

# EDITORIAL

## ***From the editor's desk***

Though it may sound weird and bemusing but facts not also amuse. This is what we all know but refuse to acknowledge. After judging through the antics, psychological pattern, usual characteristics, throwing tantrums at slightest provocation and above all, the habit of saying even imaginable things in order to get their works done. Thus, there is a close resemblance between the children and politicians.

It might be a sound reason why politicians are getting enamored of children and thus have developed attraction of interaction with them. Politicians are universally reviled. Not only can they not do anything right -- they can't do *anything* at all! It would almost be cute if it didn't have such an impact on our lives. They may not be universally reviled; it's a lot easier to laugh at their antics when they're not yours. And the similarities don't stop there but each one is quite amusing.

- 1 They get you all excited at first but four years in, it's an absolute nightmare.** I once believed in a place called Hope.
- 2. They'll say anything to get your approval.** Just about every other time my son tells me he loves me, it's followed by a request for something.
- 3 They're the biggest flip-floppers in the world.** No one changes their mind like a child. Mine just threw a fit because I wouldn't let him watch TV and now he refuses to watch TV.
- 4. They'll do anything to prevent their enemies from succeeding.** You think *House of Cards* is dark? You should see your kid in pre-school. They may have already driven out some teachers.
- 5. They make promises they can't keep.** Every time I try to get your son to do something, he tells me he'll do it tomorrow. Actually, he says "next day" because he doesn't use the word "tomorrow." Regardless, it never happens.
- 6. They can filibuster like nobody's business. .**
- 7. They love to negotiate. (And they're pretty terrible at it.)** They will not allow anything getting accomplished unless their demands are met
- 8. Bribery always works.** Whether you want to get a bill passed or get some broccoli eaten, sweeten the pot and they'll eventually come through.
- 9 They shoot your budget to hell.** Give a child a calculator and a checkbook and he has about an equal chance of balancing a budget as the members of a ruling party.
- 10. The person you think you're getting bears no resemblance to the person you actually end up with.**

MANAGING EDITOR: Karanvir Singh

EDITOR: Dinesh Kumar

ASSOCIATE EDITOR: Kishore Dere

FEATURE EDITOR: Yogesh Kumar

ASSISTANT EDITOR: Irfan

SPECIAL CORRESPONDENT: Pankaj Srivastava

CORRESPONDENTS: Ravi Shanker Singh  
Maviya Nafis

COORDINATOR: Swati Gupta

DESIGNER: M. William

Address for Correspondence

## Teacher's Pride

Plot no.: 53, Sector 18, Udyog Vihar

Gurgaon (Haryana), Pin: 122015

Landline: 0124/4042974

Email: teacherspridemag@gmail.com

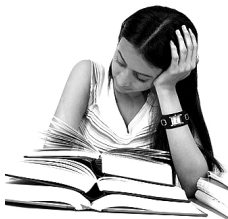
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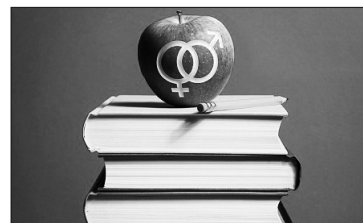
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# DOES EDUCATION BLUNT THE BRAIN?

*Dinesh Kumar*

The general erosion in public life has been so infectious that no walk of life could remain unaffected. Despite our spectacular achievements in science and technology and ultra-modernism in outlook and out-of-box thinking, there has been one segment in life which still operates on effete practice and 'unquestionable' belief system - the education system.

The present system of education in India focuses too much on facts and figures. It thus kills creativity and analytical and reasoning skills among children. It develops a mindset that whatever is said by the teachers has to be taken as gospel of truth and which lies beyond the realm of cross-questioning. Children in their tender age do not have social obligations of failure. They do not have guilt or shame as their minds are fresh.

This is the age when questioning needs to be encouraged. Instead, they develop fear to ask questions as they think that the teacher may get angry while some other children do not ask questions in the class as they think that others may think their questions are foolish or irrelevant. Sadly, even parents do not encourage their children to question elders. Besides, there is less focus on research and development. All this leads to regimented and conditioned mindset among children whose inquisitiveness, logical, analytical and thinking skills are curtailed. The blame for the present mess lies equally with parents, teachers, authorities and the system.

The education system in India lacks many advancements and it continues to be traditional. The Indian educational system should emphasize more on ethical values and principles. It should focus more on personality development, life skills, leadership development and motivation which enable the students to get tuned with the industry immediately after completion of their education. In addition, it builds strong work culture and professionalism. Indeed, the time has come to clean up Indian education sector,

add more value to it and make it at par with world

standards. As Socrates has said, "Education is not the filling of a vessel but the kindling of a flame".

Though there are some learning centres such as the IITs and the IIMs which continue to deliver world-class, high quality education, several flaws and lacunae exist in the system. There is a very distinct difference between the education system in India and the US. While the Indian education system is knowledge centric, the American system is enquiry centric. Whereas the Indian system accumulates knowledge, the American system centres on the application of knowledge. It shows that the Indian system is theory centric where as the US system is practical oriented.

One of the most significant lacuna with the present system is the lack of good quality teachers as the job is not held high in public esteem and salary too is low. Its qualitative impact is to be found in the acute shortage of qualified, trained, and experienced teachers as one goes to teaching when he is not able to get a respectable position in government services or high-paying corporate job and thus teaching has come to being the last resort sort of a career. In these teachers, the students are unable to find their role models.

There is a huge neglect of primary and secondary education. The quality of university education is also highly variable. The main causes of uneven and highly unequal educational system in India are not technological underdevelopment but political and social neglect. Besides money for raising salaries of teachers and officials, better organization of teaching and other practices are also required, different from the present concept of minimal schooling with maximal private tuition. For this, cooperation at different levels and between central and state governments, teachers' unions, parent-teacher committees, and civil society is necessary.

The contrast would be ample clear when we compare this with a very peculiar practice in the Gurukul system

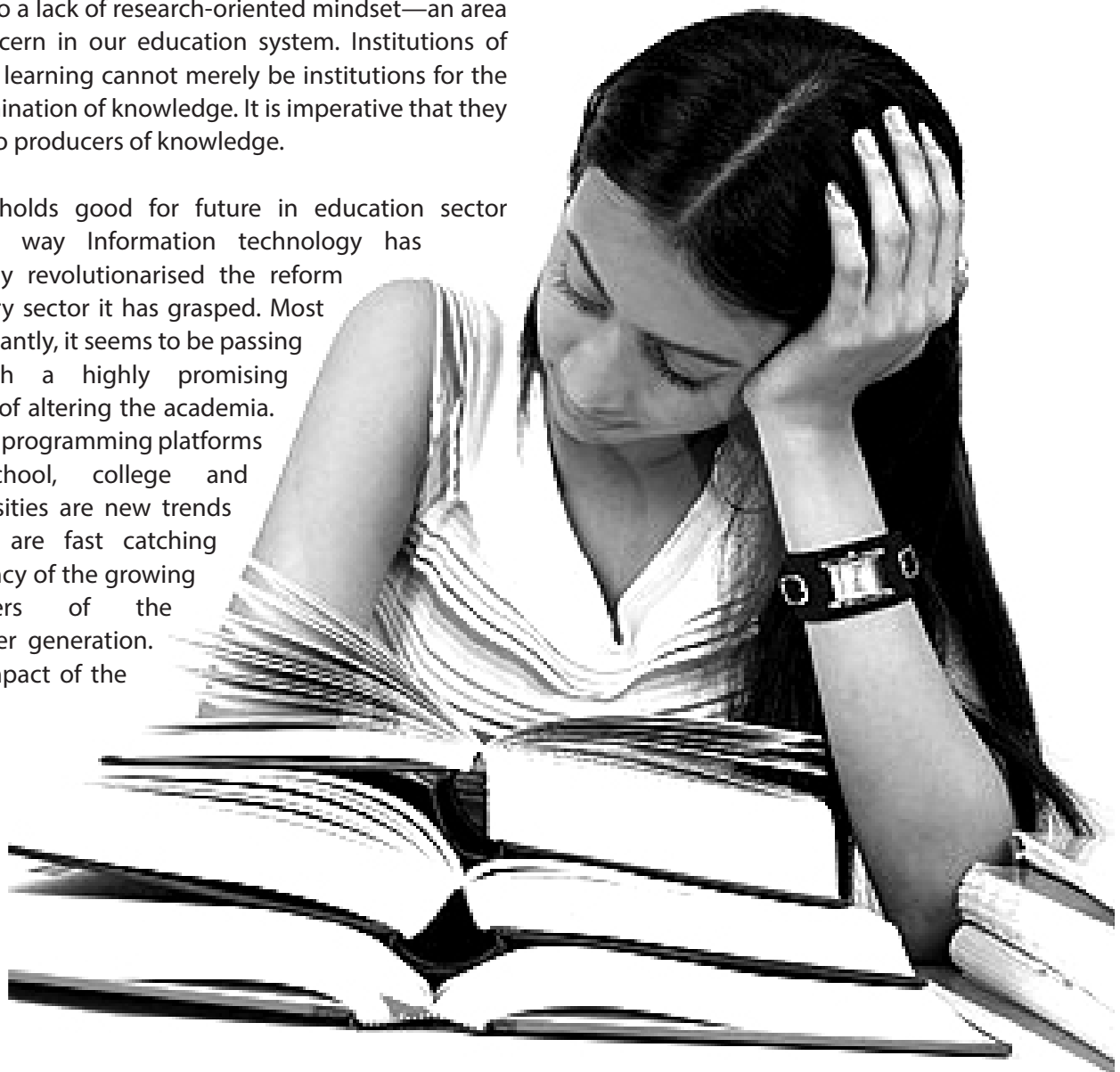
that India had, at least in the Takshsila gurukul. From the passing out students, one or two students those who were the top of the class- were retained to teach at the Gurukul. Others could go home and indulge themselves in whatever other profession they cared for. The best were to teach. For other professions, lesser students could do.

The situation seems to be alarming when one does not see any new knowledge coming through research. The research activity associated with higher education sector lacks originality and many often, authenticity. The questioning and research orientation which is not cultivated or encouraged in our institutions at the student level continues throughout the studies. This leads to a lack of research-oriented mindset—an area of concern in our education system. Institutions of higher learning cannot merely be institutions for the dissemination of knowledge. It is imperative that they are also producers of knowledge.

What holds good for future in education sector is the way Information technology has virtually revolutionarised the reform in every sector it has grasped. Most importantly, it seems to be passing through a highly promising phase of altering the academia. Digital programming platforms in school, college and universities are new trends which are fast catching the fancy of the growing numbers of the younger generation. The impact of the

digitalisation can be gauged from the fact that the time-span that determines a generation gap is fast shrinking. Thanks to the ever advancing pace of digital evolution even the gap of a decade in age between two individuals marks distinctiveness in the behavioural pattern of the two quite pronounced.

There is a little doubt that in the coming decades, each aspect of the education culture, like the teaching process, learning techniques and habits, solving question papers etc, will be found fundamentally altered. It will be more immersive and hopefully more constructive to the people than it is today.



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# LAW HAS NO PLACE FOR EMOTION.

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*Sr. Correspondent*

**T**hough it is quite understandable that the High Court's refusal to prolong the detention of the juvenile convicted in the blood-curdling gang rape of a paramedical student on the tragic night of December 16, 2012, has stirred the hornet's nest through out the country, one must not forget the legal limitations faced by the judiciary. Judicial pronouncements have no place for public outrage, media campaign or the emotional upsurge of the victim's family. Those making a hue and cry over the acquittal should understand that the courts are bound to follow the rule.

No doubt that the release of the minor convicted in the gory incident has now acquired the adulthood but if there no law is in existence or a new one is enacted by the law makers there is not much that the judiciary can do. "The law cannot be applied in retrospect," as ruled by the High Court while dismissing the petitions seeking to secure the suspension of the release of the juvenile.

The court unequivocally ruled that 'the Juvenile Justice Act' lays down the provision of detention of a juvenile convicted in the heinous crime for a period of only three years' and that too the convict must be sent to Juvenile reform centre rather than a regular prison where hardened criminals are usually lodged. The court is restrained to dismiss any plea seeking to continue detention beyond three years."

