

NCERT

NEWS

JANUARY 2007

NCERT's Concern for Minority Education

Three priority areas of Minority Cell were identified on the basis of discussions held at the first meeting of the 12-member Minority Cell in the Department of Education of Groups with Special Needs. The meeting held on 16 November 2006 was in pursuance of the recommendations of the National Monitoring Committee for Minority Education constituted by the MHRD. The members have been drawn from the Regional Institutes and NIE departments. Prof. J.S. Gill, DESM has been appointed as the Nodal Officer and Prof. Neerja Shukla, Head, DEGSN as Convener. The Minority Cell has been set up to strengthen the contribution of NCERT in understanding and resolving the issues related to minority education.

PRIORITY AREAS

Documentation of Researches, Researchers and of Minority Institutions.

OBJECTIVE

To work out the strategy for making the role and contribution of NCERT more effective as far as the education of the minorities is concerned.

It was agreed upon that this Cell may prepare a reliable database regarding education of minorities by collecting information from all the states. It was also recommended that NCERT must promote such researches, which can enhance the understanding of deep issues related to the minority education.

The speakers of minority and tribal languages often suffer severe linguistic deprivation. It is important for us to realise that the major language of our country, including English, can flourish only in the company of and not at the cost of minor languages. The development of some of the languages provide marked impetus to language spoken in linguistically diverse tribal areas and spur the speech communities to consciously strive in that direction.

—NCF-2005

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.

Capacity Building Programme for Teachers

Focus on Multilingual Education in the Tribal Context

A three-day needs assessment programme was organised by the Department of Education of Groups with Special Needs under the project entitled “Capacity building programme for teachers with a focus on multilingual education in tribal context”. The programme was held at Ratu, DIET, Ranchi, Jharkhand from 17–19 October, 2006.

OBJECTIVE

To identify the issues involved in teaching through the mother tongue in a multilingual class comprising students belonging to different tribal communities, such as Oraon, Munda, etc.

A number of issues emerged pertaining to the education of tribal children from the discussions held in these sessions and the observations recorded during the school visits.

These include, besides the language issue, the teacher’s attitude towards students belonging to tribal communities, classroom environment, extent of teacher-learner interaction, teacher attendance, teacher’s knowledge of tribal culture and traditions, etc. These issues are to form the basis of the proposed training programme for the teachers working in the tribal areas of Jharkhand.

The faculty members of DEGSN, Prof. Neerja Shukla, Dr Kanan Sadhu and Dr S.C. Chauhan along with the resource persons Mr A.A.C. Lal, Ex-NCERT faculty and Prof. R. Sachdeva, CIIL, Mysore, visited schools in the Mundari and Kurukh (Oraon) villages. Discussions were held with around 20 educational functionaries and scholars belonging to Department of Tribal Languages, Ranchi University, Jharkhand Rajya Shiksha Pariyojana (SSA) and Jharkhand Tribal Research Institute.

Index for Inclusive Schools

There is a need to work backwards to find why inclusion has not taken place in spite of policy initiatives and what are the barriers to the implementation of such an approach. The Department of Education of Groups with Special Needs had taken up a Project entitled ‘Developing an index for inclusive schools’.

The main objective of the Project was to develop an index for inclusion after wide consultation with school staff, educational experts, educational administrators, school students, parents and other community members.

A Consultative Committee was constituted with the purpose of planning the whole process of Development of the Index. The Committee included eminent experts from universities, schools, non-governmental organisations, etc. A meeting of the Consultative Committee was held at NCERT on 24 November 2006.

A conceptual framework was suggested for the development of the index that would be named as ‘Developing Inclusive Learning Centres—Some Indicators’. The members also suggested that it was important to study some good practices in the country before taking up the task of developing the indicators.

