to recent studies, children from marginalized groups example, are two to three times less likely to be in school if the medium of language is not native or local.

Research also shows that students who are taught in language spoken at home develop better linguistic skills, the overall brain development is also better.

Also there is a strong school that believes that language has a prime impact on the thought process, and there are important cultural and linguistic reason's why regardless of how good one knows a second language, education in one's mother tongue can significantly improve

the mental ability of students.

Getting educated in mother tongue also impacts the cognitive processes, and if a child is taught in his own language than thousands of years of thought processes might get a great boost up. There are certain concepts, cultural constructs and even philosophical beliefs that can only be expressed in a child's mother tongue. In India, a large majority of rural parents have little knowledge of English but forcing it on them as a medium of school education puts them at a great disadvantage.

There are some problems with sticking to the mother tongue as well as it become difficult to shift at high school education or to get technical or professional education which is mostly in English. In an increasingly globalized world, connecting and relating with peers is very difficult if the common language is not known. Professional opportunities also reduce considerably if one is not very conversant with the English language.

**Pros of learning in Mother Tongue:**

1. Learning in mother tongue develops the develops the mind through understanding of concepts behind what is being taught.

2. It is easy to memorize information in the language we are naturalized by our surroundings, and I believe it remains in our mind for a long time, and develops the greater pattern of understanding of information so gathered, and brings about the personal and individual's thinking about the subjects, rather than just believing and holding whatever is being taught and memorized.

3. It is more beneficial to get informed about science and scientific theories in our own mother tongue, in which case people are more likely to be scientifically, and most importantly for society, logically develop the individual.

4. It can help in preservation of mother tongue, and people can develop better vocabulary and terminology to denote many things that the language do not have any word for.

> Education is the most powerful weapon which you can use to change the world.
> **- Nelson Mandela**

> It is the mark of an educated mind to be able to entertain a thought without accepting it.
> **- Aristotle**

> The only person who is educated is the one who has learned how to learn and change.
> **- Carl Rogers**

> The whole purpose of education is to turn mirrors into windows.
> **- Sydney J. Harris**

# SCHOOL HOMEWORK:
## Too much is a problem particularly for rural parents, a balanced approach needed

School homework is considered to be one of the most important aspect of the modern schooling system, which aims to equip the students with both mental and academic faculties that can help manage the challenges of modern life. However, too much of everything is bad, and this applies for homework also as modern research at top universities has revealed that too much homework can negatively impact kids. This is especially true for Indian students in rural areas, where parents don't have adequate schooling, and knowledge to help them overcome the challenges posed by school homework.

A large majority of Indian families in rural areas being not highly educated, and remain engaged in agriculture, which is also a reason that parents find little time to help their wards with learning at home.

In fact even for students in posh schools in urban areas and cities, research found that too much homework can diminish its effectiveness and even be counterproductive. Almost 60 per cent students consider homework as a primary source of stress, causing sleep deprivation, headache, and stomach problems. Too much homework also means that students find little or less time to cultivate social and other life skills that are equally important alongside academic learning.

Personality development, personal responsibility, social skills and time management are other aspects which get badly affected by the homework syndrome.

Rural parents in India in fact told researchers that homework is a nightmare for both parent and children, who are put under pressure to perform despite the fact they are handicapped due to less than required educational skills, poor infrastructure, lack of time, and peer advantage.

Parents say that after coming from work it is a dread to reach home as the children pester them to complete the homework. "We are ourselves tired working 9 to 7 pm in a factory and then coming home and faced by children who want to complete work and need help is a challenge we don't want to face", says Deepak Singh, a parent. The problem is accentuated by the fact that while their children go to English medium schools, the Singhs themselves are conversant in Hindi alone.

Parents in rural areas also say that too much homework has become a problem for them because children after spending half the day in school does not want to get bogged down with homework, given the fact that both the boys and girls have to help them in house work. The affluent parents say that though there is not much work to be done but still the lack of education among elders becomes a handicap for them.

However, educationists and experts tell that instead of panicking the parents can use homework as a tool to ensure adequate learning among their children. What they suggest to schools is that instead of quantity the focus should be on quality and learning outcomes without burdening students and their guardians with too much workload.

They suggest appointing a specific time to do homework every day. Parents should try to ensure that they are around at this time so that they are on hand if they are needed. They also want parents to engage with schools to get a plan of tests and similar activities so that the homework can be organized around these activities.

Parents should also try to get children into confidence, avoid arguments and keep their cool. Some leeway can be given but it remains a fact that homework must be done, and done immediately.

Parents should regularly encourage their children and praise their efforts. When a child does well on a test, for instance, parents while applauding his achievement should remind him that doing his homework properly and being prepared made the difference.

Remember that if a child is cheating on schoolwork and blindly copying homework from others, it may be a sign that she is feeling unduly pressured and afraid to admit that she cannot cope. In such a case, it is advisable that parents speak to the teacher or the school counselor.

# STRESS, WORK RELATED FATIGUE TAKING A TOLL ON TEACHING COMMUNITY

As per the data collected by United States Labour Bureau, while manufacturing and mining were the most difficult industries, the study also listed teaching and education service as one of the most stressful and full of hazards despite the fact that teachers work in safe environment of schools and colleged. In India too, the life of a teacher is stressful full of professional hazards, and particularly for teachers, who work in mofussil areas, government schools in backward areas and in the unorganized smaller sector schools, there are both physical and mental hazards.

A major problem for teachers, who have to repeat their chores every day in front of the class and every year is the repetitive stress injuries and other occupational health hazards that come with this job. Large amount of time spent by them is standing, and they may have to bend, stretch and lift to use educational aids and equipment such as blackboards and projectors. This puts them at risk for varicose veins and for injuries, including sprains, strains, pulled muscles, and back injuries.

For teachers who spend a lot of time using a computer, the risk of developing carpal tunnel syndrome is also a major concern. However, despite the acute work related stress faced by people there is not much awareness about the prime issues faced by the large teaching community. It is also because of this reason that top quality talent that should come into the education stream is shunning this path because salaries are less, and work load is far more than expected.

Adding to the problem is the lack of standardization as far as work is concerned. The workplace is becoming more and stressful with size of the size of the class room, expectations from the school, lack of control over education methods, difficult parents, peer pressure, lack of promotion, lack of professional recognition, and inadequate salary.

A study also reveals that since teachers spend a large part of the day within the community of students, parents and colleagues they are very susceptible to viral and communicable diseases. More than any other section of workers, teachers are more prone to certain infections like viral fever, cold, cough, problems of the upper respiratory tract. These days the spread of Dengue has been another infection that has taken a heavy lot in the community, and teachers across Delhi, NCR and even in other parts of the country have fallen victim to this costly and painful disease.
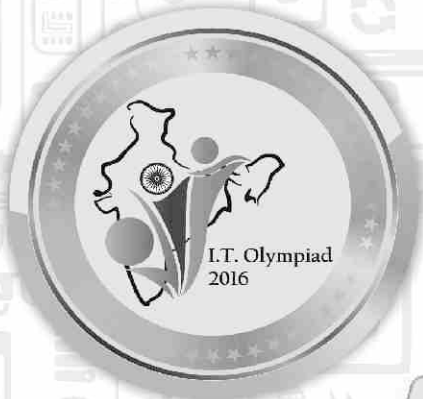
Apart from the exposure to viral diseases, the violence on school campuses, and colleges is something which are very real and put immense pressure on the teaching community. While India is fortunate that there is no school or university shootings happening in the country like United states but there is still a lot of muscle flexing and arm-twisting happening particularly against the government school teachers. The high school teachers are the most prone to pressure and stress caused by this physical nature of this threat, and many seek transfers to safer schools-this has a considerable negative impact on the quality of education being delivered.

Experts say too much stress can lead to headaches, sleep problems, fatigue, muscle tension, upset stomach, chest pain and muscle pain. It can also cause anxiety, irritability, depression, anger, drug or alcohol abuse, social withdrawal, and changes in appetite. Research also says that 70 per cent of the teachers are affected by mental and physical fatigue, and therefore it is the job of the school managements, and government to ensure that working conditions are made conductive to cope with the everyday stress.

The teachers themselves should take time out of the day for personal reflection and relaxation to help relieve stress. Exercise and doing something one enjoys on a personal level can also help. Eating a balanced diet and getting enough rest will also support a healthy mind, immune system, and total body. Telling yourself you have something important to contribute to the world, saying positive things to yourself and others, developing effective communication skills, having a sense of humor, and having at least one close friend can be of significant help as well.

# PARENTS, TEACHERS MUST HELP TEENAGERS IN FACING THE CHALLENGES OF GROWING UP

Teenage or adolescence is defined, when children reach the age between 10 to 19 years. It is an important time of life as rapid physical and emotional changes take place. It also means growing up phase. This is a very impressionable part of our lives and it is the period when one can work hard towards earning a good degree or sway towards a life of drugs, crime and passion, which also means there would be major problems in adult life.

The School constitutes an important phase in the life of an adolescent because if teenagers get proper guidance than they can come out winners in life else physical, mental and social problems can plague them throughout the life.

A study reveals that almost 40 per cent teenagers drop out of school due to financial issues, lack of toilets and other facilities particularly for girls, and lack of security. Experts say that teenagers face both internal and external issues while growing up. They realize that they are no longer children but also not adults, there are hormonal changes as well. And all this while they are in school. Given the circumstances, teach the teenagers is a challenge, and even more difficult is to parent them but still if one takes a holistic view, life can be more easy.

**Drugs:** It has been observed that first taste of drugs and alcohol in one's life is made during teenage. Due to peer pressure, and an eagerness to know-the children experiment with cigarettes, drugs, alcohol and similar things. This is also done to manage the stress but it has a negative impact on decision making skills, and children become dependent on substance throughout their lives.

