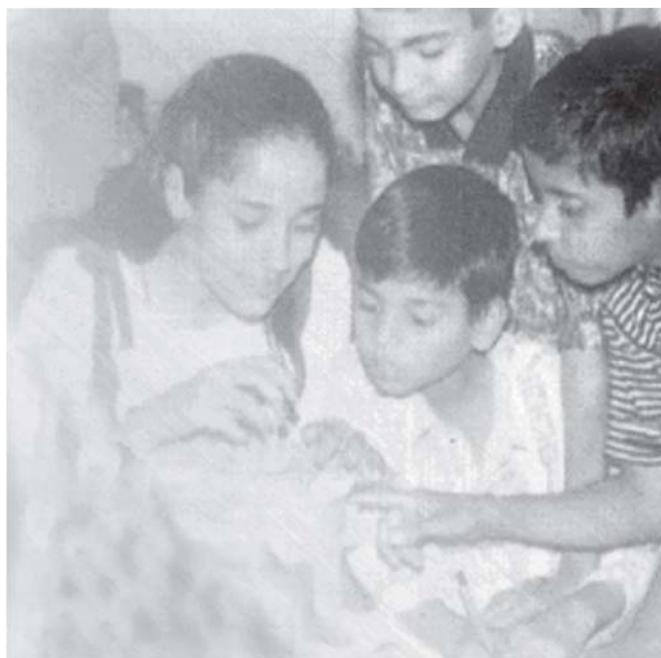


NCERT

NEWS

JULY - 2007



Micro-scale Chemistry Laboratory Inaugurated

The Southern Regional Micro-scale Chemistry Laboratory, the first of its kind in the country, was launched at RIE Mysore on 6 June 2007 under the NIE workshop programme on capacity building of states through SCERTs/Examination boards. Professor G.T. Bhandage, Principal, RIE Mysore, inaugurated the laboratory and called upon teachers to use this facility to conduct experiments in chemistry.

Professor H.O. Gupta of NIE Workshop, NCERT, New Delhi explained the advantages of the SEAT (Student, Environment, Administrator and Teacher) friendly laboratory. He explained that it is an environmentally safe method of conducting chemistry experiments using minimum quantities of chemicals with less cost without compromising on the quality or standard of experiments. Conventional laboratory racks and bottles have been replaced by a small box containing small labware and apparatus, and on top of the box are revolving circular racks to hold plastic dispenser bottles which dispense one drop of liquid at a time. It would be especially useful in schools where there are poor chemistry laboratory facilities. Indeed, the laboratory can easily replace the existing traditional laboratory. These can also be used as a mobile laboratory.



Inauguration of Micro-scale Chemistry Laboratory at RIE Mysore

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.



This technique has been tried out in New Delhi successfully. Also, as the chemicals used are in very small quantity, it reduces the risk of accidents, acid burns, fumes, etc. It develops excellent laboratory manipulative skills and helps reduce laboratory cost, lowers glass breakage cost and saves storage space.

FOR FURTHER DETAILS

The apparatus of this friendly Micro-scale Chemistry Laboratory can be obtained from the NIE Workshop, NCERT, New Delhi. Schools may also contact M.S.Srimathi, Reader in Chemistry, RIE, Mysore and local co-ordinator of the Micro-scale Chemistry Laboratory.

Language and Beyond

ORIENTATION PROGRAMME

Faculty members of the Department of Languages, NCERT, New Delhi, acted as resource persons in orientation programmes, from the primary to the higher secondary level, held by various independent schools in New Delhi, Chandigarh, and Kota (Rajasthan).

In addition, faculty members were also involved in the orientation programmes for Master Trainers of KVS/NVS/CBSE affiliated independent schools held by RIEs on the use of new textbooks developed by NCERT based on the NCF-2005 for Classes II, IV, VII, X and XII through face-to-face mode. The training familiarised the teachers with the ideas and guidelines in the NCF, new approach in the textbooks, and changes suggested in assessment and evaluation. Participants were asked to elaborate on specific problems. On the request of participants, faculty members demonstrated the teaching of some lessons. Specific areas such as the teaching of grammar, poetry and emerging trends like multilingualism were dealt with. The programmes were conducted in an interactive mode.

