

NCERT

NEWS

JULY AND OCTOBER 2009

SAARC Seminar

Curriculum Group of the NCERT organised an International Seminar on 'School Curriculum: Policies and Practices in South Asian Countries' during 10-12 August 2009 at New Delhi. Fifty participants from India and twelve participants from other SAARC countries, namely, Bangladesh, Bhutan, Maldives, Nepal, Pakistan and Sri Lanka participated in the seminar. The objective was to provide a forum for sharing and exchange of ideas and experiences related to curriculum policies and practices in South Asian countries. The seminar was inaugurated by Professor Yashpal, a renowned scientist and educationist.

Nine sessions were held on the following themes :

- Curriculum for quality education – issues and challenges in curriculum development.



Professor Yashpal speaking at the inaugural session

- Policy perspective and process of developing curriculum, syllabi and textbooks.
 - Curriculum, syllabi and textbooks for various curricular subjects.
 - Systemic conditions for implementation of curriculum – infrastructure, teachers and examination reforms.
 - Curriculum and social justice: Issues related to gender, marginalised and physically and mentally challenged.
- Each session was chaired by an eminent educationist with presentations by participants.

Professor Yashpal emphasised the need to examine the curriculum from child's perspective and said that



LIFE ETERNAL THROUGH LEARNING

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

The intertwined Hansas symbolise the integration of three aspects of the work of the

National Council of Educational Research and Training (NCERT):

- (i) Research and Development,
- (ii) Training, and (iii) Extension.

The design has been adapted from an Ashokan period relic of the third century B.C. found in excavations near Maske in the Raichur district of Karnataka.

The motto has been taken from the *Isavasya Upanishad* and means life eternal through learning.



knowledge is constructed from textbooks as well as by connecting learning with the world outside. School education should keep boundaries between disciplines transparent and porous. Commonalities of issues and solutions can be shared across countries.

Professor Krishna Kumar, Director, NCERT said that educational experience arises out of bringing together the mind of a teacher and of a student. This distinctive experience gives education a certain quality, and a relational aspect. Philosophers and scholars like Buddha, Plato, Rabindranath Tagore and Piaget have recognised the agency of 'child' in the educational process. Professor Kumar quoted Mahatma Gandhi's statement that if textbooks are to dominate teaching, what is the value of 'teacher' agency.

Ideas that emerged during the seminar

- To improve the quality of education, enhance the quality of educational experience.
- Child centred curriculum and pedagogy gives primacy to experiences and voices of children and makes learning participatory and meaningful.
- Disparities in education arising from inequalities of gender, caste, languages, culture and religions must be addressed.
- Inclusive education, social justice and multi-lingualism are common concerns for all SAARC countries.
- Socio-economic and cultural diversity in classroom should be seen as an asset.
- The curriculum framework, syllabus and textbooks are developed centrally in all SAARC countries. But India permits states to develop their own curriculum, syllabi and textbooks. It was agreed that curriculum should be contextualised but developing contextualised textbooks is a challenging task. Efforts made by India in this direction were appreciated.
- Mathematics curriculum of Pakistan, Bangladesh and other SAARC countries is in terms of content only. India presented syllabus and textbooks where pedagogy is intergrated with content.



Participants browsing through textbooks

- Science is an observational, experimental subject. based on 'inquiry' approach and should provide 'hands-on' experiences to students. However, textbooks of SAARC countries give only scientific theories and principles and provide no space for student questions/experiments. Textbooks developed by NCERT in the the light of NCF-2005 were considered 'model'.
- Social science subjects such as history and political science are influenced by political ideology of each countries.
- All SAARC countries have rich heritage and tradition of crafts. Nepal, Maldives and India teach Arts in schools. In some countries, health education is integrated with Science whereas others teach Health separately. Work as pedagogical medium advocated by India was a new concept for other SAARC countries. There was common agreement to include these areas, namely, Arts, Heritage Crafts and Health and Physical Education as curricular areas.
- Non-availability of qualified teachers and issue of retaining competent teachers in schools was a common concern. It was concluded that good curricular practices of different SAARC countries should be studied and documented. Special reference was made about India's efforts to develop learner-centred curriculum and textbooks; Bhutan's policy of recruiting and retaining good teachers in schools and Sri Lanka's spiral curriculum at primary and modular curriculum at secondary stage.