One is not being bloodthirsty if one submits that in the case of the juvenile's dismissal in the Delhi gangrape case, there may have been some peg on which to hang the release. It could even be justified if we had evidence in the public domain of the psychological profile, on his level of atonement and some tangible guarantee that the boy would not feel emboldened to do it again.

Undoubtedly, the written rules are most sacrosanct and its spirit binding on the judges while deciding the

merits of the court. But unfortunately, the politicians, having perfected the art of playing on public

sentiments begin hunt for the scapegoat in order to cover up their own failures in meeting the public aspirations. It is well known to the thinking people that the amendment to the existing rules dealing with the crime of rape had been long introduced and the proposed bill tabled in the Lok Sabha, which wasted no time in passing the bill. But it was greeted with general dereliction by the law makers and its current status is that, the bill is gathering dust in the Upper House.

Nothing could be so callous on the part of the people who decides the destiny of the country that they conveniently forgot the massive nation-wide convulsion following the most tragic act of cruelty against women in the pursuit of petty politics and common scramble for personal benefits in the obsession of self aggrandisement

It is a tragic commentary on how insensitive our political class has grown that despite sharing and master in playing on the sentiments of the gullible people punishment say that And thus, no other considerations hold ground in the eyes of the law. Hence, no matter how public reacts, the court could not have extended the detention of the convict.

Thus the spasmodic reactions caused by the release order of the juvenile convict might be symbolic of massive public upsurge shared by the lakhs of sensitive citizens, if the current judgement of the High Court fails to assuage the wounded hearts, there is only one section of the society which must bear the brunt of opprobrium for this tormenting development.

# DIGITALISED LIFE, A DEADLY EPIDEMIC

The new credo is in vogue. A new culture has come to put the conventional mode of education upside down. This is the new age marked by sweeping changes in all sphere of life and education cannot imagine to survive as an exception.

The dawn of a new millennium brought along a strangely bizarre social malaise, rather a silent disease with far reaching insidious consequences. Yes, this new century came with a big bang heralding the onset of a revolution that continues to impact every aspect human life and activity. In epitome, life is moving in top gear with fast pace and fury. There is a mad rush for digital facilities and its use in every possible work. No doubt then that education has come to emerge as the highly and fast rising market potential for the digital industry.

But the saddest fall out of this all-pervasive culture of teaching through digital device has been the erosion of the organic tie between the student and the teacher. India has been a culture where the Guru has always been held in the highest esteem and was always placed even above the Almighty. Indian tradition basks in its universally recognition of relationship between the Guru and Shisya as to be the most sacrosanct and most pious of any human relation. But tragically in this fancy world of digitalised teaching, this identifiable character of Indianness stands pulverised and vulgarised.

The Guru has grown heartlessly materialist and mechanical while the disciples have turned outrageously brazen and hedonistic. right since the Vedic Age for around 4000 years back The Guru have traditionally *Guru-shisya (teacher and disciple)*

The phenomenon known as communication technology has altered the whole gamut of the system that has ruled the roost for the larger part of the previous century. All the established modes of the traditional game employed in the communication system face threat of lapsing into oblivion. The life is running in the top gear and every one cutting cross the age groups is to be found in a maddening hurry

so much so that people, the younger generation in particular could hardly afford losing pace with fast paced upgradation and sophistication of even the highly advanced technological gadgets.

It ushered in a systematic overhaul that upset the entire gamut of social fabric and inter-personal intercourse. And the impact is all pervasive and penetrative.

When it comes to education the significance of the digitalisation acquires landmark importance as this credo has swept the education system so wholesomely that without all activities related to studies that involve both the students as well as teachers revolves round it. The consequent result of the digitalisation mania has made deep inroads in the domain of teaching, be it at the school, college or university level.

Those who never tire of counting benefits of the digitalised form of education adduces points like use of digital media shortens the distance between a student and his dream; and that it has hugely reduced the weight of the baggage that every student can be spotted carrying on his/her tilted shoulders seem to negate some of the most basic points, objectives and principles that the education is imparted.

**The digital revolution is edging its way into the classroom and has gone in a long way to reduce the back-breaking luggage of books, note books etc.... from the shoulders of the children. The internet is making inevitable change faster so much so that it has virtually acquired the status of being an engine of change seeping every walk of human life...**

**The Information technology has virtually revolutionarised the reform in every sector it has grasped and is now in a highly promising phase of altering the academia. There is a little doubt that in the coming decades, each aspect of the education culture, like the teaching process, learning techniques and habits, solving question papers etc, seems certain to be found fundamentally altered. It will be more immersive and hopefully**

**more constructive to the people than it is today.**

The foremost benefit of the growing use of technology in education is that it has made imparting education stress free for both the students and teachers. Schools are gradually implementing digital teaching solutions to involve with a generation of learners familiar with the likes of play stations, iPads and trying to make classroom atmosphere broader participatory information and the **communication technology in education has felicitated students' understanding.**

**By getting digitalised material has power to involve students in methods not possible with the stationary pages. Communication passed on through fluid illustrate and text addresses challenges that traditional manuals could never overcome.**

**Apple, Amazon and Microsoft among others are involved in digitalisation of education through tablets, iPods, notebooks etc.. Their learning upgrades continuously while they still continue to carry on to advance fostering mentorship and the direction of their teachers.**

The tragic part of this digitalisation mania has been that it has turned class rooms into a movie hall with audio-visual content. The most basic characteristic of the traditional mode of teaching revolved around the constant and close **communication between the teacher and the students, which is now totally missing. There is no scope of communication between the two in this digital mode of learning. But the biggest toll it has claimed is the burial of the *guru-shisya* parampara (teacher-disciple tradition), an element that has been an exclusive ingredient of India's cultural heritage and spiritual identity.**

**No doubt that the true revolution in education can only be achieved via digitalisation of education so that students can learn at their own speed and pace both within and outside the class room. But what makes learning difficult for the average and the below average students is the fact that they cannot be given this luxury**

**of timing in the exam. More than this, they stand deprived of the one to one interaction with the teachers which is immensely valuable for the learning.**

**Studying under the watchful eye of the teacher and peers acquires utmost significance during the formative phase in a student's life. This is the reason why no warmth is to be found in the relationship between the student and the teacher. Rather, the relation is growingly becoming mechanised resulting in students indulging in indecent activities even in the presence of the teacher. Worst of all, many an instances are reported where students do not even hesitate in roughing the teacher or threatening to harm.**

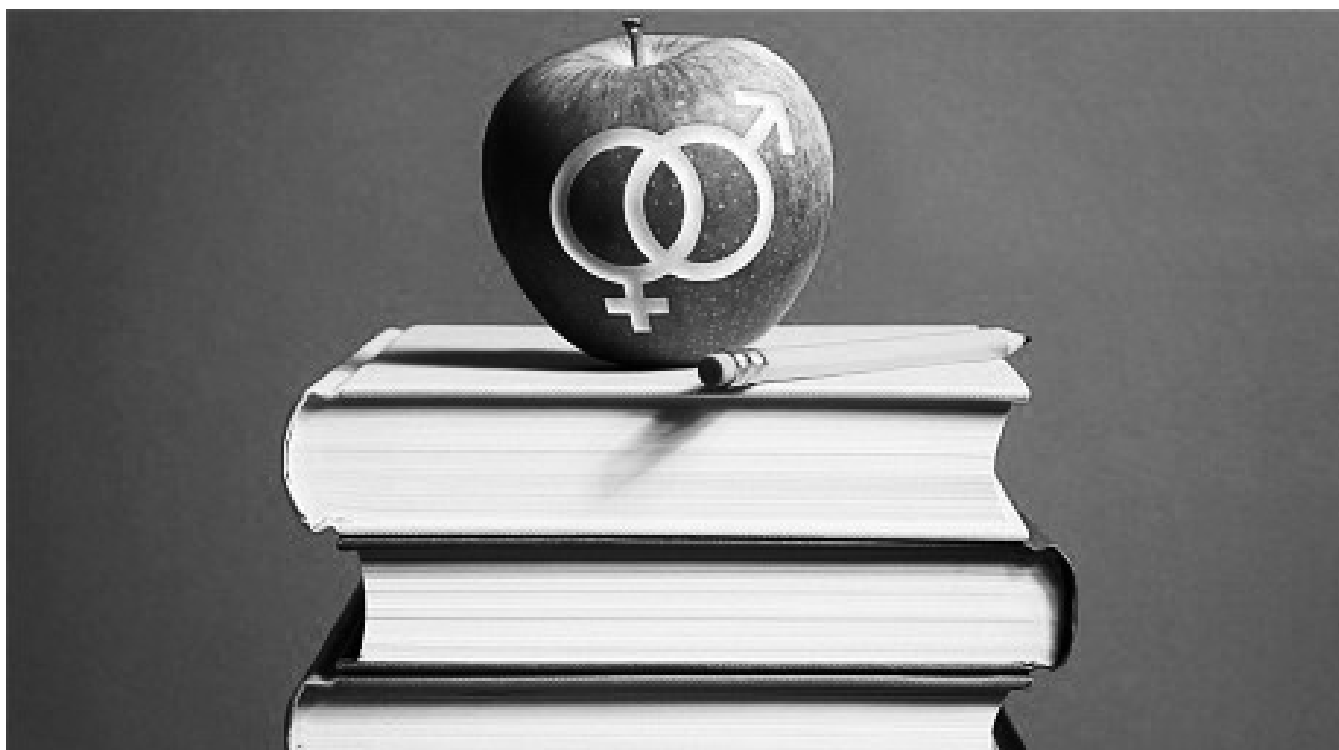
**Another dimension of this culture of imparting education through digitalisation has been traumatic for the huge populace of students and their parents who live in small towns, kesba or in countryside. Reason is obvious: most of them have little or no access to the internet nor are the cyber cafes to be found in abundance in larger part of the country. As in digitalised teaching ready access to the internet is a dying necessity, big chunk of dispossessed students and their helpless parents are left high and dry. To add to their woes, there is still a generation which are averse to communicating through digital equipments or find fail to grasp the matter conveyed them**

**Today's students live in a world that is closely and continuously linked with the world outside the classroom. Naturally then, the traditional methods hardly stand any chance of registering any meaningful success. The grouping of the traditional training instructions united with digitalised learning is one of the ways we can groom our future generation to become global contributors.**

# NO SEX IN SCHOOL, PLEASE!

Sex education is one of the most controversial topics that always polarises public opinion. It is all about imparting knowledge to students in respect of the human sexual anatomy, sexual health, responsibilities associated with sex and reproduction, the concept of abstinence, birth control methods and various kinds of human sexual behaviour as well.

Apparently the very idea or demand to formally introduce sex education in school curricula in India may seem bizarre to those who look at life from ancient perspective. Gurukul system of education in India based on strict adherence to the four stages of life was held as the hallmark of a balanced society. The first Ashrama- "Brahmacharya" or the Celibate Student



Some people will always agree and some will always disagree. The bone of contention is whether little pupils should be exposed to difficult issues of sex that require physical and mental maturity at such a tender and formative or impressionistic age. Although responsibility and maturity are highly subjective, can one altogether overlook the need for growth of teenagers and adolescents before embarking on the adventurous tour of knowing, exploring and even experimenting with sex. This has already created the hydra-headed monster in the West, especially the US- that of teenage pregnancies. It is quite shocking that progressive Indians have been rightly opposing the child marriages in India but they are unabashedly supporting the introduction of sex education in schools.

Stage; the second Ashrama – "Grihastha" or the Householder Stage; the third Ashrama – "Vanaprastha" or the Hermit Stage; and the fourth Ashrama – "Sannyasa" or the Wandering Ascetic Stage. These were known stages of life. To talk about anything worthwhile from ancient and medieval history is, however, a sign of orthodoxy and conservatism in modern and secular India.

Ruling elites and educationists of 21<sup>st</sup> century India continue to bask in the intellectual sunshine emanating from the "path-breaking" work of British

statesman Lord Thomas Babington Macaulay in his



famous “Minute on Indian Education” (1835).<sup>1</sup> In fact India continues to be “progressively civilised” as envisaged by Macaulay. In his assessment, Indian languages “did contain neither Literary nor scientific information”, and are, moreover, “so poor and rude that, until they are enriched from some other quarter, it will not be easy to translate any valuable work into them...Nobody could deny that a single shelf of a good European library was worth the whole native literature of India (Sanskrit) and Arabia (Arabic)...”