TRAINING FOR SANSKRIT TEACHERS

The NCERT organised a six-day training programme at the Scheduled Caste, Scheduled Tribe Research and Training Institute (SCSTRTI), Bhubaneswar from 25 to 30 June 2007 under the National Sanskrit Project. Thirty-three Sanskrit teachers from SC/ST development schools of Orissa participated in it. Dr Tara Dutt, Secretary of SC/ST development department, appreciated the NCERT for organising such a training programme.

In his welcome address, Dr A.B. Ota, Director, SCSTRTI, stated that this was the first programme for Sanskrit teachers of SC/ST development schools. Professor K.K. Mishra, coordinator of the

National Sanskrit Project, Department of Languages, NCERT, explained the objectives of the programme in the spirit of model training programme and held a discussion on the NCF-2005 on evaluation system.

In the first phase, Professor M.K. Satapathy, VC, Tirupati University, emphasised on creating an interest among students towards Sanskrit. Dr. Indu Lata Das, Director, Academy of Yoga and Oriental Studies, Bhubaneswar had a detailed discussion on grammar. Professor G.K. Dash, Department of Sanskrit, Utkal University, Bhubaneswar had a discussion on teaching of poetry.



In the second phase of the training in actual school situation Prof. G.K. Das, Dr M.M. Jha, Dr S.G.Pandey demonstrated the model teaching of Sanskrit poetry, grammar and prose respectively in the Tapovan High School, Bhubaneswar. Participants and resource persons interacted on classroom model teaching.

In the valedictory session, the Chief Guest, Shri C.P. Mazhi, Minister of SC/ST Development, Minority and Backward Class Welfare, Government of Orissa spoke about the moral values projected in the *Vedas*, *Upanisads* and *Geeta*.



Capacity Building Programme

KRPs OF NAGALAND IN GRADING

A Capacity Building Programme for Key Resource Persons (KRPs) of the State Council of Educational Research and Training (SCERT) Nagaland, in grading was conducted from 5-7 June 2007 at SCERT, Nagaland, Kohima. About 54 teachers of DIETs and academic officers of the council participated in the programme. Deliberations on theoretical aspects of grading were made and intricacies related to grading were discussed during the programme. Moreover, practicum on grading was given and the modalities of its implementation were discussed during the open house session which was chaired by the Director, SCERT, Nagaland, Kohima.

KRPs OF UTTARAKHAND

A Capacity Building Programme for Key Resource Persons (KRPs) of Uttarakhand Board of School Education on question setting was organised from 18-22 June 2007 at the District Institute of Education and Training (DIET), Bhimtal, Nainital. In this programme, theoretical deliberations were made on quality question setting which was followed by practicum. During practicum model question papers and sample questions for Question Banks were developed in different subjects namely English, Hindi, Social Studies, Science and Mathematics. About 43 teachers and academic officers/research officers of the board participated in the programme.

VOCATIONAL TECHNICAL CONFERENCE

PSSCIVE, Bhopal organised a National Vocational Technical Exhibition Conference and Seminar in Pune in collaboration with the Directorate of Vocational Education and Training, Government of Maharashtra. Papers related to vocational education, quality upgradation, work centred education, information and communication technology, competency based training etc. were presented.

TALKS ON

- *New trends of vocational education*
- *Self employment opportunities in emerging professions*

COMMERCIAL GARMENT DESIGN AND MAKING

Teachers from Madhya Pradesh, Punjab, Bihar and Goa participated in this teachers training programme.

The programme was inaugurated by Professor R.G. Chouksey, Joint Director, PSSCIVE, Bhopal. He apprised the participants about the roles and functions of PSSCIVE, Bhopal. The training was imparted in designing, drafting, paper pattern making, cutting, stitching, fitting problems, computer application, Indian embroidery and *zardosi* work. The trainees were exposed to new technology sewing machines at the New Bhopal Textile Mills, Jute Manufacturing Unit, in Bhopal.