Capacity Building Programmes

PROGRAMME ON QUESTION SETTING

A Capacity Building Programme for Key Resource Persons of Rajasthan Board of Secondary Education on Question Setting was organised from 2 to 6 June 2009 at Udaipur. Theoretical deliberations were made on quality question setting followed by practicum. During practicum, exemplar quality questions for Question Banks were developed in different subjects namely, Hindi, English, Social Studies, Science and Mathematics. About 60 teachers and academic officers of the Rajasthan Board of Secondary Education participated.

TRAINING PROGRAMME FOR DMS TEACHERS

The Department of Women's Studies organised, for the first time, a training programme for demonstration Multi-Purpose School at four RIEs on Gender Issues in Education. The specific objectives were to develop skills in teachers for integrating gender issues in different disciplines and its transaction; make classroom management gender inclusive; promote and nurture a caring and harmonious relation between girls and boys.

Twenty-nine teachers participated in the 10 days programme. The methodology adopted was a blend of theoretical and practice work: resource lectures, discussions, group work, use of audiovisuals and field visits. Constant monitoring and evaluation formed an integral part of the training programme.

YOGA IN SCHOOLS

The Position Paper National Focus Group on Health and Physical Education states that both Yoga and physical education contribute the physical development of the child as well as psycho-social and mental development. Playing group games has a positive impact on individual self esteem, promotes better interaction among children, imparts values of co-operation, sharing and to deal with both

victory and defeat. Various studies have shown that yoga contributes to flexibility and muscular fitness, corrects postural defects, and contributes to improving learning, memory and dealing with stress and anxieties in children. Though Yoga has been an integral part of Health and Physical Education up to Secondary School stage since 1988, Yoga and physical education have not been given the due importance in the school curriculum.

In order to promote teacher training in Yoga, MHRD was implementing a Centrally Sponsored Scheme under QIS titled Introduction of Yoga in Schools. In pursuance of decision of CCEA, Government of India, the Ministry of Human Resource Development (MHRD), transferred the scheme to National Council of Educational Research and Training (NCERT) w.e.f. April 2006. The existing scheme of MHRD has been revised keeping in view the perspective of Health and Physical Education. The scheme will continue to be operating as Centrally Sponsored Scheme and assistance will be given for training teachers in Yoga in an integrated way as per the stipulation made in the National Curriculum Framework-2005 and the syllabus of Health and Physical Education. One time assistance is also given for library assistance. The detailed scheme is available on National Council of Educational Research and Training's website: www.ncert.nic.in. Up till now, nearly 600 teachers have been trained under the scheme.

PROGRAMME FOR SCERT/SIE FACULTY

A fifteen-day capacity building programme for SCERT and SIE faculty was organised by DEME at NCERT, New Delhi from July 27 to 10 August 2009 in conducting achievement surveys and on educational evaluation with the academic support from SSA/TCF. A total of 38 participants from 23 states and UTs attended the programme. There was focus on examination reform initiatives suggested in the National Curriculum Framework-2005 and its



Position Paper of Focus Group on Examination Reforms. The five main areas covered were: concept of large-scale assessment, development of tests and tools for achievement surveys, sample and sampling techniques in surveys, data management in large scale assessment and major recommendations of the NCF-2005 on examination reforms.

A total of 30 sessions were devoted to issues related to conducting achievement surveys and 12 sessions were devoted to issues related to examination reforms initiatives. Two full days were devoted in reviewing the MAS test items as well as new items developed in workshop in Mathematics and EVS for state specificity. A local educational tour was arranged for one day for participants. A feedback session, a programme evaluation session and an open-session for participants were also organised.

ENVIRONMENT ACTIVITIES

A meeting of the States/UTs officials dealing with the hands on activities in Environment related areas was convened in the NIE Campus, NCERT, New Delhi, during July 2009. The main outcome of the meeting can be highlighted by the fact that a large number of schools in all the States/UTs are having active eco-clubs and nature clubs. In the clubs the following types of activities are regularly undertaken:

- School campus cleaning
- Tree planting
- Environmental awareness rallies
- Celebration of at least six green days
- Vermi composting
- Enviro-expo
- Enviro-competitions
- Anti-plastic campaign
- Cultural programme on environmental awareness
- Nature camps

These actions are aimed eventually at behavioural changes favouring care and concern for the environment being adopted by the children.