School teachers will have to provide proper guidance, and take the children in confidence to ensure their students don't fall victim to this menace. This can be done by creating a conducive environment and by open discussions, and information sharing without any negative fallout on anyone.

**Sexually Transmitted Disease:** These are a symptom of a new life style as parental controls become lax, and the family focus become nuclear. Teenagers are frequently experimenting with sex without having proper knowledge, and also there is no proper dissemination of quality sex education telling the do's and don'ts about various pitfalls. Consequently, teenagers are in great danger of getting affected by STD.

School teachers can help adolescents by helping them learn about the right behavior, and not to indulge in risky activities, which can put them in danger of acquiring life threatening infections. Parents must also keep channels of communication open with their wards, and instead of threatening them to ensure that there is no negative fallout due to risky behaviour or ignorance about precautions and safety. The teenagers must also be made aware about the repercussions of living a a life on the edge as it could mar the future of pupil.

**Teenage Pregnancy:** Due to increasing experimental sex, the problem of teenage pregnancies is also arising because there is lack of proper guidance from teachers and parents, inappropriate effect of film, internet, wrong association in peer groups, and nervousness towards physical changes, and faulty perceptions towards sex instincts and mood swings.

Teachers can provide adolescent children with good reasons to postpone such behavior expanding their knowledge, and giving emotional support. In government schools in particular, women teachers can counsel the girl children about appropriate touch, sexual harassment, and unwelcome activities even of close friends and relatives. It is noted that majority of rapes, and consequent problems arise because victims keep silent due to family pressure.

**Bullying:** Adolescents who are involved in bullying (a common form of violence in schools) either as a perpetrator or victim, are more likely to suffer from depressive symptoms such as loneliness. Children can face problems in growing up and handling change particularly when confronted by aggressive bullies, who want to have behavioural control. Teachers, and school administration has to be very careful in weeding out the bullies, and

parents too should ensure that peer pressure does not corrupt their children.

**Family issues:** It is to be noted that parent child relationship changes during teenage, and children start asserting themselves, seek more independence, and autonomy. The question family rules, roles, and order which leads to conflicts.

No doubt parenting becomes difficult for teenagers at this stage as they feel they have grown up enough but parents don't agree. There are issues related to night curfews, performing chores, and for girls keeping out during late hours. Experts suggest that if you want children to adhere to rules than reasonable norms should be there. If girl who has gone out is facing transport issues, then parents should find a solution rather disciplining her.

**Social circles:** The parents also keep on reminding children that their social circle and friends are good or bad. Parents often don't want their kids to mingle with children who come from a different or a lower social strata as they get worried about picking bad language, habits. This issue should handled delicately as teenagers have a specific necessity to defend their friends and peer group. The school teachers, and parents should instead of assuming a critical and authoritative approach should work on developing a bond with their children and make them aware about key issues without acting like enemies.

**Social networking:** In this era of computers, and mobile telephony another problem faced by parents, and teachers is the constant chatter on facebook, whatsapp and other social media tools. The teenagers are spending too much time sharing and peeping into each other lives at the expense of their health, learning, and social relationships in real life, worry experts. The teens argue that it is important to know what's happening in the world and around us but this often results in conflicts in schools and also in homes.

Experts however point out that instead of forcing rules on children the goal should be to ensure proper rules, which are reasonable. There should be a phone etiquette to be followed, and parents can use software to ensure phones are not being misused. The schools can enforce bans on phone during certain hours, and periods as well.

# DEALING WITH DIFFICULT STUDENTS IN THE CLASS ROOMS IS AN ART ITSELF

With increasing affluence, and changing norms of the society, the teachers are not any more seen as Gurus but as professionals, who are expected to deliver the goods as per key result areas. There is however one major handicap with this strategy as the number of difficult children is rising in both private and government schools. This issue has become a major threat, and it can be ascertained by the recent fatal attack on a teacher by two boys in a Delhi school. The teachers are nowadays finding it very difficult to handle such children and they have become a constant source of tension for them.

Experts however say that there are ways and means by which the so-called difficult children can be managed in the schools in a positive manner. The first is to build a meaningful relationship with the children, and show them that the school, and its teachers care for the students. There is need to be more demonstrative and caring towards the children particularly in government schools. The teachers should make it a goal to be a cheerleader for the students. They must appreciate, thank and give due credit to difficult students if their behavior has been good or above board. Criticizing them all the time has proved to be defeatist strategy.

Second important thing to do is make the subject they are teaching more relevant to their lives. The question whether the learning would ever be used in life should be answered. There is need to ensure pupil don't feel bored and uninterested in the class, and what they have learned seems valuable to them. Most importantly they should feel that there is a connection between the education they are getting, and the life

outcomes. Students who have learned to value school because they see the connection between a good education and success in life can tolerate boring classrooms. Otherwise, they don't. Motivation and discipline problems are often the result.

Make it a goal to begin each class with something that grabs their attention, and then try to connect it to the lesson you are teaching: a great story; an existential question; a joke; an experiment; an interesting photo. If you cannot find a way to make the lesson relevant, at least connect with your students for a few seconds every day around something you know they find interesting (Hint: music, sports, video games, and money are virtually always of interest to kids).

Thirdly, the children learn to be responsible in homes, classrooms and schools. Being responsible is not something which is innate, and comes with birth, and this has to be understood. The teachers must involve the children, give them ownership and choices that enable them learning in a quality environment. Get your students involved in making decisions about as many things as you can. Try to avoid immediately giving them your solutions or consequences and instead ask questions leading them to think on their own. Find ways to give your students choices they can handle, celebrate with them when their choices work out, and hold them accountable when they make mistakes.

The fourth most important thing for teachers is to make the children understand that failure is not the end of everything. It is inability to handle failure which often makes students disaffected, uninterested, unmotivated and disruptive. It is this behavior which needs to be corrected and students motivated to work continuously to improve their results in every sphere. This can be done by regular assignments, tests, and quiz competitions that can keep spurring students to be more participative, and regular in studies. This also has a positive impact on behavior.

Getting the children to understand that 'getting better' everyday is the daily standard of success. Great teachers make it between hard and impossible for their students to fail.

An important facet for safe and smooth functioning of the class rooms is to teach proper manners to students. This includes telling the,, how to enter the classroom, where to find the assignment, what to do if a pencil breaks, how to get permission for a drink or the bathroom, how to walk through the halls, line up and take turns. It is important that these procedures be both explained and practiced. Reinforcement is the key to good practices.

Finally, making learning a fun is the most important thing to do if you want to manage difficult students in the classroom. Having fun with children, adding elements of entertainment, and making life interesting in the class room would do wonders for your own success as a teacher.

# CBSE ASKS PRIVATE SCHOOLS NOT TO BURDEN TEACHERS WITH NON-ACADEMIC WORK
## Board also calls for lighter school bags

In a major development that can be termed as positive for the private school teachers, the CBSE has asked private schools to ensure that non-teaching work is not given to the teaching staff. The board also plans to take a stock of the teachers in the private schools as there were complaints that teachers have been saddled with work outside their domain.

The CBSE will soon a circular in this regard to private schools registered with it across the country, and seek details about the number of teachers, and work being assigned to the non-academic staff. CBSE is the largest school board in the country and there are over 15,000 schools registered with the board. Some of the top schools in Delhi and NCR are also registered with the board and will soon get a notice to disclose the information.

Directions in this regard were issued after CBSE received several complaints from teachers that the schools had been asking them to do several jobs that were not related to teaching. Many have alleged that they were asked to collect fees, perform bus-duties, and even manage accounts-some of the jobs which are meant for the clerical staff.

Private teachers associations alleged that they have been asking the private schools to hire non-teaching staff but there has no positive action. It is because of this reason that the teachers moved to the board, and asked them to take action against this practice as it is hampering the quality of education.

Teachers said that most of them can't refuse work or complain against the schools because their jobs are temporary or contractual, and they can be asked to leave by schools at the drop of the hat.

A teacher working in top Delhi schools said that they are overworked particularly after the continuous and comprehensive evaluation (CCE) system was introduced. This system needs a file to be maintained on each students, which has included the work load, he said.

The CBSE rules prescribe that a private school should have separate set of staff for teaching and non-teaching work, and it should be ensured that numbers are maintained as per the norms.

Meanwhile in a related development the Central board has also asked schools to ensure that the students don't have to carry heavy school bags, which are back breaking for them. The CBSE has issued guidelines in which it has suggested that teachers should refrain from penalizing students who don't bring school books or work books.

As per the guidelines, the students of class 1 and II should not be asked to use school bags, and schools should also check to ensure that these bags are not too heavy. The schools must also provide safe drinking water so that students are not forced to carry heavy water bottles. In fact, CBSE has stipulated that the teachers, and Principals should drink the same water, which is being used by students so that check on quality is maintained.

CBSE officials said that young children whose spine is at a crucial stage of growth are the most susceptible ones to hazards such as back pain, muscle pain, shoulder pain, fatigue and in extreme cases the distortion of spinal cord or shoulders that may most plausibly be attributed to heavy school bags.

The board has also recommended that these rules should be followed in letter and spirit. It has also been asked that the project work, and even other activity work should be completed during school hours.

# YOGA CAN HELP STUDENTS BECOME BETTER LEARNERS, MORE DISCIPLINED, AND GROUNDED IN LIFE

In the present world, there is lot of tension and stress faced not only by adults but even school and college going children, who have to manage multiple subjects, projects, activities, homework and compete with each other in a relentless world. Yoga at an early age encourages self-esteem and body awareness with a physical activity that's noncompetitive. Fostering cooperation and compassion—instead of opposition—is a great gift to give our children.