Training Programme for Teacher Educators from Rural Areas on Action Research

FOCUS ON UPLIFTMENT OF SC GIRLS

The four weeks training programme for teacher educators from rural areas on action research with focus on upliftment of SC girls was organised by the Department of Women's Studies from 23 November to 20 December 2006. The programme had two main components, viz., sensitising the trainees towards the upliftment of SC girls with a rural focus and preparing them for undertaking action research in their specific work situations. Thirty two participants representing 15 states and 29 districts attended the programme. The programme had resource lectures from various persons of national and international fame who enriched the participants on thematic areas concerning the status and upliftment of SC girls, preparing action research proposals, trying out action proposals in field situations and implementing strategies and interventions on specific problems related to their states and particularly the districts. Methodology of training included constant interaction, brain storming, lecture-cum-discussion, team work, individual assignments, video viewing, slide cum overhead projection, power point presentation, pilot study in the Kendriya Vidyalaya schools, field visit to Prayas, an NGO, preparing and presenting group reports on the pilot field study carried out in Delhi

Kendriya Vidyalaya schools and details of action research proposal to be carried out in their districts. Participants presented status papers which was a pre-training requirement. The status papers included status of SC girls in the trainees' districts and states. These trained participants will be reporting back after 6 to 8 months at NIE on the action research work they would carry out in their work situations. Trainees will share their findings in the 5 days follow up workshops to be organised by DWS in August-September 2007, the project has already been approved by PAC.



Training Programme for Teacher Educators organised by the Department of Women's Studies

Documentary on Indian Woman 1875-1947

The Department of Women's Studies in collaboration with Centre for Women's Development Studies and RIE, Bhopal organised an exhibition on Indian woman from 1875-1947 at Ustad Amjad Ali Khan Kala Parishad, Bhopal. The exhibition consisted of rare exhibits of women in the modern period of Indian history, particularly of those who had access to photography. It was inaugurated by the Governor of Madhya Pradesh Hon'ble Shri Balram Jakhar. It was attended by students and teachers from different schools

of Bhopal along with other eminent persons. The exhibition was appreciated by the viewers who keenly observed the visual depiction of the participation of women in the freedom struggle and the social reform movement and in their own families. The exhibits also portrayed how education of women in the social reformists families brought a change in their personal lives. Questionnaire prepared on the exhibits were filled by teachers and students. They also expressed their desire to prepare small projects on the related themes.

Orientation Programme on Evaluation of Language Skills

The Orientation Programme of Key Resource Persons of North Eastern States on evaluation of language skills at primary and upper primary levels was organised by NERIE, Shillong, at SCERT/State Institute of Education (SIE), Gangtok, Sikkim, from 6 to 10 November 2006.

The Orientation Programme was attended by twenty-six faculty members of different DIETs, SCERTs/SIE of NE states of Assam, Arunachal Pradesh, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, and Department of Human Resource Development of Government of Sikkim. Prof. Panchanan Mohanty, Head, Centre for Applied Linguistics and Translation Studies, University of Hyderabad; Dr. Ajit K. Baishya, Head, Department of Linguistics, Assam University, Silchar, Assam; Prof. J.P.Bagchi, Dr. S.Yadav, and Prof. A.K.Mishra of NERIE participated in the programme.

Many languages are becoming endangered and some have actually disappeared from the Indian linguistic scene despite our claims to multilingualism and maintenance. Every time we lose a language, a whole literary and cultural tradition is likely to be erased.

—NCF-2005

DISCUSSIONS HELD ON

- concepts of assessment, evaluation and testing,
- assessment/evaluation and NCF 2005,
- types of evaluation/language tests,
- cloze test, qualities of a good test,
- teacher as a tester and evaluator,
- test development,
- construction of a valid and reliable test in language,
- evaluation of listening skill,
- evaluation of speaking skill,
- evaluation of reading skill,
- evaluation of writing skill,
- testing vocabulary,
- communicative language teaching and testing,
- testing communicative skills,
- continuous and comprehensive evaluation,
- assessment of early language learners,
- problems in student evaluation at elementary level, etc.



Participants at the Orientation Programme organised by NERIE at SCERT, Gangtok, Sikkim

Compilation of Data on School Education

A two-day meeting of the State Survey Officers was organised from 11 to 12 December 2006 at NCERT to disseminate the findings of the 7th All India School Education Survey.

The format for preparing state reports and their dissemination was also discussed. A session was devoted entirely to solve the financial problems experienced by the states. In this meeting 21 State Survey Officers or their representatives participated. The meeting was inaugurated by Prof. G. Ravindra, Joint Director, NCERT. On behalf of National Informatics Centre, Dr. Gautam Bose, DDG, NIC also participated.