Paper Presentations

A paper entitled 'Basic Information and Awareness of Parents of Mentally Challenged Children Towards Mental Retardation: An Exploratory Study' authored by Shri Vinay Kumar Singh, Reader, DEGSN, NCERT and coauthored by Dr. Masroor Jahan, RINPAS, Ranchi and Dr. Alka Nizamie, DICDMH, Ranchi was published in the *Journal of Psychometry*, Vol.23, No.1, pp.19-25.

Abstract

In this study, basic information of parents of mentally challenged children regarding child's disabling condition was studied. Mother/ father of 30 mentally retarded children were respondents for present study. Data were collected on Multiple-choice checklist. Result suggests that about 63% parents identified child's problem when the child was 0-2 years of age. Most of the parents felt shock and despair. A majority of parents did not hide the child's problem and encouraged the child to participate in social gatherings. They felt need for special education/vocational training. Parents expected that the child would become independent and find a suitable job.

Award

Professor Nauman Khan, DoL, gets the Nawab Siddique Hasan Khan Award

Dr. Nauman Khan, Professor of Urdu, Department of Languages, NCERT, New Delhi has been awarded the prestigious *Nawab Siddique Hasan Khan Award* for the year 2008-09 for his contribution to Urdu literature and criticism. The award was given to Dr. Nauman by the Minister of Minority Welfare of the Government of Madhya Pradesh, Dr. Ramkrishna Kusmaria in a ceremony held at Bhopal on 28 June 2009. The award consists of a citation, a shield, a shawl and cash of Rs. 15,000.

Language and Beyond

HINDI WORKSHOP

A one-day workshop was held on 9 June 2009 in CIET to encourage the use of Hindi under the guidance of Professor Ram Janam Sharma, Head, Department of Languages and Hindi Cell. Shri S. D. Pandey, Assistant Director, MRHD (Implementation) highlighted the importance of Hindi and its place in the Constitution, and stressed that it should be increasingly used for official purposes and in daily life, as simple and direct communication in Hindi would contribute to the spread of the language. Shri Saroj Kumar Tripathi, Deputy Director, Rajabhasha Vibhag, Ministry of Home Affairs (North) spoke about Hindi with reference to the Quarterly Report. The NCERT staff, particularly LDC and UDC, participated in the workshop. Feedback indicated that the workshop was extremely useful.

HINDI FORTNIGHT

The Hindi Fortnight was celebrated at NCERT from 14-30 September 2009. Academic and non-academic staff participated in the various competitions organised by the Hindi Cell, NCERT on essay writing, debate, poetry, translation, etc. The valedictory-cum-prize distribution function was held in the Rose Garden, NIE Campus, NCERT on 1 October 2009. Professor Krishna Kumar, Director, along with Professor G. Ravindra, JD(C), and Professor Vasudha Kamat, JD (CIET) graced the function. Bhajans associated with Mahatma Gandhi were melodiously sung by noted vocalist Sita Bimbra and her group. Of the 160 enthusiastic participants, 31 were honoured with cash prizes and certificates.

THE CIET LENS

VIDEO WORKSHOP BY CHILDREN

Under the series of 'video production by children', four workshops were organised in four cities from July to September 2009, each

attended by fifteen children. CIET and SIETs staff exposed children to simple operations of video camera, script development, shooting and logging the shoots. At the end, children produced two video programmes on their own.

USAGE OF EDUSAT

About 150 faculty members from NE-RIE, SCERTs, SIETs, DIETs, CTEs and universities were given orientation through Edusat facility on Research Methodology for ICT.



Orientation on Edusat

AUDIO/VIDEO PROGRAMME PRODUCTION

During this quarter July to September 2009, 54 audio programmes and 50 video programmes were produced, covering a large number of themes. In the section of audio programmes, the programmes were developed primarily on NCERT textbooks, whereas in video section, a wide range of areas, both curricular and co-curricular, were covered.

VISITS OF STUDENTS AND TEACHERS OF CIET

From July to September 2009, 158 students and 17 faculty members from different educational institutions visited CIET. The CIET gave them the exposure of writing scripts, producing video programmes and infrastructure facilities available in the CIET. These visitors showed a high degree of enthusiasm in the production of scripts for production in CIET.