The beauty of yoga is that its benefits are available to students of every school-age group. For young students (4–6 years) yoga creates a framework for total body movement and gross motor development.

Children ages 7–9 years benefit from yoga by building on their gross motor skills while taking on challenges in strength, agility, and endurance, as well as cooperation.

Benefits for those coming into adolescence (10–12 years) include creating a safe place to thrive, while their bodies experience amazing changes and their connections to social peers strengthen.

While the teenage years can typically be a time for disconnect, this age group can also vastly benefit from yoga.

Yoga can help the children cope with school and daily life in a better way and there needs to be balanced approach in introducing this practice as part of daily activities.

However, while teaching yoga in classrooms, there is need to develop a playful environment so that students build strength, balance, flexibility, and gross motor skills without competition—it truly is play at its best.

Incorporating physical movement, yoga stories and themed sequences helps in improving language and linguistic skills. Even counting and simple math can be taught to children by making them count breathing pattern, and teaching them count mentally.

Setting the tone for a class, music can guide young students through sequences with playful and dramatic cues, while song lyrics can convey important messages about yoga philosophy, self-acceptance, and connection with people and nature.

The yogic poses which include animal and tree postures also help the children to learn about flora and fauna of the land. Yoga also helps kids in learning about their bodies, having control over breathing, and concentrating upon self.

Children who practice yoga are more disciplined calm, and perform better in their exams, tests, and even sports. The asanas help in improving confidence, ability to stay focused, and manage the daily stress, which affects our performance.

Yoga also helps children offers many possibilities to exchange wisdom, share good times, and lay the foundation for a lifelong practice that will continue to deepen.

While teaching yoga, the teachers must understand that there are lot of challenges which include holding their attention long enough to teach them the benefits of this practice. Children need to discover the world on their own. Telling them to think harder, do it better, or be a certain way because it's good for them is not the optimal way.

Yoga is also an effective practice for anxious children because it soothes their mind which, in turn, soothes the body's stress response. Yoga can very quickly alleviate the feelings of anxiety and stress in the mind, which gives the body the signal to slow down all the physiological arousals. That means the calmed-down mind translates to a calmed-down breathing pattern, a slower heart rate and lower blood pressure.

Think of yourself as a facilitator rather than a teacher. Guide your children while simultaneously opening your heart and letting them guide you. They'll no doubt invite you into a boundless world of wonder and exploration. If you choose to join them, the teaching/learning process will be continually reciprocal and provide an opportunity for everyone to create, express themselves, and grow together.

# SPORTS AND GAMES IN SCHOOLS HELP CHILDREN LEARN LEADERSHIP, TEAM BUILDING SKILLS
## Fitness and improved health is a bonus

Sport and athletics in school education can play an important role in learning as students imbibe team work, leadership, sharing, and several other qualities on the playground. It is said that battle of Waterloo, which Napoleon lost to British generals was won at the play fields of Eton and Harrow, two top British public schools famous for both studies as well top quality sports. The importance of sports, athletics and competitive games can be gauged from the fact that great battles in life can be won if we actively learn inside the classroom and on the sports ground.

Students in schools are able to participate in sports activities during the games periods, which fall between classes. As a result of this reason most of them can barely scrap half an hour or maximum 45 minutes in their physical education class , which also acts as a quick relief from the grueling class work.

Experts however confirm that more the students participate in games, and sports , the more they perform better in academics particularly subjects like math, and science. Sports also helps students to learn to follow rules and guidelines, be disciplined and organized with their studies and implement the same values in their personal life as well. Motor skills get developed in students with sports.

Sports teachers say that their goal is to focus on patience, practice, and persistence. Students learn patience when they wait for their chance to bat or bowl in a cricket pitch. They learn to participate in team building, planning and competing with others.

Students who play sports and games also learn how to work in a team, cooperate with each other apart from learning key leadership skills. Students learn how to lead a team in group activities, how to take responsibility for not just their own actions but also for the team, how to optimize the benefits of teamwork and so on.

Also a student in a team starts thinking of the group as a whole. He starts understanding the fact that he needs to listen to and sometimes, obey the suggestions of his teammates in order for the team to win.

One of the greatest benefits of sports in schools is that it helps children stay fit and healthy. Playing in school also inculcates lifelong interest in sports, and outdoor activities that help throughout even after school.

If your ward is regularly playing sports and excels in any game than there are chances that he can even win a scholarship to college or an admission to a professional college in the sports quota. Most of the Indian schools and colleges have a sports quota for those children who excel in sports and extra-curricular activities.

As such encouraging students to take up sports is quite beneficial and healthy for them since they attain skills that no course can inculcate in them. A first-hand experience helps in understanding the full value of such behavioral traits. There are numerous other benefits that students acquire by integrating sports into education. These acquired skills go far beyond the classroom and past the colleges or universities. Students reap the benefits of such activities for the rest of their lives.

# IMPACT OF SOCIAL MEDIA ON CHILDREN

**ABSTRACT:** The article highlights the role of social media in children's life. Media is a mode of transmitting the information at the fastest pace. Social media is the way to connect diverse people together through the use of technology. There are many psychological developments among the present day learners which can be attributed to social media. The dramatic results of the influence of social media continue to surprise us all. The present paper explores the different faces of social media and their impact on psychological behaviour of children today. Social media definitely helps children not only in teaching and learning of new facts but also to enrich their imagination, widen their outlook, develop a fact finding attitude. It trains them to use their leisure time properly. There is also a dark side to excessive and unchecked usage of social media in the teens. Social media should be used judiciously so as to maximize the benefits and minimize its ill effects.

The ruling mantra of social media is that each one of us wants to be accepted by our peers. We want to be loved. We want to be successful. In the teenage, these sentiments are more prominent and the social setting to which a student belongs defines his preferred choices. During adolescence it is difficult to break the relationship between the teen and the screen. Instead of focusing on breaking of this relationship, learned community must try to mould this relationship positively. As a matter of fact we all know that there is both positive and negative side to the use of social media.

## THE TEEN AND THE SCREEN

Social media covers all the things in the form of multimedia messages, videos, movies, advertisements as well as social networking through various channels. These are yielding new information and a systematic pattern that will lead to improved services to the public. Social media is reaching to the masses at a fast pace and is also creating increased awareness in matters related to common man in general. The screen offers exposure to adolescents in variety of matters ranging from school homework, personal problems, adjustment with friends etc. to matters in which the other sources of information are not really helpful. Thus, the learned society accepts the relevance of social media in learning and gives acceptance to social media as an enriching aid to learning. New and influential media-distribution channels have appeared in the 21st century, which have become a part of our routine life. Delivered via the World Wide Web across the Internet, we are influenced daily by blogs, wikis, social networks, virtual worlds and myriad forms of content sharing. No doubt, traditional mass media sources like books, newspapers, magazines, radio or television too still have great influence over our lives. Sound recordings and film were and still are influential. In the 20th century, the TV exposed us to untold numbers of images of advertising and marketing, suffering and relief, sexuality and violence, celebrity, and much more than we can actually describe in words. The 21st century has brought with it a new face of social media covering almost all aspects of life. But social media is all- encompassing and has greater impact than conventional sources.

According to a report on the impact of social media by the American

Academy of Pediatrics, which was published online on 28th March'13 in Pediatrics, more than half of adolescents log on to a social media website at least once a day, and nearly one-quarter of teens log on to their favorite social media sites 10 or more times each day. This explains the popularity of social media among the adolescents.

"Social media sites are mostly good. They're where kids socialize and where they connect together today," said the report author Dr. Gwenn O'Keeffe, CEO and editor-in-chief of Pediatrics Now. "Kids' social spaces are shrinking. They don't have the places or the time to hang out like their parents did. Social media allows them to have time to reconnect. But, it has to be done in a way that's not all-encompassing," O'Keeffe said.

## MEDIA AND LEARNING

Media has helped foster public understanding of many crucial issues and the scope for communication is increasing across cultures. Research has found that playing action video games has a positive effect leading to improvements in visual attention. Visual attentiveness is resulting in increased levels of attention. Many studies in India and abroad have shown that using technological media can bring rampant changes in the learning levels. The gaps in learning can be minimized to a great extent if the media for transaction is selected judiciously. The value of positive social media has been validated through various research findings. Positive media messages are helping to improve public understanding of major social taboos and dilemmas. A variety of issues affecting the public such as body weight, lack of exercise, high cholesterol, hypertension and the like are also increasingly being tackled through awareness generated on social media. Social media creates awareness and a feeling to know more. Adolescents get a chance to keep themselves updated and they learn from the people they connect to. It becomes a matter of prestige to them to remain informed about the new updates and happenings in their social setup. Social media sites, and virtual gaming worlds, allow users to interact with each other and they are where children and adolescents are spending a lot of time.

There are numerous things which come as a gift of new age learning through social media. But at the same time, it has some negative effects too, which cannot go unnoticed. Social and emotional changes show that a child is forming an independent identity and learning to be an adult. Adolescents today are in search of their independent identity and want acceptance to that in social media also.

## Emotional and behavioral changes among adolescents because of social media

- **Mood swings:** Intense emotions are evident at different times. Moods swings and unpredictable change in mood is easily noticeable among adolescents. The emotional ups and downs might lead to severe conflicts if not checked out appropriately.

- **Too much self-conscious:** Adolescents seems too much self conscious because of the pressure created by social media about physical appearance and changes. Teenage self-esteem is often affected by appearance – or by how teenagers think they look. As they develop, children might compare their bodies with those of friends and peers. In internet age they are comparing themselves to people they come across while using networking.

- **New ways of communication:** The internet, mobile phones and social media can significantly influence communication with peers and learning about the world. It is helping them learn the language which is in use in technology driven devices. The excessive usage makes them efficient in learning new things in communication too.