The Department of Educational Survey and Data Processing has compiled the national data of the survey in nine reports covering different aspects of school education:

- (i) Schooling Facilities in Rural Area
- (ii) Schools, Physical and Ancillary Facilities
- (iii) Incentive Schemes
- (iv) Enrolment in Schools
- (v) Media of Instructions and Languages to be Taught
- (vi) Teachers and their Qualifications
- (vii) Schools for Physically Challenged Children
- (viii) Specific Facilities in Secondary and Higher Secondary Schools
- (ix) Pre Primary Education and Alternative Schooling.

Examination system need to be more flexible, just as we must ensure that education and assessment system are fair to all social groups, we should ensure that they do not discriminate against particular kinds of learners, there is a lot of psychological data to suggest that different learners learn differently, and hence to test all learners through a written test of the same type is not justified.

—NCF-2005 Vol. II

Development of Exemplary Questions for Higher Mental Abilities

The National Curriculum Framework (NCF), 2005 has documented that questions which are used to test students' achievement in different subjects areas at present are largely memory based. The meta-cognitive skills like reasoning, creative thinking, application of knowledge, interpretation, inference, etc. are neglected. In order to bring about changes in the process of teaching-learning and to give the students an opportunity to construct knowledge, a change in the typology of question is required. Therefore, to make the teacher in schools familiar with new types of questions, the Department of Educational Measurement and Evaluation (DEME) prepared Exemplar Questions in the subject areas of English, Science, Social Science and Mathematics at the Secondary Stage in a workshop held in December, 2006. It is proposed to vet/revise these questions in a subsequent workshop in February-March so as to bring out a document containing the Exemplary Questions Testing Higher Mental Abilities in the above mentioned subject areas for wider circulation.

Capacity Building of KRPs in Question Setting

One of the major functions of the Department of Educational Measurement and Evaluation is to build the capacity of State Resource Persons in the areas related to educational evaluation. With the NCF's focus on changed typology of questions, it became imperative to train the Key Resource Persons of different states in Question Setting. For this, three capacity building programmes were organised with the School Education Boards of Bihar, Assam and Mizoram from 4-8, September 2006, 10-14 November 2006 and 20-24 November 2006 respectively. In each of the workshops about 50 key resource persons were trained in developing questions testing higher mental abilities in the subjects of Science, Social Science, Maths and Languages. Each state will prepare a report of the programme containing the sample questions for circulating to their schools.

33rd Jawaharlal Nehru National Science Exhibition for Children-2006

The Jawaharlal Nehru National Science Exhibition for Children (JNNSEC) is organised every year to commemorate the birth anniversary of Pandit Jawaharlal Nehru. The main purpose of the exhibition is to expose various scientific and technological improvisations and innovations as perceived by children from different parts of our country besides encouraging them to mark new inventions and discoveries. The exhibition also gives ideas on simple models and devices. The 33rd JNNSEC- 2006 had been organised by the National Council of Educational Research and Training in collaboration with the Government of Maharashtra. The main theme of this exhibition was 'Science and Technology for Rural Development'.

The exhibition was organised at Shivaji Chhatrapati Sports Complex, Balewadi, Pune. Hon'ble Education Minister of Maharashtra Shri Vasant Purke inaugurated the exhibition on 23 November 2006. Director, NCERT, Prof. Krishna Kumar in his inaugural address

Themes of Exhibits

- *Environmental Management*
- *Industries for Rural Development*
- *Landmarks in Science*
- *Information and Communication Technology in Education*
- *Mathematical Models*

emphasised the significance and role of such exhibitions in creating an interest in students and people towards science and technology. A well conceived formal system of education is not adequate to achieve the desired goals of science education. Rigid and theoretical lessons of the formal system, and the often inadequate demonstrations and experiments do not provide opportunity to the naturally curious children to indulge in the joy and fun of scientific investigation. Science exhibitions offer an opportunity to the students to express and exchange their creative ideas, help them to learn the methods of science, provide them with opportunity to develop their problem solving skills and creative abilities. Eminent computer scientist Dr. Vijay Bhatkar and the Vice Chancellor of the University of Pune Dr.