Orientation Programmes

TRAINING COURSE ON PEACE EDUCATION

NCERT had initiated the process of offering training courses for school teachers on Peace Education since the year 2005. The efforts are in tune with the idea that 'implementing Education for Peace is not only an appropriate strategy for conflict resolution and conflict avoidance but also a pro-active investment in realizing the India of our dreams for future generation of students.'

The fifth course, offered by the Department of Educational Psychology and Foundations of Education commenced on 20 May 2009 and concluded on 19 June 2009. Raising consciousness of teachers about their role as peace educators, learning contexts were the major objectives. Forty-four school teachers and teacher educators deputed by Education Departments from 21 States participated, in addition to teachers from KVS, NVS, Central School for Tibetans and private schools.



Professor Krishna Kumar, Director, NCERT interacting with participants

Empowering self for peace, conflict resolution skills, parenting for peace, schools as nurseries for peace, whole school approach, classroom practices for peace, issues of curriculum load, examination stress and media literacy were some of the other significant themes covered. The transaction of the various topics was planned through experiential exposition, discussions, demonstrations, role play, study time, audio video inputs, assignments and field

visits for inducing reflection among the participants.

The faculty drawn from within NCERT as well as experts and practitioners from other institutions led the expositions.

RTE 2009

The landmark legislation, Right to Education, 2009 presents new challenges for the implementation of the National Curriculum Framework-2005. The NSC meeting was convened on 15 September 2009 at NCERT, New Delhi, under the chairmanship of Professor Yashpal to discuss the implications of the National Curriculum Framework-2005. Thirty-five members including special invitees attended the meeting and shared their views.

Dr. Vinod Raina, special invitee to the meeting, while clarifying meanings and terms used in the Act said that unlike an education policy, the RTE Act is a political and a legal document, which brings education into the ambit of the judiciary. Professor Krishna Kumar said that NCERT on its own feels greatly elated and challenged by this remarkable law and in the context of curriculum related policies. It was felt that the national Steering Committee could reflect on the issues, placed by the RTE. Professor Yashpal said that we need to train people for inclusion, of all types. This is where NCERT's interventions are needed in the context of RTE Act.

The members in the meeting discussed various clauses of RTE, which have direct implications for the implementation of NCF-2005. RTE dissociates school classes from the age of the child. RTE permits a child to take entry in a school at any point of time in an academic year and it also provides for a special training to this child in order to make him/her at par with other. For this, schools need to come out with flexible curricular plans and this requires detailed guidelines for schools. As per RTE the medium of instruction shall as far as



practicable, be in child's mother tongue. The issue arising out of this is of multilingual classrooms and preparation of teachers for teaching in multilingual situations. This also involves issues of providing education to child (who due to his/her parents' migration to other state in search of livelihood takes entry in new school) in her/her language, which is not the regional language. In one of its clauses, RTE states the children belonging to weaker sections and disadvantaged groups (up to 25% of the strength of the class) shall be admitted to Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik Schools or Unaided Schools. RTE also discusses the qualifications for appointment of teachers and service conditions of teachers. This has implications for teacher recruitment and pre-service and in-service teacher education programmes. RTE takes up the issue of assessment of children by the school and suggests continuous comprehensive evaluation. As per RTE there will be no Board Examinations and pass or fail upto Class VIII. This requires laying down appropriate evaluation procedures for elementary education. Regarding RTE's recommendation related to Early Childhood Care and Education, the Government may make necessary arrangements for providing free pre-school education for children above three and until they complete the age of six years. This has implications for linking pre-school with Classes I and II. The Committee was of the view that advocacy and general awareness of RTE is needed for various stakeholders. The committee recommended constitution of sub-groups to discuss these issues in detail.

DATA USERS CONFERENCE

In order to identify the data needs of the stakeholders and to finalise the data items to be canvassed in the Eighth All India School Education Survey (AISES), a one day data users conference was organised by the Department of Educational Surveys and Data Processing on 25 May 2009 in NCERT. Senior officials from MHRD, Planning Commission, State Directorates of Education, NUEPA, SCERT,

National Informatics Centre, Regional Institutes of Education, and EdCIL took part in the conference. Professor G. Ravindra, Joint Director welcomed the participants. Professor D.K. Vaid stated that the present survey on school education will be census survey covering all the 35 States and UTs of our country, and obtaining data from more than six lakh villages and 5000 towns of our country, and educational facilities will be assessed at the lowest level of habitation.