- **Independence seeking behaviour:** This is likely to influence the decisions adolescents make and the relationships they share with family and friends. As they can access information at just a click away, they now claim increased participation in decision making.

They seek responsibility both at school and home due to increased awareness via social media.

- **Morality governed by social media:** Adolescents are influenced a lot by social media especially when it comes to behaviour, sense of self and self-esteem. Adolescents will start developing a stronger individual set of values and morals inspired by social media. They spend less time with family and more time with peers. Teenagers also learn that they're responsible for their own actions, decisions and consequences. They question more things. Social media shape child's sense of 'right' and 'wrong'

- **Risk new experiences:** The adolescents easily grab new opportunities and they are open to taking chances. In teenage they are likely to seek out new experiences and engage in more new avenues. Social media provides them this opportunity.

- **Search own identity.** Young people are busy working out who they are and where they fit in the world. This search can be influenced by gender, peer group, cultural background and family expectations and above all presently it is influenced excessively by social media.

- **Thinks from different perspective:** Adolescents are influenced a lot by social media and it is reflected in their thinking. It's because the child is beginning to think more abstractly and to question different points of view. At the same time, some teenagers find it difficult to understand the effects of their behavior and comments on other people. It is not done by them deliberately but is due to result of excessive use of social media and information generated from these sources.

## POSITIVE EFFECTS OF SOCIAL MEDIA

- **Optimal utilization of technology:** Increased level of use of technology and use of online knowledge base among children is a positive factor to mention. Media centered learning is growing apace. Education, from kindergarten through graduate school, corporate education and learning, is being transformed by media. The art and science of teaching and learning in virtual environments is a highly specialized field.

- **Learning from technology is easy:** Whereas the kids of 80s had to do a lot of physical efforts to gather some real knowledge, the modern age millennial is blessed with internet and online peer, education and social networking.

- **Interactive involvements:** Online social networking works far better to get children involvement than the visible systems. Interactive involvements are possible with social media. Much of the increase is due to advances in media assisted learning and interactive game playing.

- **Rescue in times of danger:** Social media is a medium through which youth is getting new friends and a heeling touch in times of need. There can be times when adolescents find it difficult to maintain their relationship in class, school and neighbourhood than social media acts as the rescue.

- Tool to fight against evil practices: As the world is shrinking with the use of internet and social media, our kids are aware of their environment and surrounding. They are aware of the issues relating to their interests and importance. There are some very good examples of kids networking on social media to unite against some great cause.

- Politics of country is becoming popular among adolescents: Even politics is being touched and understood by our kids at a very fair level in comparison to their age. Social media is the platform that acts as the catalyst required to bring out the hidden talents and knowledge of children.

- Burning issues become popular among adolescents: The children groups worldwide are now much aware of the issues like sex, pregnancy, abortion, sex related diseases, myths & superstitions. And their participation in social media to spread the knowledge base is making it a real phenomenon to count on.

## NEGATIVE EFFECTS OF SOCIAL MEDIA

- **Attention Deficit Disorder:** Some people use broadcast and Internet media as a mental and emotional retreat and refuge. The excessive use of social media is impacting the lives negatively. Addicts are connected to their screens; their minds trapped for hours to the exclusion of the world around them. Addicts neglect family, work, studies, social relationships and themselves. This is an addictive obsession that is human-centered and screen-deep. Attention spans are decreasing because of exposure to excessively stimulating and fast-paced media.

- **Decreasing Health Standards:** Due to curiosity the use of social media is used extensively. Further its availability and easy access is making it possible that social networking and media usage is just a click away. Adolescents are spending too much of time on screen that it leads to diminishing health standards. Average number of hours spent on screen is inversely affecting the sleep patterns and is resulting int many disorders of health.

- **Increasing levels of violence:** Too much use of social media that too without any check is leading to increased violence in society. Adolescents are using the social media excessively to give themselves emotional and friendly retreats, but there is so much of unwanted stuff which is coming to their way while using social media. Violence in media causes desensitization to violence. It may facilitate violent acts. Violence may be contagious by observational learning and social agreement. Media-assisted crimes like child pornography and access to adult sites and stuff are taking new forms.

- **Internet Addiction Disorder (IAD):** Internet Addiction Disorder (IAD) is increasingly diagnosed by professionals which negatively affects the life of social media users. Addiction is at heights as the social media users are being drifted from the real people around them and new connections are readily available in the virtual world.

The use of Social Media applied to major social issues can be a force for good. Social media is extensively in use among the learners of metro city nowadays and thus can't be ignored at any cost. Social media should be used judiciously so as to maximize the benefits and minimize its ill effects. There must be stringent rules and regulations in every country to keep a check on the dark side of social media usage. With the passage of time and the influence of technology authorities need to implement better and more adaptive laws so that it can help our younger generation to dwell into the brightest future without any barrier. In the series of efforts to make social media a tool of development, we need active participation of parents and teachers in securing their children better on social networks and internet; and on the part of the children, that they try to understand before they act. This will result in maximum fruitful utilization of social media.

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**VINOD KUMAR KANVARIA**

# INTERACTING TO THE EDUCATIONAL TECHNOLOGY INDUSTRY THROUGH AN EDUCATIONAL EXCURSION

The current article shares experiences of an educational excursion organised for interfacing with the educational technology industry. This educational excursion was organized for the Educational Technology group of B.Ed. programme of Central Institute of Education (CIE). The group to be escorted by Mr Vinod K. Kanvaria (Excursion Incharge) and supported by Mr I.S. Rawat (Technical Assistant) met in CIE at 8:00 am. The group left CIE at around 9:00 am. The journey was extremely long and the tedium of the way was reduced by playing many games, such as antakshri. It was a promising beginning of an eventful day as both teachers and students played with true democratic spirit. We reached Central Institute of Educational Technology (CIET) at around 10:30 pm.

Central Institute of Educational Technology (CIET)

The C.I.E.T is located in the open grounds of the National Council of Educational Research and Training (NCERT). The students were escorted into the 'Chacha Nehru Bhawan' which is located opposite to the Zakir Hussain block. The building has an impressive Stone portico. This entrance leads into a grand reception cum waiting area. A television set playing CIET programmes is also placed in the lobby. The reception overlooks a large sunny courtyard. The entire building is built around this yard, thus allowing sunlight to reach all the floors of the building. We were greatly impressed by the architectural beauty of the building. The students took the opportunity to take pictures next to its grand entrance.

CIET has a number of ramps to make accessibility easy for the physically disabled. An officer, along with his other colleagues, of the NCERT met us at the spacious reception area and, very kindly undertook to show us around the institution. First they escorted us to a large hall. At first glance the room seemed ill furnished. It had a couple of chairs facing a large television set and a very ancient looking video cassette playing system. They explained that, Central Institute of Educational Technology (CIET) is a constituent unit of the National Council of Educational Research and Training (NCERT), an autonomous organisation under the Ministry of Human Resources Development, Government of India. It was established in 1984 with the merger of the Centre of Educational Technology and Department of Teaching Aids. Its chief aim is to promote Educational Technology especially mass media, to extend educational opportunities and improve quality of educational processes at the school level.

As a premier institute of Educational Technology at the apex level, major functions of the CIET are to design, develop, try out and disseminate alternative learning systems to achieve the national goal of universalizing primary education and to address various educational problems at micro, and macro levels. He listed out some broad areas where CIET is especially active.

**The broad areas of activities of the CIET are as given below:**

- To design and produce media software materials viz., television/ radio (for both broadcast as well as non-broadcast use) film, graphics and other programmes for strengthening the transaction of curricular and co-curricular activities at the school level.

- To give training to resource persons, who will aid in development and use of educational software materials mentioned above, through training in areas such as script development, media production, media communication, media research, technical operations, setting up studios, repair and maintenance of equipment.

- To train the faculty of Institutes of Advanced Study in Education/Colleges of Teacher Education and District Institutes of Education and Training in the use of Educational Technology in their teacher education programmes.

- To undertake research evaluation and monitoring of the systems, programmes and materials with a view to improving the materials and

increasing their effectiveness.

- To document and disseminate information, materials and media programmes for better utilisation and to function as a agency in the field of Educational Technology.

- To advise and coordinate the academic and technical programmes and activities of the SIET set up by the MHRD in six states of India.

They further added that the NCERT had five Regional Institutes of Education, in addition to one National Institute of Education. There is one more central institution namely the P. Sunderlal Sharma Central Institute of Vocational Education in Bhopal. The CIET is responsible mostly for the production of video, audio and multimedia programmes. It was also specified that, while, SCERT Lucknow and Pune function in Hindi, most of the other SCERTs function in their local language. These programmes are aired on DD National and on DD Bharti twice a week. They suggested wistfully, that, earlier entire movies were produced and directed by CIET, however, now due to budgetary cuts and inflation, this has been abandoned. Now mostly short video films and audio recordings are done. These programmes are aimed at supplementing the primary school curriculum and focus on helping children to achieve scholastic ability as well as non-scholastic areas. CIET contains its own audio and video library. They proudly announced that, now, CIET was matching steps with the times and converting all its video and audio files into digital format. They also specially mentioned that access to this library (CIET) is open to all schools and teachers, as opposed to the IGNOU library which gives access only to IGNOU students and teachers. CIET also offers the facility of video conferencing.

To enable the proper use of educational technology in the field of education, CIET runs proper training programmes for:
- Graphics
- Animation
- Puppetry
- Script writing
- Web publishing
- Set designing
- Care and maintenance of sensitive ET equipment. And so on

However, it was also mentioned that, these training programmes are only open to in-service teachers.

CIET has a very modern computer cell for the development of Multimedia Packages for children, development of CIET's web site, development of a digital library and explore digitisation of media resources available with the CIET. The cell also undertakes the actual training of personnel in various areas mentioned previously.