COLOURFUL CULTURAL PROGRAMMES WERE ALSO ORGANISED IN WHICH THERE WERE PRESENTATIONS FROM PUNE AND OTHER PARTS OF THE COUNTRY.



Narendra Jadhav also addressed the participants. Hon'ble Education Minister and Prof. Krishna Kumar later visited the exhibition and interacted with a number of participants. More than one lakh students, teachers and parents visited the exhibition. Many eminent scientists and educationists interacted with the participants.

More than eight hundred educational CDs produced by CIET were sold. These covered a range of topics on various subjects for

different groups of students as well as teachers.

The valedictory function of 33rd JNNSEC-2006 was held on 29 November 2006 in which certificates and mementoes were distributed among the participants. During the valedictory function Hon'ble Education Minister of Maharashtra, Shri Vasant Purke; Joint Director, NCERT, Prof. G. Ravindra; Director, MSCERT, Pune; Sri A.M. Bedge and Head, DESM Prof. Hukum Singh addressed the participants.



Technical Training for EDUSAT

CIET (NCERT) has its own EDUSAT Network with 100 Classroom Satellite Interactive Terminals (SIT) located all over India at SCERTs, SIETs, KVs, NVs, NIOS, CBSE, KVs etc. For effective use of Network a technical training on operational aspects was organised by TPOM Division of CIET in two phases for the activated centres.

In the first phase, 46 coordinators (Technical) from 28 centres have been trained from 22 to 28 June 2006. In the second phase, again 46 coordinators (Technical) from 27 centres have been trained from 26 to 29 December 2006.

AUDIO PROGRAMME ON PORTS OF INDIA AND MEDICINE AND SURGERY

The CIET has produced a series of ten audio programmes on ports of India and seven audio programmes on medicine and surgery. The programmes on Ports of India intend to depict location of ports, their history, types and their importance in socio-economic development of the region. The audio programmes elaborate the process of the construction of ports, other infrastructure inputs like roads and railways, industrial and associated economic activities. The programmes will be useful for teaching/learning providing social input to learners at school stage.

TITLES OF AV PROGRAMMES ON PORTS OF INDIA

1. Bharat ke bandargah-ek paricharya
2. Kandli
3. Mumbai
4. Marma Goa
5. Kochi
6. Tutikorin
7. Chennai
8. Visakhapatnam
9. Paradip
10. Kolkata

A series of seven audio programmes on the topics of medicine and surgery from the point of view of young learners, in the age group of 10-14 years, were also produced. The educational aim of these programmes is to focus on the milestone discoveries and inventions.

TITLES OF AV PROGRAMMES ON MEDICINE AND SURGERY

1. Khoj ek pahlu anek
2. Avaz se pahachana rog
3. Antibiotic ki kahani
4. Bachav mein hai suraksha
5. Ek bari jeet
6. Voh barish ka din
7. Hanste khelte bachche

Bookshelf

Dr. Mohammad Nauman Khan, Reader in the Department of Languages, NCERT has published an anthology of literary articles and Research papers entitled *Talash-O-Tajziya*.

These articles are published in Urdu journals and presented in national seminars organised by Universities, Urdu academics and literary organisations. The book is published by Dabstane, Bhopal in 2006.

The literary articles and research papers are dealt with contemporary outlook making it a thought provoking reading.

SOME OF THE TOPICS DEALT WITH

- Kalidas aur Urdu Adab
- Bharti Hari Aur Iqbal
- Sir Syed Ahmed
- Shibli Nomani
- Abul Kalam Azad
- Dr. Iqbal
- Mulla Ramoozi
- Urdu Print media
- Urdu Educational Scenario in Madhya Pradesh

Hindi Pakhwara

A number of competitions were held for NCERT staff during the Hindi Pakhwara from 14 to 28 September 2006. The winners for the various competitions are -

HAND-WRITING : D GROUP

First: Y.P.Joshi, Secretary Office
Second: Prakash Chandra, Accounts Section
Third: Ashok Kumar, Department of Elementary Education.