Inaugurating the conference Ms. Anshu Vaish, Secretary, School Education and Literacy, MHRD stated that the survey will provide important inputs for the Twelfth Five Year Plan. Shri S.C. Khuntia, Joint Secretary, MHRD, in his address stated that the Eighth survey will conclude by October 2011 and its first report will be available by March 2010. Dr. Gautam Bose from NIC informed exactly how NIC would extend assistance in organising the survey. A vote of thanks was proposed by Professor Sridhar Srivastava.



Professor G. Ravindra, Joint Director, NCERT, welcoming the participants

VIDEOCONFERENCING

In 2009-10, DEGSN, NCERT conducted an orientation programme for the teacher educators working in the non Hindi speaking states such as Andhra Pradesh, Mizoram, Karnataka, Bhubaneswar and JK on the issues and concerns of the education of children belonging to the minorities, SC, ST and suffering from disabilities and challenges. Twenty teacher



educators from five learning centres each participated in the three days programme. The resource persons for the programme were drawn from Jawaharlal Nehru University, Delhi and Jamia Millia Islamia University, Delhi.

The main themes were –

- Inclusion: concept, skills and competencies
- Student's need assessment
- Curriculum adaptation and contextualisation
- Presentation on adapted lesson plan
- Myths, attitudes and reality
- Inclusive teaching learning strategies
- Systemic reforms

For the group activities, the participants were provided case studies to identify the educational needs and then asked to suggest some curricular adaptations for the particular case.

WORKSHOP ON RESEARCH WRITING

The Department of Educational Research and Policy Perspective (DERPP) organised an



Participants in the workshop

innovative 'Workshop on Research Writing' for young faculty members in Education working in the Western and Central regions of the country. The programme was organised in collaboration with the Centre for Advanced Study in Education (CASE). Professor A.K. Srivastava, Head, DERPP and Dr. N.K. Gupta were present on the occasion.

Apart from the 35 young academics selected from Gujarat, Maharashtra, Madhya Pradesh

and Chattisgarh several local faculty members from different departments sought permission to attend the workshop. Professor S.C. Panigrahi, CASE was the honorary Programme Director of the Workshop.

It covered a wide range of topics such as 'Developing a Project Proposal', 'Language in Research Writing', 'Review of Related Literature', 'Writing a Research Article', 'Writing Book Reviews', 'Use of Library Resources' and others. Group work, group presentation and collective discussion were also a daily feature of the five-day workshop.

TRAINING PROGRAMME FOR SC/ST DIET FACULTY

The Planning Programming Monitoring and Evaluation Division (PPMED) organised a five-day training programme for the SC/ST DIET faculty in the area of educational planning, management and evaluation at RIE, Bhubaneswar from 7 to 11 September 2009. DIET faculty members, who are working in the Planning and Management Branch of the DIET from Western States, viz. Orissa, Jharkhand, West Bengal, Bihar, Andhra Pradesh and Vidarbha Region of Maharashtra participated in the programme. The training programme concentrated on four aspects, viz. Educational Research, Educational Planning, Educational Management and Evaluation and Quality Concerns in Education. The training package developed by the division with the help of experts from all over India and the faculty of PPMED was provided to the trainees. Professor U. K. Nanda, Principal, RIE, Bhubaneswar, inaugurated the programme. Professor M.S.Khaparde, Head, PPMED, in his address pointed out that the DIETs were created in pursuance of the implementation of NPE (1986) as an important institution at the district level to take over the functions of training, development and research. The present training would help the DIET faculty to perform their functions more effectively.



Briefs

ANALYSIS OF CBSE QUESTION PAPERS

The National Curriculum Framework, 2005 besides other reforms has laid special emphasis on improving the quality of questions used in the question paper as it is the basic tool employed in all written examinations. As a follow up of the reform process, model sample question papers in all subjects based on NCF-2005 recommendations were developed by NCERT for CBSE public examination. The question papers prepared in 2007-2008 and 2008-2009 by CBSE for Classes X and XII do show some improvement but much more remains to be achieved.