Thus, between millions of uneducated Indians and the British Empire, Macaulay wanted to create a class of interpreters who were “Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect”. This class was entrusted “to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population”. Thus it is this Europeanised, Anglicised, Americanised and supposedly globalised class that even after almost 70 years of Indian independence is dominating policy discourse in the country.

For the Westernised Indian elites, sex education is a panacea to all ills of Indian society. “Comprehensive Sex Education,” which originated in Sweden in the 1950s and quickly became the prototype for the Western world,<sup>2</sup> was based on four premises:

- Teenage sexual activity is inevitable.
- Educators should be value-neutral regarding sex.
- Schools should openly discuss sexual matters.
- Sex education should teach students about contraception.

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1 *The historian, essayist, and parliamentarian Thomas Babington Macaulay (1800–1859) served as a member of the supreme council of the East India Company from 1834 to 1838, where he oversaw major educational and legal reforms. The “Minute” was written as a rebuttal to those council members who believed that Indian students should continue to be educated in Sanskrit and Arabic as well as English; Macaulay’s party carried the argument.*

2. D. Richard, (1990), *Has Sex Education Failed Our Teenagers?*, (Colorado Springs: Focus on the Family Publishing).

Sex education is supposed to be an effective way to birth control and lesser teenage pregnancies. Over 50% of American teenagers lose their virginity by the age of 17 according to the sex education in schools statistics. It is also a fact that more than a million young teenage girls become pregnant every year in America. Obviously, the percentage of teenage pregnancies in America is many times more than any other westernized country. Therefore, sex education seems to be very important. No doubt, girls and boys will be given tips on how to engage in safe sex and be aware of the various birth control methods. Besides, they will also understand the importance of abstinence so that help in bringing down the rate of teen pregnancies. They train them on using different methods of birth control, and also the dangers associated with the teenage pregnancy.

In addition, AIDS has killed millions of people and millions more are waiting helplessly for death. Another advantage of introducing sex education in schools is that it can reduce the incidence of sexually transmitted diseases as well as HIV infections among the youth. It is said that one in every four new HIV infections is found in youth below 22 years of age. By proper sex education, to some extent, such new infections can be controlled. It is only through sex education in schools that students will get proper and honest information about sexually transmitted diseases.

At the same time there are valid arguments against sex education in schools. Students tend to look at it as a subject of ridicule, and even do not attend the classes. Many parents believe that their children should not be exposed to something as crude as sex education in their school days. In some of the cases, opposition to sex education is based on religious sanctions. Thus, for some people, sex education goes against religious beliefs and sentiments. It becomes next to impossible to convince people when it comes to religious matters. At times, pupils may listen to the lecturers on safe sex and still indulge in unsafe sex. Obedience, compliance and conformity are trumped by curiosity and ‘adventurism’ to do things differently. This can make them take wrong steps which they may repent and regret later.

# VALUE EDUCATION IN INDIA

- Kishor Dere

**P**endulum of education policy discourse in India seems to be oscillating from one extreme to another. One such dimension of this debate is place of value education in the curricula. Various education commissions and their reports have directly or indirectly alluded to this sensitive issue. It very often becomes a political football. This is indeed a divisive issue. For its proponents, it means revival of norms and ideals that are usually identified with ancient India. At the same time, there are others who allege that this is a Hindu revivalist project. In other words, it is alleged that value education is nothing but a subtle and sophisticated attempt to undermine multicultural, plural, secular, liberal and progressive values of modern India. As in any other debate, here also one cannot say with confidence who is right and who is wrong. Both the sides of debate have their merits and demerits. That is to say, no particular school of thought has monopoly over truth. Various stakeholders in this debate are entitled to have their respective views, and peacefully and persuasively advocate them.

It would be pertinent for a dispassionate observer to know how prominent persons from different walks of life in various parts of the world have defined education, its objectives, and functions.

Various dictionaries define the word education as (a) the action or process of teaching someone especially in a school, college, or university; (b) the knowledge, skill, and understanding that you get from attending a school, college, or university; and (c) a field of study that deals with the methods and problems of teaching.

In other words, education is the action or process of educating or of being educated. It can also be a stage of such a process. It is the knowledge and development resulting from an educational process. Moreover, it is also the field of study that deals mainly with methods of teaching and learning in schools.

Indian philosopher Chanakya long back defined education as the best friend. He observed that an educated person is respected everywhere. In fact, he went on to say that education beats the “beauty and

the youth”. This is quite a revealing definition to the contemporary generation which is holding beauty pageants for young females and even males every now and then.

An ancient Greek philosopher Plato who was a disciple of Socrates and himself had a worthy follower in the form of Aristotle, had prophesied that “the direction in which education starts a man, will determine his future in life”. This is a caution to all those who want to pamper and appease students for a variety of reasons.

As the debate goes on about the absence of school buildings for imparting formal education, William Temple wrote much earlier that “the most influential of all educational factors is the conversation in a child’s home”. This also takes care of the argument that quality of education offered by government-run schools is inferior to that of private schools. Aristotle was candid enough to tell us that the “roots of education are bitter, but its fruits are sweet”. In the words of Benjamin Franklin, “an investment in knowledge pays the best interest”. “Education is not the filling of a pail, but the lighting of a fire”, said William Butler Yeats. To clarify further, “Education is the movement from darkness to light”, remarked Allan Bloom. The iconic freedom fighter against the apartheid regime in South Africa, late Nelson Mandela had observed, “Education is the most powerful weapon which you can use to change the world”. What can be more accurate than this! One of the former US Presidents, Theodore Roosevelt had succinctly pointed out that “To educate a man in mind and not in morals is to educate a menace to society”. One hope today’s educationists are paying heed to this. Thus education is quite a serious activity.

Education is not merely schools, pupils, teachers, buildings, books, and various tools of education used by teachers. It is the sum total of information, knowledge, wisdom, values, morals, physical and mental training, punishment and rewards. It is pertinent to remember that “The mere imparting of information is not education”, as cautioned by Carter G. Woodson. The aforesaid quotes of luminaries around the world point out that education is inherently based on values and it seeks to inculcate values, ideals and principles in the minds of the young who are going to lead the future society. In the words of great American President, Abraham Lincoln, “The philosophy of the school room in one generation will be the philosophy of government in the next”. Thus we need to watch out not only what we teach and preach but also what we practise. Discrepancy between words and deeds of parents, teachers, public figures and private friends is going to impact impressionable minds of children. Values are the foundations of education everywhere.

# SKILL DEVELOPMENT KEY TO INDIA'S GROWTH

- Kishor Dere

**S**kill Development means developing yourself and your skill sets to add value for the organization and for your own career development. Fostering an attitude of appreciation for lifelong learning is the key to workplace success. Continuously learning and developing one's skills requires identifying the skills needed for mobility at Cal, and then successfully seeking out trainings or on-the-job opportunities for developing those skills.

Developing your skills begins with assessing which skills are important for your desired career development. Read about career skills in the self-assessment section of this website. Speak with your supervisor or manager and other career mentors to identify the types of skills that will help move you forward in your career. Your development should follow the 70-20-10 rule: 70% of your development should come from on-the-job activities and action learning. This can include development experiences like managing a project, serving on a cross-functional team, taking on a new task, job shadowing, job rotation, etc. 20% of your development should come from interactions with others. This includes having a mentor, being a mentor, coaching, participating in communities of practice, serving as a leader in a staff organization, etc. 10% of your development should come from training, including classes, seminars, webinars, podcasts, conferences, etc.

Once you have identified the skills you need to develop to achieve your career goals, your next step is identifying how you will develop your skills. The two main avenues for developing your skills are through the following:

1. Education and training
2. Developmental experiences

The importance of the skill development for the country can be understood from the fact that Prime Minister Narendra Modi carved out a separate ministry for skill development at the Centre. Not only this, Modi launched his pet project Skill India Campaign recently which included the launch of the 'National Skill Development Mission' and unveiling

of the new 'National Policy for Skill Development and Entrepreneurship 2015.'

On that occasion the Prime Minister said: "This mission is not limited to skill, we have linked entrepreneurship to it." He further added that over the next decade India will have a surplus manpower of 4-5 crore and emphasised the need to provide this youthful manpower with skills and ability to tackle global challenges. Modi warned that the demographic dividend would otherwise become a challenge in itself. "And the demographic dividend India is proud of, it's guarantee lies with skill and trained manpower," he said. The Prime Minister said that while in the 20th century the IITs made a name for themselves globally, now in the 21st century ITIs (Industrial Training Institutes) should acquire global recognition for producing quality skilled manpower.

He also called for constant updating of training programmes and syllabi to ensure that the youth are exposed to the latest technology and industry environment. Linking the necessity to promote both apprenticeship and entrepreneurs, the prime minister said that it was important to predict the possibilities of the future and prepare for them today itself.

The launch of the mission assumes significance as "India currently faces a severe shortage of well-trained, skilled workers. It is estimated that only 2.3% of the workforce in India has undergone formal skill training as compared to 68% in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. Large sections of the educated workforce have little or no job skills, making them largely unemployable.

Therefore, India must focus on scaling up skill training efforts to meet the demands of employers and drive economic growth", the document on the framework of implementation of the National Mission for Skill Development reads.

# THE GREAT ADMISSION TAMASHA

*By Correspondent*

The war cry has been sounded. The national capital territory is gearing up for possibly the last lap of battle for admission to nursery classes for the growing number of beleaguered parents. Delhi is bracing it up to host the annual admission fair for the tiny toddlers. Nothing could have been more inappropriate for this event to commence as it has come to collide on the dawn of a new year. The timing of the start of process seems to have robbed a large number of parents of their planned bonhomie on the first day of the new year- 2016.

Thus comes to an end all expectations, hopes and happiness of thousands of hapless parents seeking admission for their kids to nursery classes. The Delhi government's announcement to start the process of nursery admission in the national capital from January 1, 2016 as per the old practices seems to have pushed

a large number of parents with kids yet to be initiated in formal education into a tizzy.

They are once again in for carrying their 'beasts of burden' to numerous nursery education centres all across Delhi. The government's failure to keep its promise of reversing the old practise of making parents liable for the eligibility of their progenies must have dealt a heavy blow to thousands of poor parents who had been taking a sigh of relief after the government doled out such a promise. But now it has been cleared beyond even an iota of doubt that the parents would continue to be held responsible if their kids fail to make it to the school they fancied their children to be in.

It remains to be seen as to why the government found itself in such a tight corner that it decided to take an



unexpected summersault at the eleventh hour on the policy of reversal of old practise that it itself had gone at length in criticising.

Whatever might have been the official compulsions before the government that it finally decided to let go and refused to budge, there is no denying that the continuation of the past practise is hardly a good augury for those parents who continue to bear the brunt of having to perform better for the safer and brighter prospects of their kids in life.

“It is not in good taste. One finds it hard to digest as to what the IQ level of the parents have to do with the level of their kids’ propensity to education or mental acuity,” lambasts Prabir Biswas, a febrile parent from Saket.

The similar sentiment is voiced by another parent, Savita Gehlot, who has been aspiring to get her child admitted to a prestigious school of her locality but has come to acquire a disheartening experience. “I have a very sad story to share. I have not been a bright student in my academic career but to my horror I have come to discover that it is interfering with the future prospect of my child. The reason: I have failed twice earlier in getting my child admitted just because of my inability to pass the requisite examination,” she points out with anger writ large on her face. But she is not alone in having to feel like that. There are thousands of such parents who have been ruing the continuance of such a rotten system having been introduced by the policy makers for parents seeking admissions to their children in various schools in the capital.

There have been many occasions when this system came in for a sharp criticism from corners. The rationale behind asking the parents of children to undergo the torturous task of passing the tests leave much to ask for. But it forms only one part of questions that surround the whole gamut of education policies of the government regarding the admission to nursery classes

The issue seems quite tricky and necessitates a thorough overhaul of the existing system taking

into considerations the views and opinions of those engaged in this field under different categories as well as the concerns and issues raised by the major stake holders. Those for whom the subject has more direct and pronounced bearing on include apart from the parents, the teachers, those running educational institutions and, of course, the hapless children whose future hangs in balance in the crossfire. The fact remains that everyone is sounding its own trumpet on this issue.