**Major Functions of CIET**
- Design, develop and disseminate alternative learning systems
- Promote Educational Technology ,especially ETV
- Train Personnel in Educational Technology
- Advise & Co-ordinate activities of SIETs
- Provide Consultancy and media support to other constituents of NCERT

**Programmes we were able to see**
To enable us to get a clearer picture of the kind of programmes produced at CIET, they showed one short video film and a short audio recording.
*Kishan and the Magic Chariot*
The programme began with a quote
"Life's aspirations come in the guise of children"

The programme began with a young boy 'Kishan', who is about 8 years old. As he walked to school, Kishan stopped to notice birds, metals, a flying aeroplane, the simple machines involved in drawing water, the weights and measures used by a vegetable seller and so on. Meanwhile, in the class, a bored class teacher, dreamt of running across fields with his students. But, when he realised that he is still stuck in the classroom, he got very irritated. The child Kishan entered the class, greatly fearful of the teacher. When Kishan asked a question in class, the teacher was unable to answer and instead of admitting the truth, he scolded the child, thus, crushing the child's natural curiosity. Kishan sighed in relief when the bell rang to announce the end of the school. He raced out with the other children. Soon after, the teacher, while on his way back home found Kishan huddled under a makeshift shelter making a paper plane. The teacher called Kishan and started scolding him for wasting his time over such trivial games. He grabbed the plane and threw it, but, to his utter shock, the plane glided gracefully across the sky. The

teacher suddenly realized his mistakes. He made amends in his ways and adopted a more a holistic approach towards education. He even, started taking his students to observe the objects such as a top, a windmill and a kite. He started taking them to observe the world around them, by walking with them across the fields, as he had once dreamt.

**Aur Woh Raatbhar Rote Chinghadte Rahe**

This Audio recording was an intensely emotional account of a herd of wild elephants in Orissa's Tiger reserve. The story depicts the intelligence and sensitivity of the herd, as they brought an injured elephant calf all the way to the ranger's office, to get help. When the calf succumbed to injuries, the herd mourned and cried out as if they understood their loss.

Technically the recording was very effective. It had crystal clear sound. Special sounds resembling jungle sounds were placed in the background. The oral narration in Hindi was flawless. It was extremely evocative and helped the listener to understand the emotional impact of the story.

**Equipment in CIET**

A senior officer personally escorted us to the actual studios, and later to the recording and editing centre. The production of programmes and their editing involves state-of -the art technology, particularly digital technology. We were taken to a real studio, where we were allowed to see the stage and the cameras.

Some main equipments were also shown to us, like:

- Camera studio: Studio with actual filming cameras where the shooting takes place.

- Video switcher: this allows the producer to choose any shot from the three cameras placed in different angles, available in the studio.
- Editing Consoles: helps to create one seamlessly flowing narrative.
- Character Generator: helps to create animations which are unique to CIET programmes.
- Computer Animation system: animates and controls the characters produced by the generator above.
- Sound mixer: Blends the video and animation with pre-recorded or current sound effects.

**Some popular ETV Programmes**

A media package on Performing Arts
- Sahi Jagah Par
- Urja Gram ki Sair
- A programme on Katthak by Uma Sharma being shot at the CIET studio

**EDUSAT**

EDUSAT is the first Indian satellite built exclusively for serving the educational sector. It is mainly intended to meet the demand for an interactive satellite based distance education system for the country. It strongly reflects India's commitment to use space technology for national development, especially for the development of the population in remote and rural locations. It is a collaborative project of Ministry of Human Resource Development (MHRD), Indira Gandhi National Open University (IGNOU), Department of Space Indian Space Research Organization (ISRO).The 1950 kg EDUSAT is launched from Satish Dhawan Space Centre (SDSC) Sriharikota, into a Geosynchronous Transfer Orbit (GTO) by ISRO's Geosynchronous Satellite Launch Vehicle (GSLV).

**Electronic Media Production Centre**

The Electronic Media Production Centre (EMPC) at IGNOU has emerged as a major hub in the region in the use of electronic media in distance education located in the Sanchar Kendra complex, Maidan Garhi, New Delhi. It serves as a nodal resource centre in production, dissemination and transmission of educational software in the country utilizing a wide range of communication media.

The current building was inaugurated in 1996. It was designed and built entirely by Japanese architects and contractors. It is a fabulous medley of modern design and practicality. Constructed in the shape of a Pagoda, we were told by the staff that all the equipment down to the very last chair had been constructed using special designs and built under the direct supervision of the Japanese overseers. At that time it was built using a 100 crore rupees grant given by the government of Japan.

The major activities undertaken by the EMPC are the production and dissemination of educational audio video programmes. Curriculum-based audio-video programmes are developed to supplement the courseware of IGNOU by highly trained and skilled in house staff using the state-of-the-art facilities. In addition, freelance filmmakers have been empanelled and suitable

programmes are also sourced from agencies such as Transtel etc.

Both broadcast and non-broadcast modes of delivery are adopted by IGNOU. The cassettes/CDs are Regional centres and State centres sold at reasonable rates through the Marketing Unit of EMPC.

**Activities**
- **Production of audio and video programmes** for IGNOU academic programmes and their dissemination to the IGNOU Regional centres and State centres via non- broadcast mode
- **Transmission** of IGNOU video and audio programmes through public broadcasters – **DD1 & AIR**
- **Transmission** of video programmes through dedicated satellite based educational TV channels
- **Transmission** of live teleconferencing, tele-counselling sessions through dedicated satellite based interactive educational TV channels – **GD2**
- **Transmission** of educational and enrichment audio programmes through **FM Radio network** of 26 **Gyan Vani** Stations
- **Transmission** of live Interactive Radio Counselling **(IRC)** sessions for IGNOU students through AIR Stations
- **Design and development of PG Diploma Programmes:** Conducting Post Graduate Diploma in Journalism and Mass Communication & Post Graduate Diploma in Audio Programme Production
- **Training workshops** in electronic media programme production for Journalism & Mass Communication students and in- service personnel
- **Marketing** of EMPC facilities, products and services
- **Technical support** and **consultancy** to various institutions

EMPC coordinates the following educational radio and television channels:

**a. Gyan Darshan**
Gyan Darshan (GD), a fully digital 24 hour exclusive Educational TV Channel, is a digital bouquet of 4 channels. This 24-hour channel beams programmes produced by IGNOU and those from UGC, National Council for Educational Research & Training (NCERT), Central Institute for Educational Technology (CIET), IITs and different Ministries of Govt. of India. The name of the IIT channel is Eklavya, and the higher education channel is called Vyas. They explained that the dissemination is unique as they are disseminated through KU band as opposed to C band. KU band is more powerful than other bands. It is less affected by atmospheric disturbance due to its higher frequency range. A room called as the 'EARTH STATION' receives and sends signals to the satellite in space and to the dish antenna located at the back of the building.

**b. Gyan Vani**
This is a unique low cost, interactive medium for enhancing and supplementing the teaching-learning process by reaching out to widespread learners. Gyan Vani can be heard at 105.6 megahertz. We were fortunate enough to see the inside of a radio station and studio. The staff very kindly showed us some of the equipment used in the studio. They are
- Computer system
- Mixer
- Audio
- CD's and DAT format Cassettes
- Cough box: to edit and remove background

Each Gyan Vani Station has a range of about 60 km and covers an entire city/town and the adjoining rural area. Gyan Vani serves as an ideal medium for niche audiences to address the local educational, development and socio-cultural requirements. The flavour of the channel is by and large local, and the medium is English, Hindi or language of the region. The broadcast duration varies from station to station but the overall content pertains to the following aspects and levels of education

These stations operate as media cooperative with the day-to-day programmes being contributed by various educational institutions, NGOs, government and semi-government organizations, UN agencies, Ministries such as Agriculture, Environment, Health, Women and Child Welfare, Science & Technology, etc. besides national level institutions such as NCERT, NIOS and State Open Universities.

**c. Teleconferencing**
In order to infuse interactivity in distance learning, one-way video and two-way audio teleconferencing facility is being offered through GD2. Important nation-wide programmes for IGNOU learners, lectures by eminent experts/dignitaries, discussions with RC Staff, Induction for new students and convocations for graduating students are conducted live through teleconferencing every year. Besides tele-counselling, sessions are conducted for selected application

oriented programmes such as nursing, information technology, MBA etc. in which the students get ample opportunities to interact with the faculty. Besides IGNOU, many other institutions also use this facility for reaching out cost-effectively to their learners scattered all over the country.

### d. Interactive Radio Counselling (IRC)

IGNOU also offers one hour of live phone-in counselling programme weekly through the National Network of AIR and the Gyan Vani stations where studio invited experts clarify student queries put across to them from their homes via telephone. This value added services is presently being offered through nearly 188 All India Radio stations every Sunday from 4-5 pm and toll free conferencing facility is available to the learners in 80 cities to interact freely with the experts. The Interactive Radio Counselling (IRC) sessions on Gyan Vani Delhi are held from 5 to 6 pm on every Sundays (various topics) and Tuesdays (topics related to IGNOU programmes). Other Gyan Vani Stations offers this facility at least one hour per week at the convenience of the students.

### e. Edusat

The launch of EDUSAT (a dedicated satellite for education) has ushered in an era where both internet and intranet can be used for transmission, interaction, dialogue, digital repositories, digital multimedia content, and for virtual education and research. EMPC-IGNOU has already established 134 interactive terminals across the country with the two way interactive facility. The teleconferencing sessions on GD-2 are simulcast on the EDUSAT network. The facility is expected to enhance the capacity of the learners to access the resources as per the schedule. Networking of all Gyan Vani FM Radio Stations is also under consideration.