HAND-WRITING : TYPIST TO SECTION OFFICER'S GROUP

First: Rekha Nirvan, CIET Administration
Second: Indesh Singh, Publication Division
Third: Sahib Singh Bisht, Parliamentary Affairs Section

ESSAY WRITING : ADMINISTRATION

First: Veena Kumar, SC/ST Cell
Second: Vinod Kumar, Parliamentary Affair Section
Third: Rachna, Welfare Section

TYPING : BILINGUAL

First: Manish Kumar, Curriculum Group
Second: Ram Prakash, M.H.R.D
Third: Hari Narayan, Establishment Welfare Section

HINDI-TRANSLATION : ADMINISTRATION

First: Ram Prakash, MHRD
Second: Manish Kumar, Curriculum Group
Third: Gurpreet Singh, Compilation section, Accounts Branch

DRAFTING

First: Karunesh Gambhir, Appointment-I, Section
Second: Jai Khishan Saini, Establishment-Welfare Section
Third: Madan Singh Yadav, D.E.R.P.P. ; D.N. Bhatt, D.C.E.T.A

DEBATE : ADMINISTRATION

First: Usha Gaur, D.E.S.S.A.A
Second: Sharafat Ali, DLDI
Third: Mandan Singh Yadav, D.E.R.P.P

POETRY : ADMINISTRATION

First: Neelima Walecha, DEE
Second: Gurpreet Singh, Compilation Section, Accounts Branch
Third: Sagar Parashri, Receiving and Dispatch Section.

बेटियां

बड़ी बेटियां-बेटी कम
अधिक सहेली हो जाती हैं,
जब घर में केवल बेटे हों, माएं
और अकेली हो जाती हैं!

शोर-शराबे वाले घर में
बेटी चुप का कोना है
बेटी का होना ही घर में
पूरे घर का होना है
चुप-चुप-रहती हुई बेटियां
मां की चेली हो जाती हैं!

मन उड़ने का कभी हुआ तो
पंख धरे बेटी के मिलते
मां के घाव नहीं दिखते हैं
घाव हरे बेटी के मिलते
जब भी टीस बढ़ी दातों में
दवा की गोली हो जाती हैं!

अपना हिस्सा नहीं मांगतीं
खुद हिस्सा बन जाती हैं
मां की आंखें वो छलनी हैं
जहां बेटियां छन जाती हैं
मां को घर में कैद देखकर
खुली हवेली हो जाती हैं

उन्हें पता है दर्द कहां है
किस शीशी में दवा कहां है
धूप कहां बीमार पड़ी है
और रो रही हवा कहां है
मां का चेहरा जब हंसता है
खिली चमेली हो जाती हैं!

औरत से औरत का रिश्ता
बिन कहे सब कह जाता है
नाली से आंगन का पानी
धीरे-धीरे बह जाता है!
मां बनतीं जब फूल, बेटियां
खुली हथेली हो जाती हैं!

बड़ी बेटियां-बेटी कम
अधिक सहेली हो जाती हैं!

PRIZE WINNING POEM

NEELAM
WALECHA

Vision

INTERNATIONAL DIPLOMA COURSE IN GUIDANCE AND COUNSELLING

There is an increasing demand for trained counsellors in private sector as well as public sector hence the need to make it available on a larger scale. Prof. Krishan Kumar, chairman of the Advisory committee of International Diploma Course in Guidance and Counselling through Distance/On-Line Mode in Collaboration with Commonwealth of Learning (COL), drew the attention of the members towards the importance of having a course relevant to the present day needs of the youth especially in developing countries. There is a need to sensitise teachers to the contemporary concerns and contextual factors important for counselling. The course material needs to focus on the social, political, economic, contextual aspects and other complexities and realities of the outside world in order to guide and counsel students. Keeping in view this vision

the Department of Educational Psychology and Foundations of Education is preparing to launch an International Diploma Course in Guidance and Counselling through Distance/On-Line Mode in Collaboration with Commonwealth of Learning (COL). The course is aimed at training teachers/teacher educators and untrained guidance personnel as counsellors/teacher counsellors from Asian and African regions.

A meeting of the Advisory Committee of the course was held on 8 November 2006. The meeting was attended by Director, Joint Director, NCERT and other senior faculty and experts from NCERT and outside universities and institutions.

The committee took some major decisions regarding launching of the course by mid 2008-09, mobilising resources available at RIEs/NIE, universities and other institutions and setting up the study centres in India and South Asia for transaction of the course.