Despite the fact that running an educational institution is hardly considered to be an exercise in charity or something done out of social compunctions, those running the shows evoke issues of ethics, morality and that of integrity when it comes to implementing any new education policy. Their common refrain remains the same that the government is trying to infringe upon the autonomy of the educational institutions. When Delhi Education Minister and Deputy Chief Minister Manish Shisodia declared his government’s intentions of starting the verification of school accounts by a qualified chartered accountant appointed by the government, it seemed to have sent a shiver down the spleen of those running such educational ventures.

They cried hoarse in unison dubbing the government’s proposed move as to be like casting a doubt on their integrity and motive. “It is totally unacceptable,” echoes president of the association of schools owners. “Why do you want your CA to visit our autonomous institutions and audit school accounts every now and then if you do not have any doubt in our integrity. We are not thugs and frauds sitting over here covering up the wrong doings by our qualified staff members,” he questions. He continues to cavil at this governmental move. “In a way, it is not only the matter of our own integrity that is involved but it also brings in the morality of those engaged in school accounting in bad repute. It is certain to show our accounts official in poor light,” he lambasts.

# TRANSFORMING TEACHER EDUCATION IN CHANGING SCENARIO

*Dr. Bharti Dimri & Ms. Beena Devi*

and performance skills and empowering them to face new challenges.

\*Dr. Bharti Dimri, Principal, P.M.C College of Education

\*Ms. Beena Devi, Asstt. Prof., P.M.C College of Education

## 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

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 11<sup>th</sup> 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 21<sup>st</sup> 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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# RIGHT TO HEALTH (AND DUTY! TO BE HEALTHY)

It is said that to be healthy is to be wealthy. Early to bed and early to rise are supposed to make one healthy, wealthy and even wise. While there is no guarantee of a perfectly happy and healthy life, if one follows the following steps, as recommended by health expert Dulce Zamora, one improves chances of boosting one's quality of life. Ignore them, and you may well be taking a big gamble with your mental and emotional well-being.

## 13 Healthy Habits to Improve Your Life

- 1] **Eat Breakfast Every Morning:** Research shows people who have a morning meal tend to take in more vitamins and minerals, and less fat and cholesterol. The result is often a leaner body, lower cholesterol count and less chance of over-eating.

To get the full benefits of breakfast, nutritionists suggest a meal with carbohydrates, protein and a small amount of fat. They say that because no single food gives you all of the nutrients you need, eating a variety of foods is essential to good health.

- 2] **Add Fish and Omega-3 Fatty Acids to Your Diet (only for non-vegetarians):** The American Heart Association recommends a serving of fish two times per week. Besides being a good source of protein and a food relatively low in the bad type of dietary fat called saturated fat, fish has omega-3 fatty acids - which have been shown to reduce the risk of heart disease.

Eat fatty fish such as mackerel, lake trout, herring, sardines, albacore tuna and salmon, and foods such as tofu, soybeans, canola, walnuts and flaxseed. In addition to their heart-health benefits, there is some evidence that omega-3 fatty acids may also soothe an overactive immune system. There appears to be a link between getting more omega-3s in your diet and reducing allergies, asthma, eczema and autoimmune disorders.

- 3] **Get Enough Sleep:** According to the US National

Sleep Foundation (NSF), more than two-thirds of older adults suffer from sleep problems and many American adults do not get the minimum amount of sleep needed to stay alert.

Sleep is vital to good health and to mental and emotional well-being. The NSF reports that people who do not get enough slumber are more likely than others to develop psychiatric problems and to use health care services. Plus, sleep deprivation can negatively affect memory, learning and logical reasoning.

- 4] **Make Social Connections:** Group activities can help keep the mind active and maintain desirable levels of serotonin – the brain chemical associated with mood. Social ties have many benefits, including providing information, instrumental help, emotional support and offering a sense of belonging.

- 5] **Exercise for Better Health:** According to the US National Cancer Institute, exercising helps control weight, maintains healthy bones, muscles and joints, reduces risk of developing high blood pressure and diabetes, promotes psychological well-being, reduces risk of death from heart disease and reduces risk of premature death.

The excuses that people often give to not exercise are the precise reasons to exercise. People who say they are too tired or do not have time to work out do not realize that exercise gives people more energy and allows them to be more productive with the rest of their time.

- 6] **Practice Dental Hygiene:** Flossing your teeth every day could add 6.4 years to your life. Flossing, along with exercise and quitting smoking, could extend life span.

Researchers suspect that the bacteria that produce dental plaque enter the bloodstream. They say these bacteria are somehow associated with the inflammation that occurs with plaque that blocks blood vessels and causes heart disease. Other

researchers have found links between oral bacteria and stroke, diabetes and the birth of preterm babies and those that have low birth weight.

- 7] **Take up a Hobby:** Since they are relaxing activities, hobbies are usually enjoyable. Some people find joy in craftwork, bird watching, sports, going to flea markets, walking in the park or playing cards.

The joy may help people live healthier and recover better from illness. For one thing, taking part in hobbies can burn calories, more so than just sitting in front of the TV.

- 8] **Protect Your Skin:** Our skin starts to age as soon as we are born and, according to the American Academy of Dermatology, the best way to protect it and look younger is to stay out of the sun. The sun has harmful ultraviolet rays that can cause wrinkles, dryness and age spots. Overexposure can cause sunburn, skin texture changes, dilated blood vessels and skin cancers.

Always wear sunscreen with SPF 15 or higher, wear a hat with a brim and other protective clothing, do not deliberately sunbathe and try to avoid sun exposure between 10 AM and 3 PM.

- 9] **Snack the Healthy Way:** The American Dietary Association recommends five or more servings of fruits and vegetables a day as part of a healthy diet. These plant foods can do many things to boost good health, including reducing the risk of some cancers, beating the signs of aging, improving memory, promoting heart health and enhancing the immune system.

One way to incorporate fruits and vegetables into your diet is to have them as snacks. The best time to snack is when you are hungry between meals.

- 10] **Drink Water and Eat Dairy products:** Water and milk are essential fluids for good health, but they can also help with shedding pounds.

The body needs water to keep properly hydrated and individuals vary widely in how much water they need. Joints need it to stay in motion, and vital organs such as the heart, brain, kidney and liver need it to work properly.

The calcium in dairy is known to be important for strong bones and teeth. Studies have also shown it can help prevent high blood pressure, kidney stones, heart disease and colon cancer.

- 11] **Drink Tea:** There is some evidence that tea may help in improving memory, and in preventing cavities, cancer and heart disease.

There is no doubt that a cool iced tea can be a refreshing treat during hot days. Try flavouring your tea with juices, fruits, cinnamon sticks, ginger and other condiments.

- 12] **Take a Daily Walk:** An eight-year study of 13,000 people showed that people who walked 30 minutes daily had a significantly reduced change of premature death compared with those who rarely exercised, reports the American Council on Exercise. And there are plenty of opportunities to move those legs, such as taking the stairs instead of the elevator, walking to the store, window shopping at the mall, leaving your desk and visiting your colleague and walking and talking with friends instead of meeting for a meal.

- 13] **Plan:** Planning goes a long way in incorporating healthy habits into your everyday life. To eat healthy, for example, it would help to set aside time to draft a menu, make a grocery list, go to the store, prepare meals and pack breakfast and lunch.

The aforesaid suggestions make it obvious that we are masters of our own health. No matter how much the government invests in hospitals, medicines, doctors and healthcare budget, if we do not care for ourselves, all mega health schemes are bound to fail. Thus, one can say that while right to health (against government/state) is a valuable right, each one of us also has a crucial duty to be healthy. As it is said, one can take the horse to water but cannot make it drink. Likewise, government can provide the best possible healthcare system, but it is we who have to lead a healthy lifestyle so that we do not become slaves of the healthcare system.

# BRIGHT FUTURE BECKONS

Though the utter confusion and helplessness continue to dog the parents regarding filing the admission forms on line, selection of schools and the possibility of getting a chance of admission in choicest school, what confounds their problems is the lack of knowledge as to which documents to carry while going for filing the admission forms on line.

## Here is a lowdown on what a parent needs to carry.

1. **Birth Certificate** (Issued by the municipal corporation)
1. **Address Proof** (Ration card of the parent and the child/ domicile certificate of the child or his/her parents voter ID-card of any of the parents/ electricity or water bill or passport in the name of parents or the Aadhaar Card.)
2. **Sibling Certificate** ( The school fee bill/copy of report card of the sibling)

3. **First child** An affidavit to be produced in support.

## 4. Application under staff quota

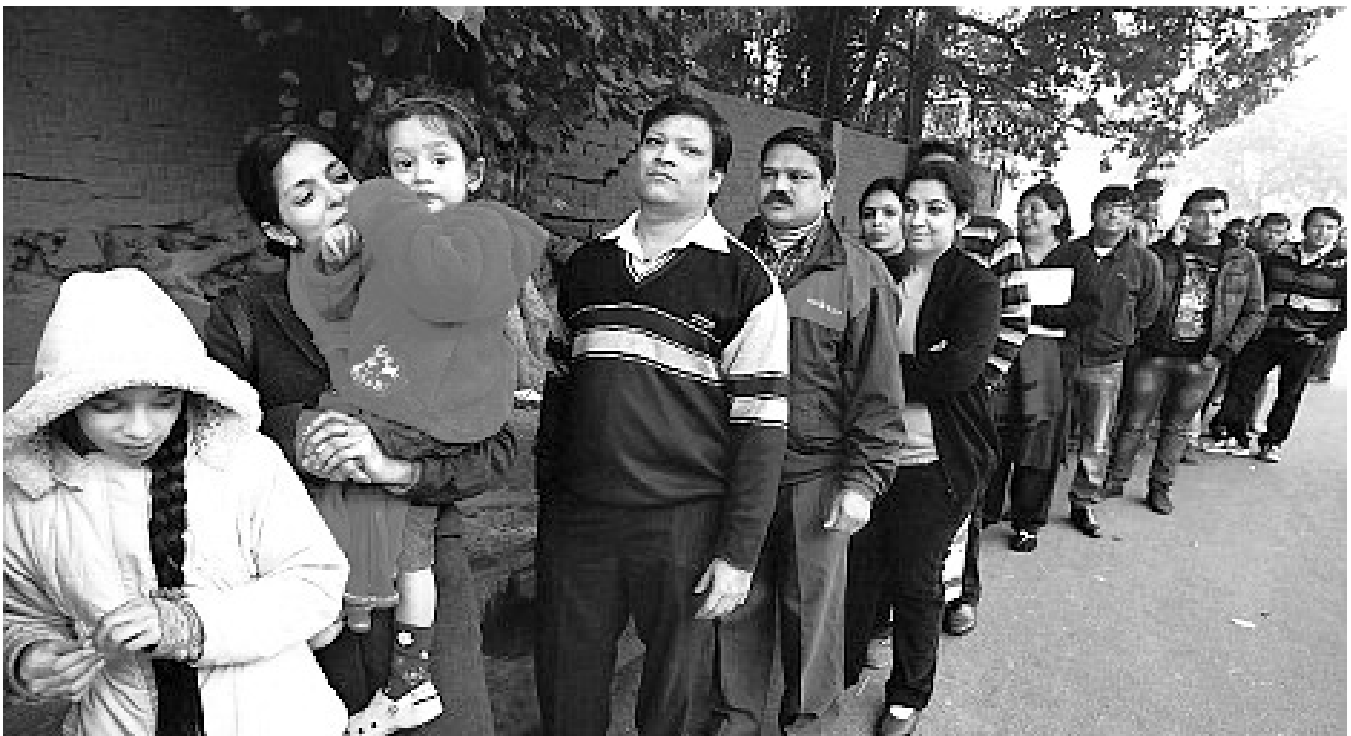
- a. Details of employment.
- b. Date of employment.
- c. years of service.
- d. position held at present.

## 5. For a single parent

Legal proof of the custody of child  
Death certificate of the spouse (if he is dead)

## 6. Special needs category

Details of disability from the competent government authority or certificate from a clinical psychologist and the child is fit for mainstream schooling.