Abstracts and Publications

- 'Teacher Training: Any Impact?'
Published in the *University News* 45 (10) by Professor M. Sen Gupta, Head, DERPP and IRD.
Contemporary school education is under tremendous pressure due to rising societal expectations, parental aspirations and rapid technological changes. The pedagogical principles and methodologies learnt in the B.Ed. course are not sustained in the actual classroom situation. The article elaborates on the systemic factors that affect the effectiveness of a teacher, such as a congenial teaching environment, an encouraging and forward looking administration, availability and usability of variety of technological aids, opportunities for professional growth and a helping and innovative institutional ethos. It recommends that, for a lasting impact of teacher training programmes, parallel and simultaneous inputs be provided to related sub systems like provision of infrastructural facilities, curricular reform, efficient systemic management use of communication technology and due recognition of teacher's status.
- Dr. K.Chandrasekar, Lecturer, DEME published the following articles:
Teacher Educators' Perceptions of DIETs' Facilities and their Relation to Certain



Personal and Demographic Variables', *Perspectives in Education*, 23 (2), April 2007, SERD, Bharuch.

- 'Evaluation Practices in Different Countries', *Journal of Educational Research and Extension*, 44(2), April-June, 2007, Sri Ramakrishna Vidyalaya College of Education, Coimbatore.

He has also edited the book *Vocationalisation of Education — Conflict between Ideology and Practice*, Sonali Publishing House, New Delhi, 2007.

NCERT Doctoral Fellowships

NCERT Doctoral Fellowships have been instituted in order to further enhance an understanding of the concerns expressed in NCF-2005. It provides opportunities to young aspirants to pursue doctoral work in education and other fields directly related to education in an institution of their choice. Ten candidates across the nation have been selected. The awardees have proposed to conduct research in diverse areas of education including pre-school and special education, psycho-social development, classroom processes, school community relationship, environmental education, and empowerment of weaker sections such as women, minorities and tribal children.

SELECTED CANDIDATES

- Ms. Adya Shakti Rai (Varanasi) — A Study on Children with Special Needs under *Sarva Shiksha Abhiyan*: Role of Panchayati Raj Institutions in Eastern UP.
- Ms. Neha Vakil (Delhi) — Exploring Psycho-social Interaction Patterns among Families of 0-3 year olds in Urban Slums of Delhi
- Mr. Gopal Singh (Ajmer) — Effect of Constructivist Principle Based Classroom Processes on Thinking Patterns of Students at the Primary Level.
- Mr. Ranjan Kumar Dash (Bhubaneswar) — Impact of Modalities of School Community Symbiosis on Quality Education of ST and SC children at Primary Level in the State of Orissa.
- Mr. Gaurav Rao (Lucknow) — Development of Learner-centric Instructional Design for Environmental education at the Upper Primary Level.

- Ms. Manvi Yadav (Lucknow) — Influence of Education in Empowerment of Dalit Women.
- Mrs. Priya Singhvi (Jodhpur) — Critical Appraisal of Various pre-schools in Jodhpur and Designing Ergonomically Modular Furniture for pre-school Children.
- Md. Aftab Alam (Delhi) — A Study of Selected Muslim Managed Schools in Delhi: An Ethnographic Research.
- Mr. Sushil Kumar Nageshwar, Dindori (MP) — *Baiga Janjati-Ek Adhyayan*
- Ms. Malabika Biswas, Birbhum (WB) — A Study of Children's Health Status and Physical Education Teaching Infrastructure in Primary Schools of West Bengal.

Orientation Programme for Master Trainers

In continuation of the orientation programme for Master Trainers organised by NCERT in 2006, the Department of Teacher Education and Extension (DTEE) organised a similar programme for Master Trainers of KVs, NVs and CBSE affiliated schools. The programme, which began in June 2007, was on the new textbooks developed by NCERT in phase-II, i.e. for Classes II, IV, VII, X and XII, through face-to-face mode at NIE, New Delhi and at all RIEs at Ajmer, Bhopal, Bhubaneswar, Shillong and Mysore.