### g. Marketing Unit

Audio video programmes for almost all the academic programmes of IGNOU are available on sale in the CD format at Rs. 150/- per CD.

Students can either visit our website at www.ignou.ac.in where the list of CDs available is put up or write to: Section Officer, Marketing Unit, EMPC, IGNOU, Maidan Grahi, New Delhi.

### National Science Centre

We visited National Science Centre on the next day. The science centre opens at 10 am. However due to some unforeseen circumstance we had to delay entry to around 11am. The entrance leads to a large hall full of breath-taking displays. A display called Power ball functions automatically converting the potential energy of a ball to kinetic energy.

A fascinating display of a hanging Tap and string less piano was displayed. The Reception Hall is a showcase of the entire centre. It welcomes the visitors with some very fascinating hands-on exhibits. A corner houses a state-of-the-art exhibition set up in collaboration with Samsung and is called the Samsung Digital Adventure. The souvenir counter has popular science books for sale.

National Council of Science Museums (NCSM) is the largest network of science centres/museums under a single administrative umbrella in the country. 27 science centres/museums of NCSM located in different sites in India have a total floor area of 155043 sq. metres and have been visited by around 7 million people during 2007-08.Continuous upgrade of display materials and technology happens in the Council as a part of its R&D activity. It has multiple sections on three floors. It also has a 3-D movie theatre, with a seating capacity of 20 people.

### Our Science & Technology Heritage

Indian Heritage in Science & Technology has a long history of 4500 years. It was in India that the concept of zero gained meaning. Powers of ten, the golden rule of three, square root and cube root were worked out 1500 years ago and took 1000 years to reach Europe.

### Miracle of Human Biology

The gallery aims to portray the human body in all its aspects: anatomical, physiological, biochemical, structural, functional and systemic. The Human Body is something, which we all possess and are familiar with, but at the same time, it is an eternal source of mystery. This has given birth to a lot of myths and false notions about the body. The gallery covers an approximate area of 9000 sq.fts., and houses around 80 interactive exhibits.

### Pre-Historic Life

The gallery is a recreation of world as it existed millions of year ago and many of its life forms have become extinct by now. 35 species of life forms of different ages such as trilobites, giant scorpions, early birds, gigantic dinosaurs and other living creatures up to Neanderthal man have been presented with matching ambience, special light and sound effects. The supporting panel exhibition

provides ample information about origin of Earth, formation of land forms, geological changes that occurred on earth through ages, evolution of atmosphere, origin of life in water, spread of life on land, early life forms, early mass extinctions, and so on.

### Fun Science

A whole world of wonder and amazement awaits the visitors here with 113 interactive hands-on exhibits. A glass maze leads up to this section. Exhibits such as head on a platter, musical dance floor are all time favourites.

### Information Revolution

The story of evolution of Communication Technology over past 6000 years in India is presented in a large exposition. While moving through time, one experiences the relation between technology and culture through history. The gallery showcases the earliest as well the latest form of communication and their impact on society.

### Digital Information Revolution

The digital Information technology is changing our life style forcefully and quickly. The era in which we live is called 'third wave' (first being the agricultural revolution and the second being the industrial revolution). Others call it the 'second industrial revolution', 'information age' or 'computer age'. Whatever you wish to call this new age, without a doubt we are in the midst of a revolution. The Digital Information Revolution gallery presents, in an interactive and interesting way, the story of digital information revolution,

### Emerging Technologies – A Look into the Future

The gallery inaugurated on July 21, 2007, at National Science Centre, Delhi introduces a range of sunrise technologies which promise to change human life in the coming decades. It portrays the revolutionary changes taking place in nine representative technologies - Space Technology, Information and Communication Technology, Medical and Biotechnology, Oceanography and Earth Sciences, Agricultural Technology, Material Science, Nanotechnology, Energy and Transportation Technology.

### Binding up

In our opinion the field interaction has proven to be entirely successful in addition to the extensive information, that we were able to receive. We have also had a unique experience. For example we were able to see the technical aspect of programme production. We saw the inside of a studio while the filming of an educational programme was taking place. We also saw a radio station. We also had the good fortune to witness the newest addition to EMPC, the interactive classes for Ethiopia (taken via satellite). These interactive classes on Management are a part of the Pan Africa programme of the Indian Government. The entire programme is funded exclusively by the Ministry of External Affairs and it is the brain child of our former President Dr. A.P.J. Abdul Kalam Azad. For the first time we entered the portals of programme production. It was fascinating to see the product take shape in front of our very eyes. As future teachers, it gave us a fresh outlook towards the educational needs of the average child. Specially being a language teacher, I felt very excited at the possibilities of using Programme to help the students gain a better understanding of English, and develop greater confidence in its usage. E.M.P.C proved to be an equally enlightening experience. We were greatly impressed by the structure, the management and the efficiency of the institution. We were escorted personally by officers in both institutions. At EMPC, we were able to see a functioning radio studio.

The trip to NSC was entertaining as well as informative. The displays at NSC are a constant delight to both the young and the old. The screening of the 3D movie on the marvels of the Human Brain was the most interesting part of the day for me. The displays give many interesting ideas to teachers, as very complex concepts have been greatly simplified to make understanding easy and fun. The multiple levels make it possible to bring large classes of students to this venue.

This trip was rendered, especially beneficial, due to the welcoming attitude of the staff at both CIET and EMPC. They not only showed us around the premises, they were very happy to answer our queries. They cooperated whole heartedly as they explained the various functions of machines and processes to us. Their dedication to their subject and a glimpse of the scope and potential of Educational Technology has inspired students to study Educational Technology with enhanced zeal.

# VOCATIONAL EDUCATION IS THE KEY TO JOB CREATION FOR INDIA'S YOUTH: TEACHERS PRIDE MAGAZINE

In a nation which is focused on class room teaching, books and 100 per cent marks in board exams, the students which pass out of the schools, and even colleges are largely unemployable. Experts say that almost 80 per cent of even engineering and management graduates are not ready to work in the industry. And the statistics for the class XII, and X pass-outs is even more dismal as majority of students have no technical or vocation skills as teaching in schools is mostly academic based on books.

Teachers Pride, as such wants the government to focus on Vocational education in class X,XI, and XII classes so that pupil when they get out of the schools are work-ready and job ready. The vocational courses if introduced timely and at right time will help students get jobs instead of adding to the growing number of unemployed.

The objective should be to balance the traditional academic learning and hands on training that enables a person to get a job once the studies are complete. India has a very high population in the working age of 18 to 59 years, and it is important to improve the skill set of this population group as it play an important role in boosting the productivity and growth of the nation. As per the planning commission only 10 to 15 per cent people received skill education in the country whereas this number is 80 per cent in Japan.

In this scenario, vocational, or skills-based, education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education.

Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the technical fields, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative.

The problem in India is that vocation education has been successful only in industrial training institutes and that too in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the government.

To boost vocational education, the central government must ensure that vocation education is available in secondary and higher secondary schools. There is reduction in drop-out rate at the schools, and there is support from private industry and business groups. The government also has to ensure that acute shortage of skilled instructors is managed, and more and more teachers brought into vocational system.

It also has to be understood that current education system is non-responsive to the skill demands of the existing and future industry, leading to stagnation in employment growth and job growth. It is because of the lack of technical skills, and inability to perform the job that ensures lakhs of graduates, and school pass-outs join the ranks of unemployed. Teachers Pride holds the position that unless skill based education is introduced in the system the nation will not able to grow into a superpower as India needs its youth to be productive, and employed rather wait for government jobs that are increasingly becoming scarce every day.

# NATIONAL SKILL DEVELOPMENT CORPORATION:
## TRANSFORMING VOCATIONAL AND SKILL BASED EDUCATION IN INDIA

The National Skill Mission which was launched in 2015 paved the way for launching Prime Minister Narendra Modi's Skill India and Make India plans, which are crucial for developing the skills of the Indian workforce. The magnitude of the problem caused by lack of skills can be gauged by the fact that India adds 12 million people to its workforce every year, less than 4 per cent have ever received any formal training. The readiness of the workforce for performing on the job is lowest in the world, and the present training and skill infrastructure in the country is lacking in every expect.

The National Skill Development Corporation which was set up to execution the national skill mission aims to proactively catalyse creation of large, quality vocational training institutions. It also aims to reduce risk by providing grants and equity, and enable the creation and sustainability of support systems required for skill development.

The main objectives of the NSDC are to upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance. Another objective is to enhance, support and coordinate private sector initiatives for skill development through appropriate Public-Private Partnership (PPP) models; strive for significant operational and financial involvement from the private sector. The mission also aims to play the role of a "market-maker" by bringing financing, particularly in sectors where market mechanisms are ineffective or missing.

NSDC operates through partnerships with multiple stakeholders in catalysing and evolving the skilling ecosystem.

Private Sector – Areas of partnerships include awareness building, capacity creation, loan financing, creation and operations of Sector Skill Councils, assessment leading to certification, employment generation, Corporate Social Responsibility, World Skills competitions and participation in Special Initiatives like Udaan focused on J&K.

International Engagement – Investments, technical assistance, transnational standards, overseas jobs and other areas.

Central Ministries – Participation in flagship programmes like Make in India, Swachh Bharat, Pradhan Mantri Jan Dhan Yojana, Smart City, Digital India and Namami Ganga, among many others.

State Governments – Development of programs and schemes, alignment to NSQF and capacity building, operationalization of program, capacity building efforts among others.

University/School systems – Vocationalisation of education through specific training programs, evolution of credit framework, entrepreneur development, etc.

Non-profit organizations – Capacity building of marginalized and special groups, development of livelihood, self-employment and entrepreneurship programs.