## VBPS CELEBRATES CONFLUENCE



**V**BPS celebrated its magnificent and reverberating annual day titled Confluence with soulful and colourful ideas that marked the extravaganza of cultural programme and an amalgamation of various hues on 27<sup>th</sup> November 2015. The Director Mr. Mangu Singh D.M.R.C, Delhi graced the occasion as the chief guest. The Vice Principal Shali Jacob delivered welcome address followed by a floral rendition to the guest by Head boy and Head girl. The programme was inaugurated with the lamp lighting ceremony by the Chief Guest. To instill the fervor of patriotism the function unfurled with patriotic song by class IV and V. To enchant the audience the students from class VI to XI presented Harmony song which was followed by a Healthy treat substantiating the value of vegetables by Pre School. An astounding hilarious treat was a play Caesar Returns, Shakespearean play that was twisted from tragedy to comedy by the students of VIII to XI. Sustaining the friendship with trust and loyalty, 'Friends Forever' was showcased by Pre Primary. A captivating Rhythmic Yoga focusing on fitness and adaptation, Wizard of OZ, was showcased by a group of students of class IV and V. Kalam Tujhe Salam was the grand tribute paid to Dr. Abdul Kalam presented by the students of class VI to X. 'Rangilo Gujarat' a dance, amalgamation

of Dandia and Garba, was a grand finale and a show stealer presented by VI to XI left no stone unturned to entertain the audience and leave them spell binding winning the major applause. The presentation prepared by computer science department headed by Ms. Anni Kumar on the achievements of students and exchange programme was commendable. The Principal S. Premlatha in her report updated parents about the recent accomplishments of the school and 38<sup>th</sup> ranking of the school amongst top hundred schools across the country published by Education World. The Chief Guest was invited to give away the Tarawati Solanki Award to the scholastic achievers of the year which included a trophy and a cash prize, while the Chaudhary Khazaan Singh award was conferred on Kanika Kaushik for her over-all excellence in the session 2015-16. The Chairman A.S. Solanki and the director Vikas Solanki honoured the Chief guest with a memento. The chief guest applauded the performance of the students and emphasized on the inculcation of moral values, punctuality, good physical and mental health. The programme culminated with the vote of thanks by the Headmistress Ms. Jayeta Nag to all the esteemed guests.

# CRADLE OF FUTURE

A true visionary at heart and social reformist by nature Shri **Pradeep Kumar** founded the school with a great purpose- the purpose to redefine the practice and the business of imparting education. He was a true believer in what the all time great philosopher Socrates' definition of education. He genuinely believed in the ideal that a human being is the embodiment of enormous power and that a person can do anything and everything..ll

An irresistible desire to create a platform which could empower the children with whom lies the future of the nation in the art of stemming the rot in society as well as shaping the world of tomorrow through the medium of school. That is why our school matches the world-class standards.

We don't merely provide education to children, rather educate them to evolve into a fine breed of human race. Our efforts are directed towards leading the students imbibe the virtues of being human and thus develop them into a world class citizen.

Setting a goal and achieving it in one's own life time is what every human being fancies to accomplish but very few succeeds in translating it into reality, our founder was one of those few. He dreamt of having a school where students are allowed to be different and that where difference evokes respect which led to the birth of this school.

We feel blessed to have a young and dynamic **chairman in Mr. Pavitra Kumar** whose guiding principle can be summarised as "Learning, Dreaming, Achieving and Celebrating Success Together Towards a better Future" He lays emphasis on learning by experience. His thoughts are simple but greatly inspiring as he perceives

every child to be unique who needs a secure, caring, and stimulating atmosphere to grow and mature emotionally, intellectually, physically, and socially. As educator, we ought to provide students with an environment that is safe, supports risk-taking, and invites a sharing of ideas to meet their fullest potential in these areas.



Students need to develop a deep love and respect for themselves and others, their environment occurs through an open sharing of ideas and a judicious approach to discipline. When the voice of each student is heard, environment evolves where students feel free to express themselves.

Our **Vice-chairman Priyanka Kumar** has been instrumental in ironing out issues of significance. According to him, a school is expected to be the hub of creativity and innovation, encouraging new ideas, giving the young minds the scope and canvas to paint new mosaics and dream new aspirations. We at PRAYAAG endeavor to provide our young learners conducive learning environment, empower them with life skills, critical thinking and being life long learners.

## Principal Anju Gupta

An accomplished academican, she has been running the show for quite some time now and has earned accolades from a wide group of teaching community during this short span. It is her approach to teaching



and giving required freedom to the students that make her an endearing personality and a cynosure of all eyes in the sprawling campus that houses Prayaag International.

Pointing out aspects that sets the school hugely different from others, she points out: " Prayaag provides children ample opportunities to develop their potential by believing in themselves as capable Individuals."

The principal emphasises that the educators need to assist children in discovering who they are, so they can express their own opinions and nurture their own ideas. "I have a vision of a world where people learn to respect, accept, and embrace the differences between us, as the core of what makes life so fascinating,"she adds.

She spoke out her mind by expressing her resolve: "We are committed to sensitizing our young learners to the needs of the community besides inculcating values like integrity, fortitude, dedication and respecting diversity so that they become caring and good human beings. It gives us immense pride to see our students achieve success in the field of sports, music, dance, theatre.

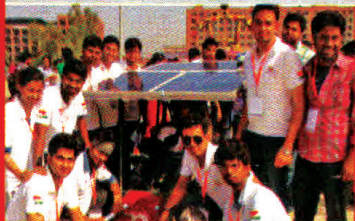


*A Glimpse of Sprawling Prayaag International's Campus at Panipat*

**Opp. New Police Lines, NH-1, Panipat**  
**Contact: 0180-2565555, 2575555, +91 8800614835**  
**[www.prayaaginternational.school](http://www.prayaaginternational.school)**



## GALGOTIAS STUDENTS EMERGE INTERNATIONAL & NATIONAL WINNERS & INNOVATORS



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Team Galgotias cutting-edge entry for The NASA Human Exploration Rover Challenge being held at NASA's Marshall Space Flight Center, Huntsville, USA



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++ GCET #DQ Vol XXXII No. 3 | 15 February, 2014

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<sup>\*\*</sup> North India's only Hotel Management Institution with its own boutique business hotel (The Galgotias, Gurgaon).

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# VISION SANS EDUCATION

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Every moment is pregnant with change but it has no control over its nature. Naturally then, a few hiccups do surface as the concomitant evils of every change. Unfortunately, it is to be noticed in a glaring way in the way a new trend has come to creep into the domain of education.

The traditional approach of teaching has come in for a sharp contrast with the changing perception of imparting education and setting up the educational institutions. The traditional mode of imparting education based on class room teaching as well as indulging students in activities primarily meant for inculcating knowledge-based education is being conveniently forgotten and a new bizarre fashion of misplaced emphasis on education is coming to the fore, thanks to the emergence of e-culture sweeping all behavioural aspects of the society.

The new vision of education smacks of being bereft of the substance that an educational institution has traditionally been considered to be essentially possessing. The most basic tenets of education are taking back seat and a new age mind set possessive of material display has come to acquire the centre stage. It marks a tragic turn in the conventional wisdom of motive behind imparting education among children.

Gone are the days when schools used to be a simply-structured building that housed mostly class rooms and a ground for play during recess, where every activity used to be closely monitored for its educational value. A sea change has occurred in the whole gamut of perceptions as to how the education be imparted to children. For those seeking to establish a new school most considerations are directed to aspects not directly related to enhancing knowledge.

As a sequel, the material aspects like the quality of architecture, availability of modern gadgets, necessity of fancy facilities, the number of modern sporting events a school provides for etc... have come to dominate the psyche of the new breed of capitalist willing to invest in educational institutions or setting up new ventures in the school education sector.

The traditional philosophy of austerity and aestheticism behind setting up educational institution is being given a go by and a new genre catering to the needs of people from upward mobile culture has come to dominate the all new ball game that the education has been reduced to. A ludicrously bizarre dimension gets evident in juxtaposition between the age-old traditional wisdom and the new emerging trend of treating educational institutions as marvels of material wealth.

The world of avenues open up for you once you clear 10+2. Go through this write up, make a smart choice and decide your destiny.

## Journalism

The fanciful world of JOURNALISM promises every thing one aspires to achieve in life – high respect, hobnobbing with the country's top celebrities from different fields like politics, business, sports, films etc...

It is the profession full of adventure, excitement, special treatment everywhere you go and most of all, it instills a sense of your responsibility towards society and the downtrodden. That is why even people with highly affluent and celebrated family background are joining journalism- so exciting and satisfying is this profession.

to play in influencing politics, economics, art, culture, history, business, sports, entertainment among many others. If you are talented and hard-working, a career in journalism will be highly rewarding – impressive pay package, wide respectability and even instant fame, if luck favours.

Journalism is broadly divided into two categories - Print and Electronic. Journalism in the print media consists of newspapers, journals, magazines, digests and news agencies. On the other hand, journalism through the electronic medium consists of television, radio and the internet. The career options in these fields vary.

### Print Journalism

Newspapers: The spread of literacy and modern printing technology assure that newspapers continue to shape opinions in the 'global' village of today. The



With the growing importance of the media today, the opportunities in this field are numerous and the job is also very demanding and exhilarating at the same time.

The career in mass media has emerged to be one of the most fascinating career option for the growing number of young generation. In today's era of digital communication journalists have a very significant role

career options available in this area are as follows:

Associate Editor: As an associate editor, you would direct the preparation of a section of the newspaper or magazine. Preparation of news, featured articles and critical reviews will be your job. You will also have to plan the layout and assign reporters and photographers. To be an assistant editor, you must be aware and have the

ability to write, edit and question constructively.

**Editor:** Editor is the key head who ensures consistency and continuity of the newspaper or magazine. Your job as an editor would be to present the newspaper in an attractive manner and assure that it is highly utilitarian. Also appointing your juniors, writing the editorial section and leading the team will be your responsibility.

**Sub-editor:** Sorting the contents of the material to be printed, rewriting articles to ensure that they fit into the assigned space, improving the language and giving appropriate and attractive headlines will be your job as a sub-editor. Imagination, understanding and sense of news are imperative for this job.

**Proof Reader:** Proof Reader compares proofs with the edited copy. Your job as a proof reader would involve completing the final text accurately. For this job you must have detailed knowledge of grammar, spelling and punctuation.

**Reporter:** As the key operator of a newspaper, magazine, news agency, radio or television channel, your job will be to report with speed, clarity and accuracy. The sense to recognize a story and objectivity will be vital in ensuring that you act as the primary source of news.

**Correspondent/Special reporter:** to be a reporter for a special purpose, you must have detailed knowledge in a single field like politics, economics, sports etc. You must have the ability to interpret and explain the news on the basis of your awareness.

**Writer:** As a writer your job would involve choosing subjects and themes, conducting researches and assembling the material to write.

**Feature writer:** Writing detailed stories and commentaries on specific topics is the job of a feature writer.

**Photography or photojournalist:** Photojournalists are visual reporters who click photographs at events that make news. In order to be a photojournalist, you must be quick and willing to work in difficult conditions. You should also be capable of clicking relevant and good news pictures, write appropriate

captions and be aware of the technical aspects of photography.

**Cartooning:** If you are artistic and humorous, then a career as a cartoonist will be suitable for you. Your job would involve commenting on public figures and events in a comical or satirical manner through your sketches.

## Electronic Media

In today's fast-paced world, our modes of access to news are not limited to newspapers alone. The television and the internet ensure that you get comprehensive details of all that is happening in the world with tremendous speed and accuracy. This area has a lot to offer when it comes to career options.

**anchors:** Good communication skills, skilled command over speech, diction and language, general knowledge and intelligence and the ability to be articulate and composed in stressful conditions are vital for this job. A presenter must also have a control over words and a good quality of expression.

**Researchers:** Researchers do all the research work for the channel or the site. To be a researcher, you must be inventive, inquisitive and imaginative.

**Production Workers:** Good organizational skills and the ability to work independently are necessary for this job. Confidence to deal with crisis situations and sensitivity too are requirements.

**Floor Managers:** In order to be floor managers, you must have good communication skills and leadership qualities to guide and instruct others.

**Transmission Executives:** To be a transmission executive, you must have knowledge of the art of public relations. Good levels of concentration and dedication are also necessary.

**Reporters:** To be the primary source of news, you must have good communication skills and the ability to search and elaborate on all that is important.

## Web Journalism

The Internet is today the most staple mental diet. Life without it is hard to think of. It has led to the birth of

another media - Online journalism. It provides updated news content at no cost. The web journalist has to make the news sharp and interesting. Editing and presentation is the most important function because web users tend to scan the pages and not read them completely.

**Law** is one of the most sought after career- oriented courses after passing 12th. In India, the student can pursue the legal degree after the completion of the graduation in any discipline. There are the following degrees of legal education in India.

