

The Role of Health and Wellness Clubs in Schools

Chitra Nakra

Health is condition (mental and physical) in which the individual is functionally well adjusted internally with respect to body parts and externally with his environment. In a broader perspective Physical Education and health education are mutually interdependent.

Objectives of Health clubs and Physical Education

Health & Wellness Clubs in schools can favorably influence the habits, attitude and knowledge relating to an individual and community. These clubs can modify our behaviour towards the attainment of optimum health. Physical Education caters to provide physical fitness which is an important component of wellness. Schools can also introduce clubs like Dance club, Aerobic club, yoga, swimming, obesity, weight gain club, wellness, cuisine clubs, laughter club, Nutritional Educational club etc.

Physical Education supplements the activities of the **Health and Wellness Clubs** by providing opportunities for physical exercise which activates pituitary glands and hypothalamus secreting 'feel good' hormones. These hormones also have the capacity to reduce pains and improve the sense of well-being.

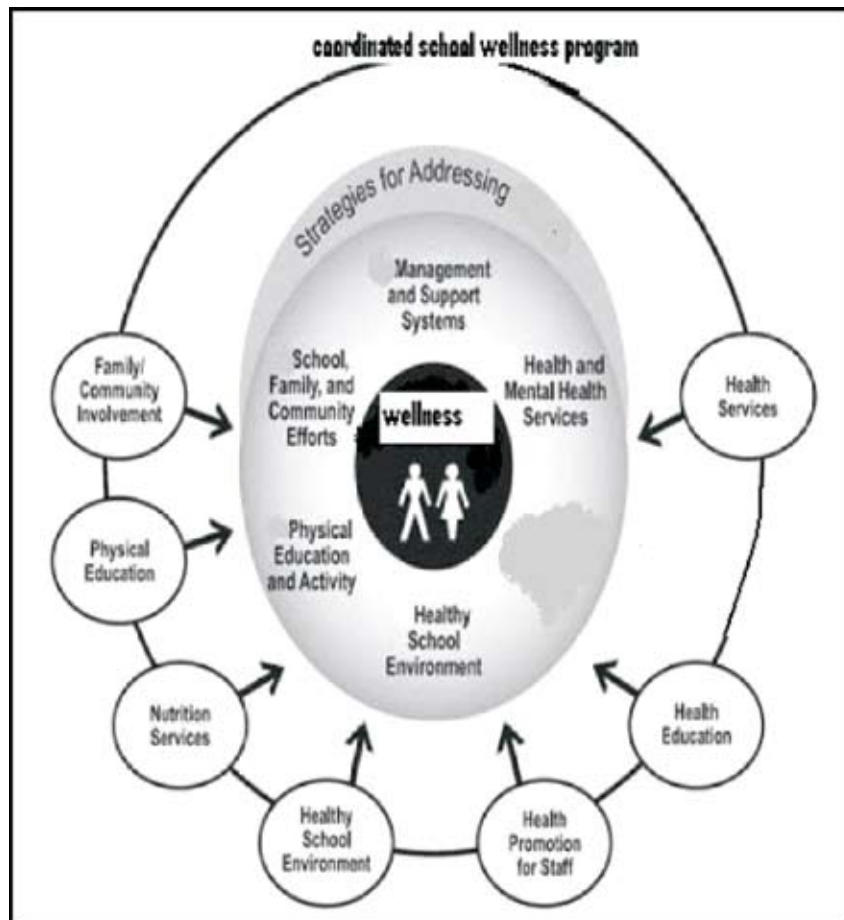
Wellness has been defined as the constant and deliberate effort to stay healthy and achieve the highest potential for well-being.

Seven simple life style habits can significantly contribute to wellness.

- Sleeping 7-8 hours every night
- Eating breakfast everyday
- Not eating between meals
- Abstaining from sweets and fats
- Maintaining ideal body weight

Principal, Ved Vyasa DAV Public School, Vikaspuri.

Strategies for health issues



An accurate way to calculate your daily calories needs is the Harris Benedict formula where we first determine the BMR and then multiply by the activity factor.

The metabolic rate differs from individual to individual. Some people have a faster rate of metabolism while others have a slower rate.

How to calculate for Women/Girls

$$\text{BMR} = 655 + (0.6 \times \text{weight in kilos}) + (1.8 \times \text{height in cm}) - (4.7 \times \text{age in years})$$

To determine your total daily calories needs, now multiply your BMR by the appropriate activity factor, as follows:

* If you are sedentary - little or no exercise

$$\text{Calories- Calculation} = \text{BMR} \times 1.2$$

- * If you are: Lightly Active (light exercise/Sports 1/3 days/week)
- * Calorie Calculation= $BMR \times 1.375$
- * If you are Moderately Active (moderate exercise/sports 3-5 days/week)
- Calorie- Calculation = $BMR \times 1.725$
- * If you are Extra Active (very hard daily exercise/sports and physical job training)
- Calorie- Calculation = $BMR \times 1.9$

Wellness clubs in schools can imbue in children fitness habits and introduce a healthy nutritional system. Schools can introduce clubs like Dance club, Aerobic, Yoga,

Swimming club, Wellness cuisine clubs etc.