Orientation Programme on NCF - 2005

A two-day Orientation Programme on National Curriculum Framework (NCF) 2005, was organised by the Curriculum Group for the Principals/Senior Heads of DAV Schools during 27-28 November 2006. Around 55 Principals/Senior Heads of DAV schools from Andhra Pradesh, Jharkhand, Orissa, West Bengal, Punjab, Maharashtra, Gujrat, Madhya Pradesh, Chhattisgarh, Rajasthan, Uttar Pradesh and Uttaranchal attended the orientation programme.

Prof. Krishna Kumar, speaking on the occasion said, the major challenges in the implementation of NCF 2005, highlighted the fine distinction of information, knowledge and understanding. The real joy can be experienced only after understanding what we are doing/learning.

Prof. Khader emphasised the need to change the mindset to bring in the quality dimension, where process becomes important. Prof. Agnihotri felt that the approach towards languages is the distinguishing feature of the NCF 2005, where multilingualism is treated as a resource and strategy. Prof. Anil Sadgopal observed that the curricular and pedagogic reforms can be brought

only if structural reforms take place. The Common School System can play an important role in this regard. Ms. Shubha Mudgal emphasised on the role of art education in making the education system more enjoyable, where it is important that the students become informed listeners before becoming performers.

The presentations and discussions during the programme were focused on the key features of NCF 2005, syllabi and textbooks in various subjects, examination reforms, teacher education for curriculum renewal, work-centred education and quality education.

Prof. J.S. Gill, Prof. B.K. Sharma, Prof. S.K.S. Gautam, Dr. V.P. Singh, Prof. Anil Sethi, Prof. Anil Sadgopal, Prof. Ramakant Agnihotri, Mr. Nasiruddin Khan, Dr. Jyotsana Tiwari and Mr. M.V. Srinivasan interacted with the participants during various sessions. From the DAVCMC, Dr. C. Prakash (Vice President), Sri M.L. Khanna (General Secretary), Brig. A.K. Adhlakha, (Director, Administration) and Mrs. Rashmi Chari (Assistant Director) were actively involved with the programme.

Humour in Textbooks

Dr. Varada M. Nikalje from the Department of Languages presented her views on the presence of humour in our new textbooks at the Thursday Forum . Briefly, she traced its presence in English literature also. She was inspired to deliver the lecture on this topic by a remark in the report *'Learning without Burden'* (1993) that Indian textbooks, in general, lack humour. An attempt was made to address this issue. The first part of the lecture concentrated on the reasons perceived for the lack of humour in textbooks, which are rooted in-

- (i) *Tradition in Pedagogy*: Societal expectations from schools were limited to transmission of knowledge and skills from the older to the younger generations. Schools continue to be associated with seriousness and study, not laughter.
- (ii) *Literary Tradition*: The definition of humour itself has changed over time; it no longer means the oddities of manner, but the writer's exploitation of these oddities. Examples from the rich fund of literature were discussed, ranging from the Panchtantra to Charles Lamb to Mark Twain.

The second part of the lecture analysed the textbooks in English published in 2005-06 for Classes I, III, VI, IX and XI. For instance in Class III textbook *Marigold* in the story *The Bubble, the Straw and the Shoe*, when the shoe jumped on the straw, it broke. The shoe drowned, and the bubble laughed till it burst.

The kinds of humour ranging from slapstick to irony, as well as their appropriates at various levels, were analysed.

In the discussion that followed, Prof. M. Sengupta gave an example of the classroom situation contributing to curbing of humour. Mr. N. Khan illustrated how humour can be killed by insensitive teaching. Prof. Usha Dutta appreciated the examples given regarding humour in the primary level textbooks.