The student who passed this degree, designated as the "Lawyer" and that have to be done before the entry in the court activities and practice.

The education of law in India is offered by the various universities and in various academic levels. The Law as an education offered in India in the year 1987 as a three-year degree programme granted under the Advocate Act, 1961.

The BCI (Bar Council of India) is the main regulatory body of Law education.

### **Bachelor of Laws (LL.B.)**

LLB is the most common degree of law education. The LLB takes the 3 year as the duration of the course.

Integrated undergraduate degrees – B.A. LL.B., B.Sc. LL.B., BBA LLB, B.Com LL.B – 5 years

One who wishes to do the integrated course can take the admission in 5 year integrated programme after the completion of 10+2 exams.

Student can go for law courses with any stream (Science stream/ Commerce stream / Arts stream) in 12th.

Some of the private and autonomous universities conduct their own admission test.

### **List of Top Universities in India**

The top universities in India offering the legal education are as the following:

The West Bengal National University of Juridical

Sciences, Kolkata

National Law University, Jodhpur, Jodhpur

Gujarat National Law University, Gandhinagar

Rajiv Gandhi National University of Law, Patiala

Dr. Ram Manohar Lohia National Law University, Lucknow

Hidayatullah National Law University, Raipur

National University of Advanced Legal Studies, Kochi

Chanakya National Law University, Patna

National Law University Odisha

National Law University, Delhi, New Delhi

Damodaram Sanjivayya National Law University, Visakhapatnam

National University of Study and Research in Law, Ranchi

National Law School and Judicial Academy, Assam, Guwahati

Tamil Nadu National Law School, Srirangam

Maharashtra National Law School, Nagpur

### **Jobs/Career in Law**

A law student can be a public prosecutor, solicitor general or a part of private legal firms after gaining experience. The law students can appear the exam conducted by the Public Service Commissions and get the position of Judge.

A good lawyer can work in ministry, government departments and various legal advice organizations.

Courses are offered in English, Hindi and regional languages.

### **Degree Courses**

University of Calcutta, Senate House, 87 College Street, Calcutta 700073

- B.A. with Journalism

- M.A. in Journalism

Rabindra Bharati University, 6/4 Dwarkanath Tagore Lane, Calcutta 700007

- M.A. in Mass Communication

Ravi Shankar University, Raipur 492010

- Bachelor in Journalism

Benaras Hindu University, Varanasi 221005

- B.A. in Journalism

- M.A. in Journalism

Kashi Vidyapeeth, Varanasi 221002

- Bachelor in Journalism

- M.A. Journalism and Mass Communication

Kurukshetra University, Kurukshetra 132119

- M.A. Journalism

Jamia Millia Islamia, Jamia Nagar, New Delhi 110025

- M.A. in Mass Communication University of Delhi, Delhi 110 007

- Bachelor of Journalism

- Bachelor in Journalism and Mass Communication in Hindi

Pune University, Ganeshkhind, Pune

Bachelor of Journalism

Diploma in Journalism

Master of Communication Studies (MCMs)

University of Mumbai M.G. Road, Fort, Mumbai

- B.A. with Mass Media Communication as a component group subject

- B.A. in script writing and Diploma in Journalism & Mass Communication

- B.A. in Journalism (BJ)

- MCJ

Chennai University, Centenary Building, Chepauk, Chennai 600005

M.A. in Communication and Journalism and Certificate course in effective communication

## TEACHING

Since time immemorial, teaching has been considered

as one of the noblest professions. Teachers have always played the role of catalyst for social changes in the society.

It's only a teacher who by making use of his/ her intelligence, patience and wisdom attempts to not only polish the learner's intellect and aptitude but also takes steps to shape up a multi-faceted personality.

### Teaching Eligibility Criteria

The teaching profession is a highly specialized field, and hence requires comprehensive training to gain expertise in the field. It has some myths about it. It is commonly believed that anyone can teach, provided he has some knowledge for the subject.

To enter schools, you should have a Bachelors in Education (B.Ed) degree. Colleges across the country offer these degrees. Some universities offer B.Ed courses by correspondence too. One can do a Masters in Education (M.Ed) later, to add to qualifications. You can also check out the top B.Ed colleges in India.

As a matter of fact, M. Ed is only required to enhance your possibilities of promotion or getting the next higher grade. In case you want to specialize as a nursery teacher only; you must undergo a special nursery teachers' training, available in various universities.

One can also appear for the Central Teacher Eligibility Test (CTET) conducted by the CBSE for appointment as a teacher for classes I - VIII in government and state schools as well as unaided private schools that accept CTET scores.

College and university teaching requires a different approach. After finishing M.A. in a subject, one can become a specialist by doing M. Phil. or Ph.D. To become a college lecturer, you will have to clear the NET exam conducted by the University Grants Commission (UGC). One can then apply to colleges for a job as and when a vacancy arises.

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# TOOLS AND TECHNIQUES FOR CONTINUOUS COMPREHENSIVE EVALUATION AT ELEMENTARY STAGE

Dr. Ram Prakash Prajapati & Dr. Rashmi Singhai

## **ABSTRACT**

The present context deal to explain the various types of tools and techniques used for evaluating comprehensively the progress of students at the elementary stage. As evaluation is continuous and comprehensive concept, it includes assessment or appraisal of abilities attitudes, personality traits, intelligence and other factors. The process of evaluation should really help behaviour modification for the children. For this purpose, we use evaluation to take decisions about the strengths, weaknesses and overall progress made by the students. NPE (1986) its Review Committee Report (1991) and NCF 2005 (NCERT) emphasizes on comprehensive and continuous evaluation. It means, comprehensive evaluation should include all the three aspects of behaviour, namely, the cognitive, psychomotor and affective. The techniques of evaluation should be devised, therefore, to measure the scholastic as well as non-scholastic achievements of the students.

## **OBJECTIVES**

- 1) To explain comprehensive evaluation which includes all aspects of students behaviour,
- 2) To describe and use testing techniques of evaluation.

## **INTRODUCTION**

Evaluation is a process by means of which changes in behaviour of children are studied and monitored towards goals sought by a school. The scheme of evaluation by the school should cover both the scholastic and non-scholastic aspects of student growth. This should comprise academic achievement, intelligence, health, interests, attitudes, personal, social qualities and proficiency in co-curricular activities. In

this sense an evaluation can not adequately be made by using a single check list or an isolated anecdotal record or a battery of examination tests etc. A complete evaluation programme should be conceived primarily in terms of educational purposes which the curriculum is intended to serve.

Evaluation at lower primary state should help students to improve their achievement in the basic skills and developments of proper habits and attitudes. At upper primary level, in addition to written examination, weightage should be given to oral tests as a part of internal assessment. Diagnostic testing should be done regularly through simple teacher made tests. Cumulative record in simple form should also be introduced. The modern trend in educational evaluation is to reduce the undue weightage of internal examination by introducing comprehensive, continuous, internal assessment. Through observing children in the play ground and classroom, through assessing their answer sheets and home works we continuously assess whether learning is taking place or whether we should in any way alter the methods we are using. In this context, learning is not restricted to academic area only but it covers personal, social qualities, interests, attitudes, physical skills and work experience skills. For an effective comprehensive continuous evaluation programme, the school has to depend on a variety of tools and techniques which are described below.

## **EVALUATION TECHNIQUES**

Tests and examinations serve as tools of measurement and evaluation. Tests are tools of the teacher to know and understand the strengths, weaknesses and need of individual students. The use of tests eliminates a great deal of subjective elements in measuring students' differences. However, a word of caution is necessary in

the use of tests. "Tests are tools and should be used as such. It would be a great error to use tests as the sole basis for evaluating student need and abilities".

## SCHOLASTIC EVALUATION

An academic or scholastic test is a valuable instrument for judging the progress of students, the efficiency of teachers as well as the academic standards of schools. In this procedure written, oral and practical examinations are the major modes generally used.

(1) WRITTEN TESTS: In written examination, essays or long answer, short answer and objective type items are being used. For ascertaining weaknesses in particular area of learning diagnostic tests are also used.

Among the types of tests whereas the essay type or short answer type require students to produce responses in some detail, the objective type tests are a variety of techniques, viz. (i) true-false, (ii) recall, (iii) multiple choice, (iv) matching, (v) classification (vi) fill in blank etc. of all these, the multiple choice items are used most. The objective type items can be used effectively for diagnosis of weaknesses also. The details regarding academic testing shall not be dealt here, since the teachers are now well familiar with them. Practice in however, required in framing good test items.

(2) ORAL TESTS : There is however, a definite drawback in the current system that oral testing is ignored. Primary education is marked for language development in speech also. Oral testing becomes a must for that. Besides, knowledge of the environment and skill in fundamental mathematical operations can and should be tested orally also. Undue emphasis on written testing also demotivates poor children from illiterate homes. Continually evaluation of students achievement can be made by teacher in formally through the oral responses of the students. In testing situation objective type questions can be written on separate cards and administered individually for oral testing . It makes oral tests reliable also.

(3) PRACTICAL SKILL TESTING: Theory and practical should be evaluated in an integrated manner. More weightage should be given to the evaluation of actual practical work. In evaluating the students' performance, paramount importance will be given

to attitudinal development at the primary stage. On the basis of drawing painting and in collective things of artistic nature, one's interest towards aesthetic activities can be tested and developed. Practical skills in science can be assessed on the basis of preparation of charts and models relating to science and by collected materials pertaining to science such as metals insects, museum specimens etc. In languages, oral reading, communication, reading comprehension , functional word recognition type of activities can be encouraged and progress of the child can be assessed. For this purpose observation technique can be used. He will have to define skills in terms of sequence of behaviour, prepare a checklist of behaviour and record activities of each child separately. This assessment can be used for skills in language (reading, writing), arithmetic, science, art and work activities. All these may be utilised for formative and summative evaluation both.

## NON-SCHOLASTIC EVALUATION

Evaluation of non-scholastic aspects of learning is the most neglected area in schools. At the elementary school stage, such evaluation is urgently required since the children are in their formative years. Rating technique can be used in this regard by the teacher very effectively. It will require regular and reliable observation of student behaviours by the teacher. In fact, "rating is in essence, directed observation", writes ruth strong. A rating scale is a method by which we systematize and quantify the expression of opinion concerning a trait. It covers a much wider range of more natural behaviour than any practicable battery of personality tests. It has a great advantage of being applicable without taking up the time of the subjects – even without knowing anything about it. A number of rating techniques are available.

(i) Ranking method: When the number of persons to be rated is small, say less than 20, the persons can be arranged in order of merit for a trait.

(ii) Numerical rating or grading : According to this technique, marks are given for traits as 5,4,3,2,1 or +2, +1, 0, -1, -2. The rating may be and is generally done in letter grades A, B, C, D, E also. such rating scales can be prepared on the basis of frequency, quantity or quality. Generally, 5 levels or grading are used for example.

(a) Frequency rating scale: never/seldom/often/



mostly/always

(b) Quality rating scale: poor/fair/good/very good/excellent

(c) Quantity rating scale : no/few/some/may/all

Data gathering techniques: Any rating requires gathering of information's on which a judgment can be made about a behaviour. Many techniques can be used for this purpose; some techniques of prominent use are described below.

In education, observation is the most commonly employed technique of all the data techniques. Certainly, subjective element is very predominant in this technique; to reduce this element reliance should be placed on a large number of individual observations and their timely and properly recording. A scientific method of observation requires proper planning, proper execution, proper recording and proper interpretation. At elementary stage, following data may be gathered systematically with the help of different tools:

- (i) Data about physique – precise measurement of height, weight etc.
- (ii) Data about attendance – record from attendance register.
- (iii) Habits (personal/social) – teachers observations, peers observations, and their ratings.
- (iv) Attitudes towards – anecdotal records, teachers observations.  
scholastic and non-scholastic activities

Beside, data about social aspects, personal frustrations, prejudices, likings, special problems and self concept have to be gathered. For this purposes tools like sociometry, semantic differential scale, projective technique, interview and case study are to be used. This will help the teacher to conduct group activities and allocate work properly and solve individual problems of the students. This techniques can also be used to find out the clique among the students. This information helps in dealing the discipline problem of the students. Semantic differential scale developed by

Osgood is a technique to collect students impressions about school, class, teacher, or activity. An concept is rated on a number of polar adjectives. To obtain a semantic differential, two things are required: a concept and two or more scales. The concept can be a word such as principal, school, class, mathematics, study, reading. The scale consists of two polar words such as "happy-sad", "hard-soft", "slow-fast" etc. When it is presented to children a scale may have five spaces between the words at each end. The subject is asked to place the concept at some position on each scale.