Innovation – Support to early-stage social entrepreneurs working on innovative business models to address gaps in the skilling ecosystem, including programs for persons with disability.

### Achievements
Since its formation, the mission is has trained over 5.2 million students trained. The mission has enabled the setting up of 235 private sector partnerships for training and capacity building, each to train at least 50,000 persons over a 10-year period.

It has also set up 38 Sector Skill Councils (SSC) approved in services, manufacturing, agriculture & allied services, and informal sectors. Sectors include 19 of 20 high priority sectors identified by the Government and 25 of the sectors under Make in India initiative.

1386 Qualification Packs with 6,744 unique National Occupational Standards (NOS). These have been validated by over 1000 companies.

The mission has also set up vocational training introduced in 10 States, covering 2400+ schools, 2 Boards, benefitting over 2.5 lakh students. Curriculum based on National Occupational Standards (NOS) and SSC certification. NSDC is working with 21 universities, Community Colleges under UGC/AICTE for alignment of education and training to NSQF.

School Education: An important job the mission has taken up is introduction of centrally Sponsored Scheme of Vocationalisation of Secondary Education of Ministry of HRD, Government of India lists out a crucial role for NSDC and its Sector Skill Councils (SSCs) in implementation of NSQF. The trainings conducted in the scheme are based on the National Occupational Standards set by NSDC through its Sector Skill Councils. The scheme also mandates the SSCs to conduct assessments and certification jointly with the State Board.
NSDC is currently working with the state governments of Haryana, Himachal Pradesh, Karnataka, Punjab, Uttarakhand, Madhya Pradesh, Nagaland, Maharashatra, Chhattisgarh and Rajasthan for implementation of the scheme in their states through its approved and funded Sector Skill Councils.

Sector Skill Councils support the States in Identification of Trades/ Occupations, Accrediting curriculum with PSSCIVE, Recommendation for Appointment of Vocational (Industry) Coordinator, Quality Control of Training, Training of Trainers, Student Assessment and Certification and Industry Interface. NSDC funded Training Partners take the responsibility of entire Training Delivery including deploying and managing faculty, setting up of labs, organising Guest Lectures/Industry Visits.

### Broad Model for Current Implementation across States
Infrastructure
State provide the civil infrastructure at each school.
State Govt./NSDC Training Partner take funds from State and equip the schools with skill labs
Aligning the scheme with the scheme of studies with state board
Training Delivery through NSDC Training Partner
NSDC Training Partner recruit teachers and place them in schools as per the minimum prescribed qualifications.
Two Trades are offered in each school and each trade to have 50 students.
NSDC TP monitor and manage the training delivery.
TP organise on the Job Trainings and Guest Lectures at different intervals.
The course run for four years from Class IX-Class XII pertaining to a Qualification Pack prescribed by the Sector Skill Councils.

### Assessments and Certification
Sector Skill Councils conduct Assessments and provide certification aligned to the National Skill Qualification Framework (NSQF) along with the State Education Board.
Stakeholders in the Implementation:
State Government
NSDC
Sector Skill Councils
NSDC Training Partner

### Role and Responsibilities of the Stakeholders
State Government: Policy, Providing infrastructure, Mobilisation of Students through Principals, Monitoring, Regulatory, Aligning vocational to mainstream scheme of studies of the State Board, Extensive advocacy and marketing of the project.

NSDC: Conceptualize and operat-ionalize the project, Selection of NSDC partners in various trades to implement the project across schools, Setting Standards & Quality Processes, MIS and Monitoring, Management Review

Sector Skill Council: Identification of Trades, Accrediting curriculum, Recommendation for Appointment of Vocational (Industry) Coordinator, Quality Control of Training, Student Assessment and Certification and Facilitating Industry Interface.

NSDC Training Partner: Curriculum development aligned to National Occupational Standards, Development and Printing of Courseware, Providing Vocational trainers, Industry Participation through OJTs and Internships, MIS & reporting, Interfacing with all Stakeholders

## Higher Education

In order to bridge the industry academia gap – NSDC has developed a unique model to integrate skill based trainings into the academic cycle of the universities. These are based on National Occupational Standards set by industry through sector skill councils. The job roles offered are designed to be progressive in nature – from Level 5 – level 7 on National Skills Qualification framework. The key highlight of the model are as given below:

Based on state skill gap report – identification of Sectors and job roles

Development of implementation model and Integration into time table as per university norms

Training of Trainers by Sector Skill Council

Curriculum Alignment and Capacity Building workshops

Student orientation sessions to take an informed choice of sector/job role based on career aspiration

Standardised Training Delivery by NSDC Training Partners

Internships and On- the – job Training

Assessment and certification by Sector Skill Council

Last Mile Employability and Entrepreneurship Opportunities for the students

NSDC is working with 21 Universities, UGC and AICTE catering to more than 1200 colleges and 400 community colleges across the country. Some of the organization include:

Savitribai Phule University of Pune : 663 colleges and 57 autonomous institutions

University of Delhi: 67 colleges including NCWEB and SOL

University Grants Commission: 150 community colleges and 127 colleges for B.Voc and Degree programmes

Tamil Nadu Open University (TNOU): 155 learning resource centres and 204 community colleges

Centurion University: 4 colleges

Haryana and Punjab Universities

AICTE : 100 Community Colleges

NSDC is about to sign MoUs with 7 more universities to adopt this model.

NSDC funded training partners affiliated to respective SSCs are involved in imparting trainings to the students under these partnerships. The infrastructure is allocated by the respective colleges of the University. A project management team ensures monitoring and evaluation of ongoing trainings.

Academia recognise the benefits of this model for integration of industry recognized skills with regular studies and post assessment the studentsreceive industry endorsed and recognized certificate.

### A key scheme introduced by the National mission: Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.

### Key Components of the Scheme:

### 1. Short Term Training

The Short Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed. Apart from providing training according to the National Skills Qualification Framework (NSQF), TCs shall also impart training in Soft Skills, Entrepreneurship, Financial and Digital Literacy. Duration of the training varies per job role, ranging between 150 and 300 hours. Upon successful completion of their assessment, candidates shall be provided placement assistance by Training Partners (TPs). Under PMKVY, the entire training and assessment fees are paid by the Government. Payouts shall be provided to the TPs in alignment with the Common Norms. Training imparted under the Short Term Training component of the Scheme shall be NSQF Level 5 and below.

### 2. Recognition of Prior Learning

Individuals with prior learning experience or skills shall be assessed and certified under the Recognition of Prior Learning (RPL) component of the Scheme. RPL aims to align the competencies of the unregulated workforce of the country to the NSQF. Project Implementing Agencies (PIAs), such as Sector Skill Councils (SSCs) or any other agencies designated by MSDE/NSDC, shall be incentivized to implement RPL projects in any of the three Project Types (RPL Camps, RPL at Employers Premises and RPL centres). To address knowledge gaps, PIAs may offer Bridge Courses to RPL candidates.

### 3. Special Projects

The Special Projects component of PMKVY envisages the creation of a platform that will facilitate training in special areas and/or premises of Government bodies, Corporates or Industry bodies, and trainings in special job roles not defined under the available Qualification Packs (QPs)/National Occupational Standards (NOSs). Special Projects are projects that require some deviation from the terms and conditions of Short Term Training under PMKVY for any stakeholder. A proposing stakeholder can be either Government Institutions of Central and State Government(s)/Autonomous Body/Statutory Body or any other equivalent body or corporates who desire to provide training to candidates.

### 4. Kaushal and Rozgar Mela

Social and community mobilisation is extremely critical for the success of PMKVY. Active participation of the community ensures transparency and accountability, and helps in leveraging the cumulative knowledge of the community for better functioning. In line with this, PMKVY assigns special importance to the involvement of the target beneficiaries through a defined mobilisation process. TPs shall conduct Kaushal and Rozgar Melas every six months with press/media coverage; they are also required to participate actively in National Career Service Melas and on-ground activities.

State specific scheme introduced by National Skill Development Mission: UDAAN

Udaan is a Special Industry Initiative for Jammu & Kashmir in the nature of partnership between the corporates of India and Ministry of Home Affairs and implemented by National Skill Development Corporation. The programme aims to provide skills training and enhance the employability of unemployed youth of J&K.

The Scheme covers graduates, post graduates and three year engineering diploma holders. It has two objectives:

(I)   To provide an exposure to the unemployed graduates to the best of Corporate India;

(ii)  To provide Corporate India, an exposure to the rich talent pool available in the State.

The Scheme aims to cover 40,000 youth of J&K over a period of five years and Rs. 750 crore has been earmarked for implementation of the scheme over a period of five years to cover other incidental expenses such as travel cost, boarding and lodging, stipend and travel and medical insurance cost for the trainees and administration cost. Further corporates are eligible for partial reimbursement of training expense incurred for the candidates who have been offered jobs.

# KIDSWORLDFUN: A GUIDING LIGHT FOR CHILDREN, PARENTS, AND TEACHERS

The promise of a better tomorrow lies in the hearts and minds of our children, their parents, and their teachers. The vision and mission of www.kidsworldfun.com is to create a better world through educating, guiding, and supporting young people, and those who matter the most in their lives.

www.kidsworldfun.com offers high quality educational, informative, and mentoring support for encouraging creativity, art, academic excellence, and life skill proficiency. A few of the most visited pages at kidsworldfun are the short stories for kids, poems, online quizzes, study material in English, science and math, parenting tips, study tips, study material for international competitive examinations such as ICAS, and contests such as the Spelling Bee, teacher resources, and the kidsworldfun blog.