Wellness clubs can orient its attention on the following for optimum health.

How to calculate for men/

$$BMR = 66 + (13.7 \times \text{weight in kilos}) + (5 \times \text{height in cm}) - (6.8 \times \text{age in years})$$

To determine your total daily calorie needs, now multiply your BMR by the appropriate activity factor, as follows:

If you are inactive- little or no exercise

$$\text{Calorie- Calculation} = BMR \times 1.2$$

If you are Lightly Active (light exercise/sports 1-3 days/week)

$$\text{Calorie-Calculation} = BMR \times 1.375$$

If you are Moderately Active (moderate exercise/sports 3.-5 days/week)

$$\text{Calorie Calculation: } BMR \times 1.55$$

If you are very active = $BMR \times 1.725$ (hard exercise/sports 6-7 days/week)

$$\text{Calorie- Calculation} = BMR \times 1.725$$

If you are Extra Active (very hard daily exercise/sports and physical job or 2X day training)

$$\text{Calorie- Calculation} = BMR \times 1.9$$

MY DATE WITH ADELE

Capt (IN) VK Verma (Retd)*

It was my long cherished desire to visit Antarctica, the continent which has been described as the chilliest, driest, windiest and most inaccessible of all the continents. The dream came true, when I learnt of my selection as a member of the Naval contingent in the Sixth Indian Scientific Expedition to Antarctica (1986-87). My main task in the expedition was to provide meteorological support for flying operations and collection of meteorological and oceanographic data during the passage and in Antarctica.

The expedition left Goa on the 'MV Thuleland', a Swedish ship, on November 26, 1986 and reached Antarctica on December 24, 1986. The ship was secured on fast ice near the old Lazarev (Soviet) Station approximately 20 nautical miles from Dakshin Gangotri (70 degrees 05'S, 012 degrees E). It was an unforgettable scene. We were in an altogether different world, made of white marble. It was a pristine paradise. I was enchanted by the presence of a few small Adele penguins who had come there, probably to look us over. I was looking for an opportunity to go and shake hands with these small alien creatures, and the opportunity came when we were allowed to go on fast ice in groups. Our enthusiasm probably annoyed these birds and they ran away. It was totally different from what I had been told that Adele penguins were friendly birds and have been providing amusement to Antarctica visitors for generations.

With the commencement of flying operations and offloading of men and material to Dakshin Gangotri and Maitri stations (Schirmacher hills – 70 degrees 45'52"S, 011 degrees 44'30"), we became extremely busy for next two days. One day Mr. Gunnar, the Chief Officer

Commissioned in Oct 73, Capt. (IN) V.K. Verma (Retd.) specialized in Meteorology and Oceanography. Having participated in the Sixth Indian Scientific Expedition to Antarctica (1986-87), he achieved the distinction of becoming one of the only 300 Indians who had the privilege of visiting Antarctica. After completing successful tenures of Principal, Sainik School, Kunjpura and Sainik School, Nagrota, Jammu, he is presently serving as Principal and Director, Motilal Nehru School of Sports, Rai, Sonapat. A winner of CBSE Teachers – 2007 Award, he is presently Chairman of Indian Public Schools Conference (IPSC). Here he narrates his unique experience of Antarctica Visit.....

**Principal and Director, Motilal Nehru School of Sports, Rai, Sonapat*

*Author Hoisting the Tricolour at Antarctica*

of the ship, who was also an ornithologist, told me that very close to the old Lazarev (Soviet) station, there was a small rookery of 50-60 Adele penguins and it would be the experience of a lifetime to spend a few hours with them. The same day after finishing my day's work, I left for the rookery along with my cabin – mate, Mr. Nagrath, a scientist from the India Meteorological Department, New Delhi.

We reached the spot in half an hour's time and inadvertently created chaos in the rookery. The birds started squeaking (gurgling) and running helter – skelter. I stopped Mr. Nagrath from chasing the birds and sat down near the rookery. The birds stopped running and started looking curiously at us. I talked to them in my chaste Haryanvi saying "Look, little friends, we have come all the way from India to meet you, traversing a distance of 11,000kms. We mean no harm to you." They perhaps understood me and one of them started returning. He was a male and the leader of the group (as I learnt later). First he hectored me for our encroachment into his territory but a little while later started smiling. He went to

the biggest heap of pebbles and took up his position. That was his nest.