The analysis was undertaken with a view to find strengths and weaknesses of question papers in terms of quality of questions, content coverage, difficulty level and language of question, comparability of different sets, etc. This task is accomplished with the active support of faculty members working in various departments such as Department of Education in Science and Mathematics, Social Sciences and Humanities, Languages and Educational Measurement and Evaluation.

WORKSHOP HELD

A five-day workshop was conducted by DCETA from 1-5 June 2009 related to Development of Textbook on 'Computer and Communication Technology Class XI' to finalise the manuscript for Class XI Part-II textbooks.

TEXTBOOK ON GRAPHIC DESIGN

A new curricular area '**Graphic Design**' has been introduced by the CBSE for Classes XI & XII. The curricular area aims at enabling the students to develop their faculties of observation, imagination, creation, development of skills and sensitivity towards the use of visual elements for an effective visual communication.

The faculty of Department of Education in Arts and Aesthetics (DEAA) has developed a

textbook **The Story of Graphic Design** for Class XI on this new curricular area. Areas in analog media (drawing with pencil and paper, etc.) and digital media using up-to-date computer tools (graphic hardware and software - for drawing, painting, layout, typography, scanning, and photography), both have been incorporated to make the textbook interesting and useful.

TRAINING ON ADHD

A two-day training programme for primary school teachers on Assessment of Students with Attention Deficits Hyperactivity Disorders (ADHD) was conducted on 30 September 2009 and 1 October 2009 at CIET. The programme was inaugurated by Professor Neerja Shukla, Head, DEGSN, followed by the welcome address by Shri Vinay Kumar Singh, Reader and coordinator of the programme. Sixteen teachers from 8 states namely, Bihar, Chattisgarh, Delhi, Jharkhand, Madhya Pradesh, Rajasthan, Uttar Pradesh, and Uttarakhand participated in the programme.

Common attention problems among school children, ADHD, its nature, characteristics, diagnosis, differential diagnosis, coexisting disorders, problem behaviours, learning characteristics and learning problems, etc. were discussed by the eminent resource persons in the field. Learning materials and tools of assessment were described and further distributed among the participants for field work.

WORKSHOP ON DEVELOPMENT OF TEST ITEMS

A six-day workshop on Development of Terminal Achievement Survey for Class V was organised from 6-11 July 2009 at India Habitat Center, Lodhi Estate, New Delhi. In this workshop 16 participants, five national level experts, four international experts and NCERT faculty participated. Items in the areas of Mathematics, Environmental Studies and English Language were developed.



WORKSHOP ON TRANSLATION OF TESTS

A four-day workshop from 17-21 August 2009 for Translation of Tests in Regional Languages to be used for Field Tryout in Terminal Achievement Survey for Class V was organised at NIE, NCERT. In this workshop 40 participants from different states and three local experts participated. During the workshop as total nine tests (three in each subjects) were translated under the supervision and guidance of national and international experts..

WORKSHOP ON VETTING OF TEST ITEMS

A three-day workshop from 17-19 September 2009 was organised for Vetting Test Items/Tests developed for Terminal Achievement Survey for Class V at NIE, NCERT. In this workshop 15 participants from different states participated. During the workshop tests developed in regional languages were vetted by participants from States' versions vis-a-vis English/Hindi version tests developed by DEME faculty.

GUIDELINES FOR SC/ST/MINORITY

This project was initiated last year and to begin with, is being conducted for the North- Eastern States of India. It was proposed to review the lacunae in the implementation of the SC, ST and Minority related concerns in the school education system and to develop guidelines for minimising the shortcomings in the implementation of the SC, ST and minority related concerns in terms of institutional framework, school curriculum, pedagogy, teacher development, etc. as per NCF, 2005 and the position paper of NFG.

In this connection DESGN had organised a Planning Group Meeting in August, 2008 in the North-Eastern Regional Institute of Education in Shillong. From the deliberations of this meeting certain issues emerged, particularly for the N-E States. Accordingly, on the basis of these issues/concerns, this year, to start with, DESGN developed the guidelines for Mizoram in consultation with around 26 various educational functionaries there, such as representatives of various DIETS, B.Ed colleges,

examination board, SSA Mizoram, SCERT faculty, school teachers and with the experts from the University of Mizoram, Jaipur National University and MD University, Rohtak. The draft guidelines developed are being finalised.