Focus

- Presentation on the salient features of new textbooks – content style exercises and illustrations etc.
- Reflection of (five guiding principles), NCF-2005 in textbooks; Interconnection/continuum across subjects and levels (classes) of education and Guidelines for using textbooks
- Teaching strategies for selected topics in the subject areas
- Evaluation with focus on strategies nature of activities/examples; Evaluation strategies to be adopted by the teachers; Internal evaluation; Model question papers.

The programme included discussion and interactive sessions giving opportunities for questions, queries, suggestions and comments on various aspects of education.



Snapshots...



AWARD

The prestigious President Dr. Shankar Dayal Sharma Gold Medal for the year 2006 was awarded to Kum Surabhi Shukla, student of B.Sc.Ed. four year integrated course at RIE Bhopal for best overall achievement in academic and other activities.

Children attending a six-day training programme at the Scheduled Caste, Scheduled Tribe Research and Training Institute (SCSRTI), Bhubaneswar under the National Sanskrit Project.



Briefs

ERIC

The screening-cum-progress monitoring committee for ERIC funded research project was held at NCERT, New Delhi on 17 April 2007. The committee considered 4 fresh research proposals, 5 modified research proposals and progress reports of 4 on-going projects.

INTERNATIONAL DIPLOMA COURSE IN GUIDANCE AND COUNSELLING IN COLLABORATION WITH COMMONWEALTH OF LEARNING (COL), CANADA

A workshop on developing skills of editing self-learning material developed by the Department of Educational Psychology and Foundations of Education for offering an International Diploma

Course in Guidance and Counselling through Distance/Online Mode in Collaboration with Commonwealth of Learning (COL), Canada was organised for five days from 23-27 April 2007 at the NIE campus. Mr. Bruce Thompson, an expert in Instructional Design, from British Columbia, Canada conducted the workshop which was attended by 17 experts from outside and within NCERT. It aimed to provide hands-on experience to the editors to edit the course material keeping in view the principles of instructional design to make it suitable for distance learning. The workshop involved intensive review of some exemplar course units, group work, and sharing of insights and skills acquired for editing the material.



STUDY: COMPILATION AND ANALYSIS OF TELECONFERENCING

A study based on the direct interaction of teachers with experts during the orientation programme for the teachers of KVs, NVs and CBSE affiliated independent schools on the use of new textbooks for Classes I, III, VI, IX and XI developed by NCERT through teleconferencing was undertaken with a view to analyse and review the teachers' observations and suggestions and also their questions/queries on NCF-2005, new syllabi, textbooks and other related aspects. The interaction of teachers with resource persons has encompassed 108 sessions in 36 working days from 6 July to 28 August 2006.

OBJECTIVES

- to disseminate important information to a larger number of teachers who could not be included in the teleconferencing
- to use the compiled information for enriching future programmes
- to make available the feed back of teachers on NCF-2005, new syllabi, textbooks and other related aspects to policy planners and other stake holders in school education.

The group of teachers in various subjects i.e., Hindi (1777), English (1968), Physics (340), Chemistry (353), Biology (357), Mathematics (2199), History (164), Geography (173), Economics (250), Accountancy (182), Business studies (223), EVs (351), Sanskrit (334), Science (1291) and Social Science (1263) at different levels have provided their views, observations and feedback.

The queries of the participants in different subjects at different levels have been compiled. The analysis of these questions and queries indicate that in general, the participant teachers have appreciated the content and their presentations in the new textbooks. The queries, observations and suggestions provided by the teachers in different subjects and levels consist of EVS Class III (110), English- Classes I and III (70), Class-VI (111), Class IX (168) and Class XI (154); Mathematics- Classes I and III (55); Class VI (264), Class IX (242), and Class XI (152); History- Class IX (152); History- Class XI (111); Geography- Class XI (122); Economics- Class XI (147) and

Business Studies Class XI (127). The queries are related to concepts, illustrations, examples, diagrams, flow charts, exercises etc. given in these books and their critical analysis in light of new syllabi and NCF-2005. Similarly, the important suggestions given by the teachers include continuum of concepts and elaboration at different levels in a given subject and interconnection of contents.