Projective techniques are used to understand the likings, prejudices and personal frustrations of the children. The tool is based on the will recognized fact that when a person interprets an ambiguous situation, he is able to expose his own personality indirectly or unconsciously. Story telling, story or sentence completion, play situation, original drawings and paintings are very useful tools particularly for the children at the elementary stage. For gathering personal data about an individual such as manner of speech, his poise, his tendency to be outgoing tenseness or withdrawn about certain topics, structured or unstructured interview is arranged. Sometimes, there are some problematic children in the class who create problems to teachers, parents and for school authority as well. In such a specified problem case, case study has to be prepared.

## CONCLUSION

Evaluation should be related to the ultimate objective of all round development of the child. Evidence of student's growth may be collected through a variety of techniques. No single technique is sufficient to study the strengths and weaknesses of the child. Evaluation, specially at the elementary stage may be undertaken to include scholastic as well as non-scholastic aspects of learning. In scholastic evaluation, tradition has placed almost total emphasis on written tests; oral testing and observation of skill-behaviours should be provided a due place in this regard. Besides, non-scholastic aspects must not be ignored especially at the elementary school stage. Rating is the major techniques of non-scholastic evaluation, which further requires a number of data-gathering techniques which may include observation, attitude scale, sociometry, interview and case study.

# ACHIEVING ACADEMIC EXCELLENCE

**Mr. K.C. Garg**

The paradigms of education are rapidly changing... with the advancement in technology and exposure to varied media...it's an altogether new era of teaching and learning. Education today has a multifaceted role - it should give wings to the students to fly on their own after their education and at the same time keep them rooted with the values inculcated in them. A school is a world in miniature where one receives training for life. It is here that we prepare students for the challenges of the global world...a world that continually demands new skills and competencies... a world that requires the students to excel in communication and interpersonal skills... a world that requires students to become life-long learners and earners.

This is a mammoth task as the schools have to empower students with knowledge that provides them with a firm foundation to lead and create a niche in their respective careers even decades after their exit from school premises. It is empowerment through learning and the schools should focus on all the domains for the holistic development – Cognitive, Moral, Social Aesthetic and Physical.

The skills capped under these domains should be designed in such a way that they promote innovative curricular and co curricular program to sustain success in nurturing future-ready citizens. The ultimate aim is to see our students reach the pinnacle of success. The target is to involve and get response from all the students. To achieve this, teachers should be motivated to prepare the lesson plans that are comprehensive and student centered. This includes checking the pre-requisite knowledge, attempting pre-reading tasks, providing synopsis of the lesson, points to remember, HOTS and Application based Questions. To further enhance the understanding, students should be encouraged to frame questions and ask their peers. By working in groups, students gradually internalize the discourse

that occurs, challenging themselves by asking for reasons and, in general, accounting for their own work. Let me cite the example of flash card activities that can be conducted in class after the completion of each chapter, wherein students are divided in groups of four and given time-bound activities. The flash card activity creates the ambience of coffee table wherein students of varied understanding level collaborate to practice the concepts taught in the class room in fixed time duration. Here, teacher plays the role of a mentor. Another practice that supports students' participation involves shifting responsibility from teacher to student done in the form of research activities and projects so as to widen their knowledge horizon. A

combination of methodologies should be used at all levels viz. exchange programmes, field trips, collaborative projects, exhibitions, activities, games, questioning, computer assisted instructions, group discussions, self-instructional packages, demonstration and role playing, etc. to enable the students to think critically, synthesize, transform, experiment and create.

With the phenomenal changes in the education system...the future belongs to those who best educate their students for the future. The students must be encouraged to learn...explore... experience...grow professionally and be the agents of change. To achieve academic excellence, the schools have to be the harbingers of transformation.

As schools, we should strive to mould the personalities of children in such a way that they can face the perplexing, complex situations and challenges of life with confidence. For the judicious and holistic development of youthful energies, we should focus on enhancing communication and interpersonal skills. Students should be provided exposure to right and apt knowledge by keeping

them abreast with the latest. Their awareness should be enhanced so that they are channelized towards creativity and self-actualization. Therefore, as educators, we have to redefine, reinvent and restructure our curriculum so that we are able to hone students' proficiencies.

One major aspect while delivering teaching should be the concept clarity. Students should be able to understand the concepts and apply them in real life situations. Application based concept clarity will make the students reflective, critical, creative and independent thinkers. Conceptual Clarity is quintessential as it is the keystone. Proviso the concepts are underpinning, the students will be able to transcend and manifest their knowledge as they set forth in their professional life.

It is a well known fact that learning a foreign language leads to better skills in other academic areas. It boosts confidence and can ignite a deeper and broader passion for learning in general. I believe that due to highly globalised economy, students should be fluent in more than one foreign language. Being multi-lingual rather than bi-lingual is the need of the hour.

The efforts made by the schools towards holistic growth should enrich the moral fiber of the nation. Whilst educating the minds of young students, we must not forget to educate their hearts. I believe that education is not merely to infuse brain with information; rather it should enable the students to acquire good qualities for a life time. The most important aspect is being a good human being. Education to be complete must be humane. As Albert Einstein so aptly puts it, *'Education is what remains after one has forgotten what one has learned in school.'*

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# SLEEP WELL or SLIP INTO DEPRESSION!

As the lazy days of winter season give way to the painful reality of irritating pre-dawn alarms set for the school time, growing number of kids are now facing the risk of falling into chronic sleep deprivation. The maximum schools' start time in this country is 8 am which results in kids feeling sleepy and the parents frustrated while leaving for school vehicle. Enough sleep for your child is crucial because when sleep loss becomes chronic it can cause a host of long-lasting disorders. The chronic case of sleep loss may contribute to higher rates of depression, suicidal tendencies as well as the obesity among the children below 16 years of age...

This startling revelation has been made by the prestigious New York based American Academy of Pediatrics, which has noted that "insufficient sleep in adolescents [is] an important public health issue that significantly affects the health and safety, as well as the academic success, of the middle and high school students."

The organization also published a report that summarizes the current research on teen sleep trends, health consequences of chronic sleep deficits, factors that contribute to lost sleep, and ways to promote healthy rest in adolescents. The main take-away is that teens are not getting enough sleep, which damages their mental and physical health, education, and even ability to drive safely.

According to the National Sleep Foundation, teenagers need at least nine and a half hours of sleep every night. It also noted that teens stay up later not because they don't want to go to sleep, but because they can't. This information is becoming more widely known, but many parents acknowledge that their kids still don't get enough sleep.

The Sleep Foundation reports that while 90 percent of parents place "great value" on sleep, one quarter of those same parents report that their children regularly get an hour less than what's recommended.

Long-term deprivation has also been shown to be a factor in lower test scores, decreased attention span, tardiness, concentration, and overall academic achievement.

Moving bedtimes earlier is not going to fix the problem, particularly for adolescents. Teens stay up later not because they don't *want* to go to sleep, but because they *can't*. Due to the delayed release of melatonin in the adolescent brain and a lack of "sleep drive" in response to fatigue, teens do not feel sleepy until much later at night than young children or adults and have difficulty falling asleep, even when they are tired.

"Although many changes over the course of adolescence can affect the quality and quantity of sleep, one of the most salient and, arguably, most malleable is that of school start times," it says.

According to the report, experienced "less daytime sleepiness, less tardiness, fewer attention/concentration difficulties, and better academic performance compared with middle school students at earlier-starting schools."

Owens acknowledges that there is no single, simple answer to the problem of chronic sleep deprivation in adolescents. But "it's important to recognize that school start time delay is a necessary but not sufficient step to ensuring that teens get enough sleep," she wrote in an email.

Schools are not obliged to follow the American Academy of Pediatrics recommendations. But as the organization argues in its report, the urgency and the magnitude of the problem of sleep loss in adolescents and the availability of an intervention that has the potential to have broad and immediate effects are highly compelling.

# THE LANGUAGES OF INDIA'S TRIBES

- Dr. Geeta

## ABSTRACT

In India, tribes (adivasis) or indigenous people, speak different languages or dialects. Currently, about 635 tribes are estimated to be residing in different parts of India, having their own languages, which are different from the ones spoken in the state in which they live. According to the 2001 census, the maximum tribal population is found in Madhya Pradesh, Orissa and Jharkhand. In several parts of India, tribal communities are assimilated with the dominant neighbouring cultures. Linguistic heterogeneity is a part of tribal life. When tribes come in contact with other groups, several tribal groups evolve one common lingua franca or contact language for inter-tribal communication. Factors such as urbanisation, literacy, economy and changes in the traditional work and belief systems is enhancing language shift. Alienation from the home language and lack of public support for language acquisition have contributed to the lack of success for tribal education. The education system should evolve a strategy that will ensure a smooth transition from the home language to the school language at an early stage, to permit learners to avail the benefits of higher studies, without loss of their cultural identity and individuality.

## KEY WORDS

Languages

India

Tribes

## ARTICLE

In India, tribes (adivasis) or indigenous people, speak diverse languages and dialects, mostly unwritten. The languages spoken by them are referred to as tribal languages. Although the tribal population accounts for 8% of India's total population, only about 71

million (Daswani, 2001) have retained their language. Out of the 92 non-scheduled languages, 88 are tribal. According to the 1991 Census, 8.8% of the total population of India is tribal. 93.80% are rural based and 6.20% are urbanised. Of the 623 tribal communities, 123 tribes (19.47%) are monolingual. By and large, they are food gatherers, hunters, shifting cultivators and artisans, dispersed in large areas, not always easily accessible. Tribal bilingualism is rural, whereas non-tribal bilingualism is urban. The shift to non-tribal mother tongues has increased from 51% (1971) to 58% (1981). Tribals, in India, originate from five language families, i.e. Andamanese, Austro-Asiatic, Dravidian, and Tibeto-Burman. Tribals, belonging to different language families, live in distinct geographic settings: The Himalayan belt: (Assam, Meghalaya, Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura, hills of Uttar Pradesh and Himachal Pradesh); Central India: Bihar, West Bengal, Orissa, and Madhya Pradesh. 55% of the total tribal population of India lives in this belt. Western India: Rajasthan, Maharashtra, Gujarat, Goa, Dadra and Nagar Haveli. The Dravidian region: Karnataka, Andhra Pradesh, Kerala and Tamil Nadu. Andaman, Nicobar and Lakshadweep islands. (Khubchandani, 1996).

Currently, about 635 tribes are estimated to be residing in different parts of India, having their own languages, which are different from the ones spoken in the state in which they live. Many are facing extinction, due to apathy amongst the tribes themselves and lack of support for their development. The illiterate and economically backward tribes have no resources to assert their linguistic and cultural consciousness and, therefore, are subdued to change. Tribal languages, thus, occupy a weak position due to a sense of inferiority and an awareness of their low social status. This has led them to shift their language loyalty. The highest ethnic diversity is found in the seven north-eastern states, where 220 tribal groups have been identified. The tribal social structure is different

from that of non-tribals. By and large, they are food gatherers, hunters, shifting cultivators and artisans, dispersed in large areas, not always easily accessible. Linguistic heterogeneity is a part of tribal life. When tribes come in contact with other groups, several tribal groups evolve one common lingua franca (or contact language) for inter-tribal communication. According to the 2001 census, the maximum tribal population is found in Madhya Pradesh, Orissa and Jharkhand. Halbi, is a popular tribal language in Chhattisgarh. In Nagaland, although the tribes live in proximity, they are yet isolated from one another, due to inter-village and inter-clan feuds. None of the tribal languages is accepted here for wider communication, even the lingua franca - Nagamese - has lost out to English being accepted as the state official language in Nagaland. Instead, a hybrid contact language, Zeliangrong, has emerged and is used with Nagamese, as a new form of language. In several parts of India, tribal communities are assimilated with the dominant neighbouring cultures. While discussing the linguistic diversity of India, Annamalai (1996), cites the example of Jenu Kuruba, a dialect of Kannada, and Irula and Badaga in the Nilgiris and points out that, in a dialect-language-continuum, it is difficult to distinguish boundaries between tribal and non-tribal languages. In Orissa, for example, there are 62 tribal communities, but only 22 tribal languages have survived. Extensive research conducted among these groups indicates that "distinct and seemingly strange grammars of various tribal languages are little windows through which we can see a distinct and different mode of perceiving and conceiving the world ... by these speech communities" (Abbi, 1996).