TRAINING

Six days training programme by DESSH for Commerce PGTs of Kendriya Vidyalaya Sangathan was organised on Computerised Accounting System, an Optional Course in Class XII, at Zonal Institute of Education and Training (ZIET), Gwalior from 25-30 September, 2009.

ORIENTATION

An orientation programme of Master Trainers of SC Category of NCR for activity based Science Teaching at Upper Primary Stage was conducted by Department of Science and Mathematics, NCERT, New Delhi from 27-29 July, 2009. The programme aimed at familiarising teachers from Government schools as well as KV/NVS/Public Schools with the concepts in the new textbooks in science at upper primary stage developed in NCERT. Professor R.S. Sindhu coordinated the programme.

TRAINING PACKAGE

The DESM developed a 21-day Training Package for Teachers without substantial Background of Science/Maths, at Upper Primary Stage and its use in the Training of key Resource Persons from 7-11 August 2009 and 14-18 September 2009. The coordinators of the programme were Professor R.S. Sindhu and Dr. A.K. Wazalwar.

THURSDAY LECTURES

The following lectures were held as part of the Thursday Lecture Series :

1. *School Education* by Professor Anil Sadgopal (Interview mode) on 18-6-2009.
2. *Child Rights and Education* by Swami Agniveshji on 23-7-2009.



Staff News

RETIRED ON SUPERANNUATION

1. Shri K.C. Sharma, APC
2. Shri A.K.S. Pillai, Sr.A.O.
3. Smt. Prem Chadda. S.O.
4. Shri Chandra Harwani, P.G.T. Commerce, D.M. School RIE, Ajmer on 31.05.2009
5. Dr. (Mrs.) Sandhya Khullar Reader in English, R.I.E. Bhopal, 30.06.2009
6. Dr. R. Narayanan, Reader in Physics R.I.E. Mysore, 30.06.2009
7. Mrs Shubha Kesavan, Headmistress, D.M. School, RIE, Mysore, 30.04.2009
8. Mrs. C.P. Thulsamma P.G.T., D.M. School RIE, Mysore, 30.4.2009
9. Dr. J.S. Padhi, Professor in Education, RIE, Bhubaneswar, 31.05.2009.
10. Shri B. S. Rana. S.O. on 31-07-2009
11. Shri Surender Kumar, UDC, on 31-07-2009
12. Shri Jagdish Prasad, S.O. on 31-07-2009
13. Smt. Sneha Kumari, Asstt. on 31-08-2009
14. Shri Darshan Singh, Dy. Secretary on 30-09-09
15. Shri Subey Singh, Security Guard on 31-10-2009

PROMOTED ON REGULAR BASIS

1. Shri Ram Niwas Sharma as UDC
2. Shri Dinesh Kumar as UDC
3. Shri Indesh Singh as UDC
4. Shri Hari Narayan as UDC
5. Smt. Omna Rajan as SO
6. Shri S.D. Prasad as SO
7. Shri Jagdish as SO
8. Shri R.C. Goel as SO
9. Shri Sushil Kumar as SO
10. Shri Krishan Kumar as SO
11. Shri M.S. Yadav as SO
12. Shri Rajesh Kumar as SO
13. Smt. Tulika Verma as SO
14. Smt. Kiran Juneja as SO
15. Shri B.S. Rana as SO
16. Smt. Prem Chadda as SO
17. Smt. Neelam Kukreja as SO

NEW RECRUITMENT

1. Shri Surender Kumar as DTP Operator
2. Shri Pawan Kumar Barriar as DTP Operator
3. Shri Dinesh Kumar Meena as Steno
4. Shri Mahesh Kumar Meena as Steno
5. Shri Paras Ram as Assistant
6. Smt. Manju Tannan as Assistant
7. Smt. Hem Prabha Bali as Assistant
8. Dr. Abhay Kumar as Lecturer in Environmental Science at NERIE Shillong
9. Shri P. C. Meena, Assistant
10. Shri Khusal Kumar, Assistant
11. Shri Nitin Kumar Suman, Assistant
12. Smt. Usha, Assistant
13. Shri Kirti Singh Rawat, Assistant
14. Shri K. Ganesharamu, Assistant
15. Shri Thangneilien Haokip, Assistant
16. Shri Mahesh Chand, Assistant
17. Mrs. Tripti, Assistant
18. Shri Yagdutt Sharma, Assistant