Staff News

APPOINTMENTS

- Shri Shankar Lal Meena, appointed as Lecturer in Physics (Leave vacancy) at R.I.E. Ajmer w.e.f. 11-12-2006
- Dr. Ashita Ravindran, Lecturer in Economics in DESSH w.e.f. 22-12-2006.
- Shri M.S.Kalidas Lecturer in Gujarati at R.I.E. Bhopal w.e.f. 26-12-2006

PROMOTIONS

- Shri S.B. Sharma, Assistant, promoted as Section Officer w.e.f. 13-11-2006
- Shri Smt. Prem Sahni, as Section Officer w.e.f. 15-11-2006
- Shri Jitender Kumar Saini, LDC as UDC w.e.f. 09-10-2006
- Shri Vinod Kumar, LDC as UDC w.e.f. 12-10-2006
- Shri Sumanth Kumar Thapliyal, LDC as UDC w.e.f. 05-12-2006
- Shri B.R.Tuteja, PA as APC w.e.f. 14-11-2006

SUPERANNUATIONS

- Shri M.K.Gupta, Lecturer (Selection Grade), DES & DP retired on 30-10-2006
- Shri Dr. S.S. Raghavan, Professor, R.I.E. Mysore, retired on 31-12-2006
- Shri S.P.Bhatia, Assistant retired on 31-10-2006
- Shri Harish Chander, Section Officer retired on 31-10-2006
- Shri Prithavi, Assistant retired on 30-11-2006

Thursday Lecture Series

Lectures/Activities organised under Thursday Forum from October 2006 to December 2006–

- *Paath Ka Arth Vistar Aur Vishayon Ka Antarsambandh* by Dr. P.K. Dubey, Deptt. of Languages, NCERT on 19 October 2006.
- *Humour: Roots and Routes through English Language and Literature* by Dr. Varada M. Nikalje, Deptt. of Languages, NCERT on 2 November 2006.
- Film Show on *Sant Gyaneshwar* on 9 November 2006.
- *Learning Achievement of Class III* by Prof. Avtar Singh, Dr. Veer Pal Singh and Dr. Santosh Kumar, NCERT on 16 November 2006
- *National Education Quality Initiative in, South Africa: Its Role in improving the Quality of Education* by Prof. Kanjee, A Executive Director, National Education Quality Initiative, South Africa, on 27 November 2006.
- Screening of film show on the Great Indian Schools show, Documentary by Mr. Avinash Deshpande Pune, on 30 November 2006.
- *Progress Maps in Curriculum Development: South African Experience* by Dr. Beatrice Avalos University of Pritoria, South Africa on 1 December 2006.
- *Teaching Statistical Inquiry in Schools* by Prof. Katie M. Makar University of Queensland, Australia on 21 December 2006.

PUBLICATION TEAM

P. Rajakumar	Meenakshi Khar
Shveta Uppal	Vandana R. Singh
Arun Chitkara	

Back Margin

At a lecture recently organised by NCERT, Professor Shanta Sinha spoke about the battle-like experience the poor have to face when they seek school admission for their children. Meeting deadlines, providing satisfactory certificates of birth and residence, and so on, are among the very first requirements any parent must fulfil in order to put a child in Class I. For a large proportion of the rural population and migrants to towns and cities, these initial chores prove difficult enough, but the real battle begins when the child starts attending school. Professor Sinha showed with the help of numerous instances drawn from her work as the Founder-Director of MV Foundation how scarce is the availability of positive feelings and support for the Class I child. Many village schools function with just two teachers and they tend to focus on Class IV and V, leaving the largest Class, which is Class I to shape itself into a smaller Class II cohort by attrition. Class I and II teachers seldom enjoy the high self-esteem and long-term vision necessary for working with 5-6 year olds. Many textbooks used in our country in Class I and II fail to reflect children's ways of thinking and imagination. There is a widespread feeling among headmasters and other authorities that Class I is merely a preparation time, not significant in itself.

Educational theory has ample evidence to the contrary. It is in Class I that the child's basic attitude towards school as a social institution is formed. Indeed, the first few months spent at school have a decisive role in shaping the child's will to take the school seriously as a place which means well. Systemic inability to distinguish little children from older ones, in terms of nature and requirements, is a major obstacle to Class I reforms. Trained teachers are usually able to regurgitate the common psychological characteristics of adolescents but very few have working knowledge of how a 5-year old thinks and imagines. The syllabus of teacher training for the primary stage is usually so generalised that trainees end up getting no clear idea about this crucial stage of the school going child's mind. They operate on the basis of a vague notion of stages of development, having little clue about how to relate to a real child. We can hardly blame Class I teachers who perceive themselves to be at the bottom of the school hierarchy and hope to move on.

KRISHNA KUMAR

Website : www.ncert.nic.in, E-mail: publica@nda.vsnl.net.in

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