The inputs received from the group of about 12000 teachers through their direct interaction with experts on NCF-2005, new syllabi and textbooks will go a long way towards undertaking exercise on continual improvement of textbooks and development of related materials for qualitative improvement of education in the country. This work was undertaken by Dr Madhulika S. Patel, Reader, DTEE.

New Publications

JOURNALS

- *Indian Educational Review*: January 2007
- *Prathmik Shikshak*: January 2007
- *Prathmik Shikshak* : July-October 2006
- *School Science* : September 2006
- *School Science* : June 2006
- *Prathmik Shikshak* : April 2006
- *School Science*: December 2006
- *Indian Educational Abstracts*: January 2006
- *Indian Educational Abstracts*: July 2005
- *Journal of Indian Education*: August 2006
- *Bhartiya Adhunik Shiksha*: October 2005
- *Bhartiya Adhunik Shiksha*: July 2005
- *National Talent Search Scheme: Information Brochure*

TEXTBOOKS

- *Ibtedai Urdu* for Class II
- *Ibtedai Urdu* for Class II
- *Apni Zaban* for Class VII
- *Urdu Guldasta* Supplementary Reader for Class VII
- *Nawai-e-Urdu* Class X
- *Gulzar-e-Urdu* Supplementary Reader for Class X
- *Gulistan-e-Adab* for Class XII
- *Khayaban-e-Urdu* Supplementary Reader for Class XII



Reading Development Cell

Reading has always been recognised as a key component of a sound educational programme. However, it is unfortunate that, although millions of children learn reading every year, a large number of them fail to achieve lasting reading skills. In most of our primary schools reading is limited to textbooks and preparation for examinations. Reading to explore and process information, developing a personal interest in reading, and reading for pleasure often get neglected, and the child fails to become a competent reader. It is important, therefore, to look at reading as a high priority area—one that merits immediate attention and action. It is in this context that a Reading Development Cell in NCERT has been established under the *Sarv Shiksha Abhiyan*.

OBJECTIVES

- To select, procure and also develop new graded reading material for children (Classes I and II) in Hindi and English.
- To design and create a reading corner in each of the selected schools.
- To orient teachers in reading pedagogy.
- To create awareness among teachers as well as community for developing a reading culture.
- To devise strategies for wide dissemination of existing and newly developed reading materials.
- To publish a magazine for children once in two months which should include compositions and writings done by children.
- To develop a teacher's manual for utilisation of the reading materials.
- To develop guidelines for setting up of reading cells across states.
- To identify and document the activities of NGOs working in this area.
- To evaluate and document the process of the pilot project in the form of periodic reports.

Professor Manjula Mathur is the co-ordinator of the Reading Development Cell. Some faculty have also been attached to the Cell.

Staff News

Superannuations

- Smt. S.K. Shamla, PGT, RIE Mysore on 26-06-2007.
- Shri Puran Lal, Assistant retired on 31-05-2007.
- Dr C.S. Nagaraju, Principal, RIE Mysore on 30-04-2007.
- Shri M.Balashanmugham, Sr. Accts. Officer retired on 30-06-2007.
- Dr (Mrs) Asha Singha, PGT in History at D.M. School, RIE Bhopal on 30-06-2007.
- Shri Giridhari Lal, Packer retired on 30-04-2007.
- Shri Satbir Singh, Daftari retired on 30-06-2007.

Appointments

- Shri Kapil Kanal has been appointed as Marketing Executive, Regional Centre, Ahmedabad on 18.12.2006.
- Shri (Mrs) Elizabeth Gangmai, Lecturer in Education, RIE Bhubaneswar, w.e.f. 23-04-2007.
- Dr (Mrs) Promila, Lecturer in Chemistry, RIE Ajmer, w.e.f. 07-05-2007.
- Dr (Mrs) Basansy Kharlukhi, Lecturer in Education, RIE Bhopal, w.e.f. 25-05-2007.
- Shri Dhuryodhan Ketki, Lecturer in Political Science, RIE Bhopal, w.e.f. 30-05-2007.
- Shri Spain Borlang Kharchandy, Lecturer in Maths, RIE Ajmer, w.e.f. 18-06-2007.
- Shri Yuingam Jojo, Lecturer in Sociology, RIE Bhubaneswar, w.e.f. 20-06-2007.