RESIGNATION

1. Shri Prashant Kumar, LDC
2. Shri Manish, LDC
3. Shri Pradeep Patwal, LDC
4. Shri Neeraj, LDC

NEW PUBLICATIONS

Based on the recommendations of the National Curriculum Framework–2005, the Department of Education in Science and Mathematics has developed textbooks in Science and Mathematics for different stages from Classes VI to XII. The department has also developed Laboratory Manuals and Exemplar Problems for use together with the corresponding textbooks.

1. Laboratory Manual – Science
Classes IX and X
2. Laboratory Manual – Chemistry
Classes XI, X and XII



3. Prayogshala Pustika – Rasayan
Class XII
4. Prayogshala Pustika – Vigyan
Class IX and X
5. Exemplar Problems – Physics
Class XI
6. Exemplar Problems – Mathematics
Class XI
7. Exemplar Problems – Biology
Class XI
8. Exemplar Problems – Mathematics
Classes IX and X
9. Exemplar Problems – Science
Classes IX and X
10. Laboratory Manual – Mathematics for
Secondary Stage

OTHER NEW PUBLICATIONS

11. NCF-2005 Position Papers of National
Focus Group on National Concerns Vol. III
12. *Prathamik Shikshak* : January 2009 Issue
13. *School Science* : September and December
2008
14. *Journal of Indian Education* : February
2009
15. Human Ecology and Family Sciences
Part I, Class XI
16. Monitoring Formats for Quality
Management Under SSA
17. *Primary Teacher* : January and April 2009
18. *Srijnatmakta Ke Liya Shiksha*
19. The Story of Nai Talim
20. Early Childhood Education Programme
21. *Bhartiya Adhunik Shiksha* : January 2009
22. *The Primary Teacher* : July-October 2008
and January 2009
23. Project books on Environmental Education
for Classes VI to X
24. *Charl's Darwin Ki Atam Katha*
25. *Rashtriya Pathyacharya Ki Rooprekha
2005 : Awas Aur Shiksha; Bhartiya
Bhashan Ka Shikshan; Kala, Sangeet,
Naritya Aur Rangmanch Adhar Patra*
26. *Bulbul, Baya Aur Unke Dost*
27. *Prathamik Shikshak* : April-July 2009

Back Margin

While visiting an Industrial Training Institute (ITI) near my office, I noticed how happy the students and their teachers looked. They were learning about block printing. To be more precise, they were learning how to do block printing, not *about* block printing. The equipment and material were being used fully, and by every student. This is seldom the case in vocational classes in higher secondary schools.

The gap between academic and vocational courses continues to manifest in the form of numerous contradictions and problems in the system. The idea that work-related experience should find a place within a common education system was advocated by no less a person than Mahatma Gandhi more than seven decades ago. The system is still struggling to create a unified common curriculum and teacher training process for work and vocation-related learning. Gandhi was not talking about vocational education as such, but about a new kind of education or *Nai Talim*. Sadly, the system has got increasingly fractured over the years. Between the ITIs and the +2 level vocational courses, there is hardly any systemic or academic communication. Both are suffering from similar problems. There are exceptions like the ITI I had visited, but as obsolete content, poor infrastructure and lack of trained teachers afflict most vocational courses and institutions. At the highest level, dialogue between the Ministry of Labour, which looks after ITIs, and the Ministry of HRD, which looks after +2 level vocational courses, is extremely limited. Clearly, we are looking at a systemic impasse which has now become further compounded by a new economic and technological ethos. A major opportunity to overcome this impasse has emerged in the form of the National Skill Development Mission which sets an agenda for radically altering the provision for vocational education as well as for introducing work-related awareness, attitudes and skills in the general system.

KRISHNA KUMAR

Publication Team

P. Rajakumar	Varada M. Nikalje
Shveta Uppal	Arun Chitkara

E-mail: publica@nda.vsnl.net.in

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