Researches on tribal languages indicate trends of shift from the home language to the dominant language. While the process of shift in language is occurring due to migration from the rural to the urban, and language contact of the rural on the borders of the urban. Influenced by contact situations, these groups have evolved ways and means to adopt and adapt to on-going change. Tribal languages operate in increasing contact with the dominant languages, specially in tribal areas which are surrounded by

speakers of non-tribal languages. This is evident in Jharkhand, Madhya Pradesh, Bengal, and Orissa. Factors such as urbanisation, literacy, economy and changes in the traditional work and belief systems is enhancing language shift. Khubchandani (1996) points out that tribes of the central belt of India, over-powered by the major regional languages, use their mother tongue only at home, whereas among the tribes from the Tibeto-Burman languages from the north-east, due to political movements for autonomous political power over the region, language shift is arrested. The Bodos have an autonomous hill council in Assam and the Santhals have considerable linguistic identity and vitality. In Manipur, the Meitei speakers are fighting their cause to re-use the Meitei script, in place of the Bengali script. In Meghalaya, the schooling through the Khasi language is possible at the University level. Several other tribal groups, such as Khasi, Naga, Khonds, Garo, still show fierce language loyalty, which has found expression in cultural and political movements. In Sikkim, Bihar and West Bengal, between 25-40 percent claim a non-tribal mother tongue. In states in the central belt and Himachal Pradesh, between 40-75% claim a non-tribal mother tongue as socio-political forces subdue retention of the ancestral language.

Any discussion on tribal education can be meaningful only if it is based on an understanding of tribal demography and ecology. Tribal communities are, predominantly, rural communities. The fact that a tribal village consists of hamlets, makes the organisation of schools difficult. At best, the tribal schools can be classified as roadside schools or interior schools. Challenges such as teacher absence, inexperienced teachers, unavailability of text books, inadequate number of schools, alienation from the home language and lack of public support for language acquisition have contributed to the lack of success for tribal education. Very little effort has been made to bring the school to their doorsteps. Tribal communities either abandon their traditional mother tongues or use them for some cultural specific occasions. The fact that tribal languages play a major role in the low performance of the tribal child, has not been

properly appreciated. The number of tribal languages used as a medium of instruction, in primary schools, is very low. The teachers appointed are non-tribal who, without access to tribal languages, lack first hand communication. The education system offers little by way of tribal culture in the school curriculum. The school language is, often, very different from the home language. Many tribal children fail to continue school beyond the initial classes, as the difference between the school language and the home language increases. No strategy has been evolved to ensure a smooth transition from the home language to the school language, at an early stage. The tribal children find it difficult to understand text books, as they are in the regional language. Mother tongue textbooks, in many tribal languages, are originally written in English and, then, translated in local languages. Instruction should, thus, be in the local dialect or the regional language. However, two tribal languages -- Santhali and Bodo -- have been accorded the status of a scheduled language in the Indian constitution, in 2003. These are now used as a medium of instruction in lower secondary schools in Assam (Bodo and Mishing) and West Bengal (Santhali). Some states, such as Rajasthan, Karnataka, Meghalaya, are developing different forms of bilingual education for the tribal people. In Bihar, textbooks are prepared in major tribal languages -- Santhali, Kurukh, Mundari, Hi, Ho and Kharia. The Madhya Pradesh Tribal Research Bureau has initiated a few text books in Gondi, Bhili, Karku and Halabi. In Maharashtra, dictionaries in tribal languages and in Andhra Pradesh bilingual dictionaries have been developed. In some states, special primary schools for children of tribal groups, have been set up and the curriculum is linked to cultural forms such as folk tales, songs, riddles to make the learning process easier. In order to improve the education system, a strategy needs to be evolved that will ensure a smooth transition from the home language to the school language, at an early stage, to permit learners to avail the benefits of higher studies, without loss of their cultural identity and individuality. More primary schools should be opened in tribal areas. More teachers and para teachers need to be appointed from the tribal community to ensure more school participation

to decrease the drop out rate. Instructional materials need to be developed in tribal languages. Instruction should be in the local dialect or the regional language, linking it to local needs. Tribal communities need to be involved in order to understand the linguistic and cultural resources that children bring to school and identify languages that should be, initially, used as a medium of instruction. Mother tongue education needs to be emphasised within and outside the education system. The skills of language as a subject and language as a medium needs to be concurrently developed. A culturally relevant curriculum will help sustain the tribals in their own environment and they won't need to migrate. The school curriculum, therefore, should be based on education for work and education through work and reflect the social, cultural and historical identity of the tribes to make education relevant to their lives and help them take advantage of mainstream education.

The different ethnic diversity and attendant cultural differences of the tribes need to be considered for appropriate language planning. If tribal languages are maintained, they have no official status or support and rely only as markers of distinct identity and as intra-group communication. Unfortunately, there hasn't been any co-ordinated general language status and development planning for tribal languages. To this end, a concerted effort to promote tribal languages is needed.

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# PARENTING

*Suparna M. Bhatnagar*

It is very difficult to be a good parent. It is one of the most difficult things to be a good parent. Children grow on their own. They need to be `allowed`. They need constant care and protection. They need not be interjected too much. But they need to be guided a little bit.

When a child is small a child must be given all sorts of stimulating material to work with. There must be a lot of things to manipulate and play with e.g toys, story books, Montessori equipment which one can read up on and order or make and learn to use. Mothers can also make their own materials which could provide learning experiences to the children. One must think of creative ways to engage the child and be with him. Watch your child grow. Watch how he paints, colours, plays the keyboard. Answer his endless questions. Each one of them.

Children ask bizarre questions, things you can't even dream of. Make sure you help him find all his answers. Try to help him find answers himself or with him.

It is important to take the child out sometimes. There is something else that happens when you interact with a child in an external experience also. He feels easy and comforted. Do not ever scold a child. Try not to. They feel bad. Never ever insult a child. He feels very bad. Very hurt and that hurt never goes.

Do not compare them with other children. It is poison. Be gentle with them. Always keep your calm. Have a deep communication with the child. Give them odds and ends and let them make their own crafts and models. Let them do a lot of free painting, clay modeling. Engage them in their

own role plays. If they are watch silently or let them be. That`s how they learn to live in the world and create their own fray.

Spend a lot of time with them. A mother should not work outside the house at the cost of her child. She could work from the house or work when the child is at school and be there for him when he gets home from school. He loves it. Feels close to her. At least till the child is 10. It is a terrifying experience for a child, a day care. No one can be your mother like your own mother and nobody can understand your child better than you.

Don't be too keen to send your child to a playschool. There is no hurry. Do what they do at home with your baby. He will love you for it. You can create a very nice learning environment for him at home and engage your child effectively. You establish a very deep relationship with your child. There is no need to strand them in a strange environment away from their mother. There is a close bond. The child feels cheated. Betrayed. Very sad. You can do much more because you are alone with him and give him individual attention. Small children are very delicate and very tender. They need their mother.

As a child grows a mother must make sure she watches every development of the child and studies him. One can read books on child psychology. It is a most interesting activity, growing up a child. A very intensive and meaningful experience which is very conscious and very pure. A mother is very important in a child`s life and is very important. She needs to be there to address every problem he faces. Needs to be his constant guide and facilitator. A giver of experiences. Very precious. A father must also spend a lot of time with his child.



Fathers can talk in constructive ways to the child. Tell them stories, read books to them. Help with home work. Take them for outings.

You must be in constant communication with your child. Talk a lot to them. Do not let them withdraw. It is terrible. Listen to them. About their friends, their mess ups, their problems, what they did, how they handled situations. Don't tell them too much how you would. Allow them as much freedom as possible in handling situations themselves. Respect them, their analysis and judgements and opinions. Let them be, but stick around. Be there for them. It is needed for their growth. Very essential. Don't push them too much with their studies. Let them be. Teach them how to learn on their own. Set the marks and help them lay the tracks. Then they carry on. Keep the guidance going.

Parents guide a lot from their souls. Guide like that. Calm them down. Make them feel special, wanted, needed. Talk to their friends. Make the friends feel welcome and respected. Call them over. Watch your children play with their friends. You learn a lot about their social dynamics. Play with them. Indoor games also teach a lot of lifeskills.

Every child has a passion. Something which he likes doing a lot. My son is very fond of animals. It seems to be his lifeblood. It started with playing with the plastic animal models and making them have fights with each other and it has boiled down to creating dinosaur images out of the tiger and the rhino, giving them dynamic names and weaving endless stories with them. At the age of 11 he still continues with that. He loves watching Animal planet and can watch for hours. Knows a lot about them from his passionate collection of books and the Internet. Knows unheard of names and wants to visit unusual forests. Started taking photographs at the age of 3 and wants to be an Ethologist, who studies animal behavior and a

wildlife photographer. I did not let his passion die. That's what he likes. Keeps shooting videos of the crows and squirrels on our terrace and feeding the animals.

Discover what your child, it starts quite early on, likes doing a lot, it could be playing music, clay modeling or painting or aircrafts. Encourage. Not necessarily to make it into a career, but simply to keep him alive. It could blend into his studies or could be lateral to it.

Do lots of Drama with children. It could be travelling in a train together as Mother and child or as two sisters or two friends, especially around 9-10. You learn a lot about the way they think. It is amazing what a swivel it gives to your relationship with them. It opens children to you. You might ease off and just talk frequently in an easy manner, may not be about anything in particular. Just talking. It gives a lot. Children feel comfortable with you. When a child is small don't push him into sleeping alone. They never get over the hurt. Respect their need for your closeness and to sleep next to you, in your warmth. It keeps.

Give them a lot of love and affection. They need it like they need nothing else. Not for a moment allow them to feel unloved. They have a close bonding with love. Deep love. Deep respect and care. You need not buy them everything they ask for, or even take them out too much, just make them feel secure and loved and communicate with them. Be like friend to them. Treat their minds as equals. Teach them how to handle their emotions.

Discuss their school study with them and not just help with home work. Its better to teach yourself at home, than take tuitions. It's a stimulating to be with them and you stay in touch with them. Read them stories at night or make up your own. They will love your stories. They are need based. Branch

out. Write your own bunch of stories that you made and told them. Help children tell stories. Just ask them to make. Write down their stories and keep a record. Write a daily record diary and write down your observations on them. You will love reading it later. You will see your child grow. Understand him better.

Get them a key board and let them play music. They play the most beautiful music ever on their own. Record it. See the transitions. Later they could pick up some instrument or be trained for singing. Music is very essential for the being. It keeps you in flow.

Painting is also very important. Not necessarily to become an artist, It makes children very happy. It reveals their soul. The transitional movements that are going in there. Any thing that is disturbing the child will be revealed there. Their colours, the forms all indicate their growth process. Give them colours and paper and let them be. You can also sit and paint with them. If they don't want to, let it be.

Give them puzzles to do. It awakens the mind. Design assignments and worksheets for them. Things they can do in their free time.

Make a science lab for them at home. Let them dabble around with chemicals, a microscope, a telescope.....

As they grow older listen to them more and let them be.

These are just a few snippets in space.....

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# SCHOOL RANKING

Integrating the reach, credibility and accuracy of the much esteemed institution Vikas Bharati Public School has been ranked amongst all the CBSE schools all over India. As per the survey conducted for the demarcation on the various parameters such as Individual attention to students, Infrastructure provision, innovative teaching, safety and hygiene, sports education, academic reputation and implementation of value for money, and co-curricular education by Education Today, Vikas Bharati Public School bagged 622 points which enlisted the school at the 18<sup>th</sup> Rank.

Sports has evolved dramatically and is woven deeply in our social culture which doesn't only enhance the skills but also provide entertainment to the spectators, following discipline and team spirit with dexterity. Education without sports is incomplete. So keeping the values integrated with sports taught in school excel them with overall development.

According to the survey by Education Today, based on the various parameters of innovative pedagogy, educational excellence, co-curricular activities and holistic development, Vikas Bharati Public School was bestowed the 3<sup>rd</sup> rank for its competence in showing the rapid growth in reaching its educational goals.



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