Promotions

- Shri Jagdish Chander Sharma, Daftari promoted as LDC on 12-06-2007.
- Sh. Pawan Kumar Giri, Peon promoted as LDC on 12-06-2007.
- Sh. Suraj Bhan, Daftari, promoted as LDC on 12-06-2007.
- Shri Prakash N. Baviskar, Storekeeper Gr.I, Regional Centre, Ahmedabad, promoted as Assistant Store Officer.



Thursday Lecture Forum

The following lectures were organised by DERPP at NCERT, New Delhi.

- *The Reflective Teacher—Organisation of In-service Training of the Teachers* by Dr D.D. Yadav, DTEE, NCERT on 12 April 2007.
- *National Awakening and National Integration – A Case Study of Gurukulj Ashram* by Professor Usha Dutta, Department of Languages, NCERT on 26 April 2007.
- *Visual Language of Creation* by Dr Pramod Kumar Dubey, Department of Languages, NCERT on 24 May 2007.
- *Aaj Ka Samaya Aur Bhakti Kavya* by Dr. Chandra Sadayat, Department of Languages, NCERT on 21 June 2007.
- *Annual Status of Education Report 2006 (Rural)* by Ms. Rukmani Banerjee and Mr. Ronald Abraham, Pratham, Delhi on 28 June 2007.

Curriculum Group

The curriculum group has proposed to develop a resource team, in order to disseminate the ideas given in the NCF- 2005 to teachers and teacher educators; and to provide academic support to the States for implementation of these ideas. For this, an orientation programme was planned in two phases - first phase from 28 June to 06 July, 2007 and the second from October 24 to November 06, 2007. The participants for the first phase were from RIEs, Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong; CIET, PSSCIVE, Bhopal and NIE. Discussions were held on eight position papers of NCF - Teaching of Science, Mathematics, Indian Languages, English, Social Sciences, Aims of Education, Systemic Reforms for Curriculum Change and Curriculum, Syllabus and Textbooks. The participants were assigned the task of trying out the ideas of NCF in the schools and developing the plan for implementation of these ideas in the schools.

Publication Team

P. Rajakumar	Meenakshi Khar
Shveta Uppal	Varada Nikalje
Arun Chitkara	

Back Margin

Concern for the condition of libraries is routinely expressed but we rarely reflect on the question, "Who needs a library?" Even in reputed colleges students find it possible to obtain high marks without using the library. They prepare themselves for the examination with the help of 'keys' and guides. In schools this situation is even clearer. There are very few schools in the country which make it a point to give to every student the experience of using the library. What is true of schools and colleges is also true of universities – they keep the students imprisoned in the narrow circle of textbooks, 'keys' and the annual examination.

When this is the condition of students, we can easily imagine the state of teachers in colleges and university teachers. Some college and university teachers use the library for their own research work. Teachers who work in the library for preparing for their classes are rare. That a teacher can take classes day after day for years without facing the need to consult a library indicates several distortions in our education system.

Some of these distortions are related to the philosophy of education and matters pertaining to curriculum, syllabus and the methodology of teaching. Several contradictions are part of the larger environment in which book reading has steadily declined as a habit. If we ignore these distortions and attempt merely to improve the library system, our effort will remain inadequate. The conduct of students is ultimately a reflection of the teacher's conduct. If a teacher does not feel the need to read a few books with attention and pleasure during pre-service training, then we can assume that such a teacher will not be able to create a fascination for the library in the mind of students. The ability to lose oneself in a book is an achievement. Only when teachers set a standard of this achievement can they expect to influence their students.

KRISHNA KUMAR

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