Two unique features of the portal are its prestigious contests: The International Short Story Contest for schoolchildren and the International Little Champs Video Contest for preschoolers. These contests aim to bring out the best in the youngsters around the world, giving them opportunities to express their creativity and energy in constructive ways. The International Short Story Contest that debuted this year has had two successful runs so far, both of which attracted an overwhelming number of responses from all over the world. Attractive cash prizes are paid to the winners, and all winning as well as outstanding stories are published on the website. The Little Champs Video Contest is the latest of the portal's ventures, and has just been announced.

www.kidsworldfun.com maintains high standards and quality in all its content and contests, and has a fast-growing enthusiastic and loyal readership among kids, parents and teachers.

# TEACHER'S PRIDE
**TOWARDS A BRIGHT FUTURE**

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# SRI AUROBINDO ON EDUCATION

Sri Aurobindo`s views on Education are novel and very profound. He has based them on his understanding of Education as he was taught and taking from the Ancient Masters.

**Here are a few of his interjections.**

He believes that the first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task-master, he is a helper and a guide. His business is to suggest and not to impose. He does not actually train the pupil`s mind, he only shows him how to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him, he shows him how to aquire knowledge for himself. He does not call forth the knowledge that is within: he only shows him where it lies and how it can be habituated to rise to the surface. Difference of age only serves to diminish or increase the amount of help and guidance necessary: it does not change its nature.

The second principle is that the mind has to be consulted in its own growth. The idea of hammering the child into the shape desired by the parent or teacher is a barbarous and ignorant superstition. It is he himself who must be induced to expand in accordance with his own nature. There can be no greater error than for the parent to arrange beforehand that his son shall develop particular qualities, capabilities, ideas, virtues, or be prepared for a prearranged career. To force the nature to abandon its own DHARMA is to do it permanent harm, mutilate its growth and deface its perfection. It is a selfish tyranny over a human soul and a wound to the nation, which loses the benefit of the best that a man could have given it and is forced to accept instead something imperfect and artificial, second-rate, perfunctory and common. Everyone has in him something divine, something his own, a chance of perfection and strength in however small a sphere which God offers him to take or refuse. The task is to find it, develop it and use it. The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use.

The third principle of education is to work from the near to the far, from that which is to that which shall be. The basis of a man`s nature is almost always, in addition to his soul`s past, his heredity, his surroundings, his nationality, his country, the soil from which he draws sustenance, the air which he breathes, the sights, sounds, habits to which he is accustomed. They mould him not the less powerfully because insensibly, and from that then we must begin.. We must not take up the nature by the roots from the earth in which it must grow or surround the mind with images and ideas of a life which is alien to that in whih it must physically move. If anything has to be brought in from outside, it must be offered , not forced on the mind. A free and natural growth is the condition of genuine development. There are souls which naturally revolt from their surroundings and seem to belong to another age and clime. Let them be free to follow their bent: but the majority languish, become empty, become artificial, if artificially moulded into an alien form. It is God`s arrangement that they should belong to a particular nation, age, society, that they should be children of the past, possessors of the present, creators of the future. The past is our foundation, the present our material, the future our aim and summit. Each must have its due and natural place in a national system of education.

## Teaching Methodology

Today the teaching is by snippets, a little dose of everything is doled out to the child. There is this grandiose specialism at the top. This is to base the triangle on its apex and hope that it will stand.

The old Indian system was to teach one or two subjects well and thoroughly and then proceed to others, and certainly it was a more rational system than the modern. If it did not impart so much varied information, it built up a deeper, nobler and more real culture. Much of the shallowness, discursive lightness and fickle mutability of the average modern mind is due to the vicious principle of teaching by snippets. The one defect that can be alleged

against the old system was that the subject earliest learned might fade from the mind of the student while he was mastering his later studies. But the excellent training given to the memory by the ancients obviated the incidence of this defect.

Interest is the basis of concentration. We make his lessons supremely uninteresting and repellant to the child, a harsh compulsion the basis of teaching and then complain of his restless inattention. The substitution of a natural self-education by the child for the present unnatural system will remove this objection of inability. A child, like a man, if he is interested, much prefers to get to the end of its subject rather than leave it unfinished. To lead him on step by step, interesting and absorbing him in each as it comes until he has mastered his subject is the true art of teaching.

Every child is a lover of interesting narrative, a hero worshipper and a patriot. Appeal to these qualities in him and through them let him master without knowing it the living and human parts of his nation`s history.

Every child is an enquirer, an investigator, analyser, a merciless anatomist. Appeal to those qualities in him and let him acquire without knowing it the right temper and the necessary fundamental knowledge of the scientist. Every child has an insatiable intellectual curiosity and turn for metaphysical enquiry. Use it to draw him on slowly to an understanding of the world and himself. Every child has the gift of imitation and a touch of imaginative power. Use it to give him the groundwork of the faculty of the artist. What the teacher must develop is observational skills and powers which lead to concentration abilities. E. g observing flowers of different kinds and coming to an understanding about them. Then we come to memory and judgement. The student should not be made to repeat the same lesson over again in order to remember it. That is a mechanical, burdensome and unintelligent way of training the memory. After a child has examined a flower carefully a similar but different flower should be put in the hands and he should be encouraged to note it with the same care, but with the avowed object of noting the similarities and differences. The memory gets trained unconsciously. The mental centres of comparison and contrast will be developed. Such observations would open the vista of botanical knowledge to the child and the scientific temper developed without loading the mind with names and that dry set acquisition of informations which is the beginning of cramming and detested by the healthy human mind when it is fresh from nature and unspoled by unnatural habits.

In the same way by the observation of the stars, astronomy, by the observation of earth, stones, etc., geology, by the observation of insects and animals, entomology and zoology may be founded. A little later chemistry maybe started by interesting observation of experiments without any formal teaching or heaping on the mind of formulas and book knowledge.

There is no scientific subject the perfect and natural mastery of which cannot be prepared in early childhood by this training of the faculties to observe, compare, remember and judge various classes of objects. Once the taste is created, the boy can be trusted to follow it up with all the enthusiasm of youth in his leisure hours. This will prevent the necessity at a later age of teaching him everything in class.

At every step the boy will have to decide what is the right idea, measurement, appreciation of colour, sound, scent etc and what is wrong…..

Besides reasoning the imagination needs to be developed. It maybe divided into three functions, the forming of mental images, the power of creating thoughts, images and imitations or new combinations of existing thoughts and images, the appreciation of the soul in things, beauty, charm, greatness, hidden suggestiveness, the emotion and spiritual life that pervades the world.

We must accustom teachers to devote nine-tenths of their energy to the education of the active mental faculties while the passive and retaining faculty, which we call the memory should occupy a recognized and well-defined but subordinate place and we must direct our school and university exams to bthe testing of these active faculties and not of the memory.

He also stresses a lot on perfecting the body with sports and exercise to bring in a complete development of the individual and help him grow. This can be considered some of the facts of Sri Aurobindo`s views on Education.

# SURAJMAL MEMORIAL EDUCATION SOCIETY: BRINGING EXCELLENCE TO EDUCATION

To emulate the qualities of one of the greatest Jat rulers in the history of India, Maharaja Surajmal, the Surajmal Memorial Education Society was founded in 1972 at Janakpuri. The objective was to impart quality education to students from rural and urban areas, and the society has been quite successful in doing that. Various academic programmes, certificate and diploma courses were introduced in 1982. However, the society really came of age and set its mark when in 2001, it established the now renowned Maharaja Surajmal Institute of Technology and Maharaja Surajmal Institute with the approval of AICTE and affiliated to Guru Gobind Singh Indraprastha University in Delhi.

Maharaja Surajmal (1707-1763): A true Indian leader and visionary who saw India as one nation, Maharaja Surajmal throughout his life worked for national integration, and supported the fusion of different cultures, customs and traditions. The Maharaja gave great importance in unity of people, supported merit, and did great work for the farmers. He expanded the kingdom of Bharatpur across north west India. He is known for his progressive views, opposition to superstition and fight against social injustice.

It is all these qualities of the Jat king, which Surajmal Memorial educational society wants to imbibe, and spread among the impressionable youth of this country to take the nation march ahead and progress.

To achieve this goal the society has set up a large campus on 8 acres in Janakpuri, Delhi where it imparts education in Technology, Pharmacy, Teacher Education, Management and Computer Science. It has also set up Maharaja Surajmal Centre for Research and Publication to collect, preserve and publish material on rural heritage. To serve the students, it also has a rich library, large hostel and guest rooms for scholars.

SP Singh, chairman, Surajmal Education Society says that the primary objective of the society was to develop a new paradigm in imparting education, so that youth can meet both local and global challenges. "We want academic excellence, develop students as rounded professionals and attain highest quality in delivery of professional and technical education", said Singh. He further adds that one of the most significant gaps in our professional education in the country is its weak linkage with the industry. Until and unless we take corrective steps to strengthen this linkage, professional education will not receive the respect it deserves, he opined.

Under his leadership the society is trying to improve the quality of education being delivered in its various institutions.

A number of institutions are being run by the society that include the premier Maharaja Surajmal Institute of Technology, Maharaja Surajmal Institute, Maharaja Surajmal Public School and Maharani Kishori Devi Girls Public School. Which aims at helping the children from far flung rural areas to have an easy access to modern education system.

The Maharani Kishori Devi Girl's school started in 2009, and presently it has over a 2000 students.

The Research and Publication Centre is devoted to selecting, analysing and publishing research material in the hither to neglected areas of history, culture and sociology of the present communities with special reference to Northern India.

Talent Development camp was started in year 1999. It includes a three week intensive education camp for students of 11th and 12th class from the rural areas who have scored more than 60% marks in the previous examinations. The society has so far organise 18 camps.

The society also publishes Suraj Sujan, a monthly news bulletin to share information about the work being done by it across the society. The society also grant scholarship to the students on the merit cum means basis who are pursuing education in professional courses. The society has so for spent 1.25 cr. rupees under this head.

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