Other Adele penguins started returning to their nests (heaps of pebbles) and within half an hour normalcy was restored in the rookery. It didn't take me much time to realize that the status of a penguin in the rookery was directly proportional to the number of pebbles he or she owned. Male penguins generally possessed more pebbles and were much admired. Though the pebbles were collected by these birds for nesting, were also the symbols of their prosperity and status. Some birds were pebbles stealing from other's nests, leading to fights between the two of them in between two groups of birds. Normalcy was generally restored by the moocher ensuring the return of the pebbles to their rightful owners.

It was an unending drama and each moment was a thriller. After a couple of hours, the penguins started to consider us as part of their group and some of them shared our dinner, which we ate in the rookery. When I was lying prostrate on the ice shelf two of them tried to pinch my wallet and handkerchief

*Author playing with Adele Penguin at Antarctica*

from my pocket. I scolded them. They apologized to me by rubbing their bills on my overcoat. In one particular case, I acted as an arbitrator of a dispute between two penguins. I asked 'A' to return the pebbles belonging to 'B'. 'A' returned them and he thanked me by jumping into my lap and pulling the pen out of my pocket.

It was then 4 O'clock in the morning and we had to return to the ship to steal some sleep so that we could be fresh for the next day's work. Though we had spent almost eight hours with the Adeles, it seemed but minutes. It was a night (rather, day of polar summer) I will never forget. While bidding them adieu it was at the back of my mind that this could be my last meeting with them. They probably sensed my sadness. Two of them came out from the rookery to see us off. They kept walking with us and tried to stop us by coming in our way. I had tears in my eyes. We gave our pens to each of them as parting gifts. They picked them in their bills and went reluctantly. Even after a lapse of seventeen years, it has not been possible for me to forget that night. Bless you little Adeles.

Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.

-Plato



WHAT OTHER PRINCIPALS SAY...

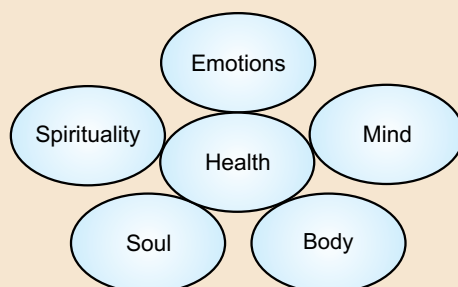
Health and Wellness Clubs and Physical Education

"GOOD HEALTH" is a major issue globally. Indian thought puts down health in the following verse

॥ ओ॒हो॒र॒क्ष॒क॒ इ॒ति॒ । ओ॒हो॒र॒क्ष॒क॒ इ॒ति॒ ।
॥ ओ॒हो॒र॒क्ष॒क॒ इ॒ति॒ । ओ॒हो॒र॒क्ष॒क॒ इ॒ति॒ ।

Physical Education is the key mentor behind the evaluation of the concept of Health & wellness clubs with special reference to school education. In the present scenario, where life is full of unplanned activities, people have forgotten the importance of well being. Hence, introduction of Health Clubs in tune with present life style is a welcome concept.

Good health is defined as Complete **Coordination of Body, Mind and Soul.**



INTERACTION OF DIFFERENT ELEMENTS

Health and Physical Education in the present scenario can be regarded as ends in relation to means where Physical Education is the means and a healthy personality is the end.

By health, we not only mean a physically fit body, but a mentally balanced personality which is value added with emotionally stable and culturally rich aspects.

The utility of Physical Education and Health Clubs can only be understood through active involvement, which will certainly help in creating a healthy society and leading to responsible citizenship as, healthy people work better and carry forward a progressive nation.

Mrs. Rajeshwari Sawant

Principal

Gwalior Glory High School

Neemchandoha, Shivpuri Link Road, Gwalior

Environment protection and Waste Reduction

New and emerging technologies provide a promise of increased productivity, increased efficiency and decreased pollution. However increased use of materials that are not necessary and only show affluence levels of the users have resulted in the generation of enormously higher amounts of waste in the country.

There are many examples of waste reduction techniques and new anti – pollution technologies. In addition to implementation of waste reduction measures by industries, individuals at all levels can also play an important part in protecting the environment. There is a direct conflict between what is desired by the people in terms of environment quality and their comfortable lifestyle. People want clean air, but do not give up driving big cars, they wish cheap electricity to run inefficient appliances. Dumping of hazardous waste in landfills is considered economically feasible. A change is necessary in the lifestyle and attitudes of people living in affluent societies.

India too may have to pay a price for the explosion of consumerism, as seen from the US example. Reducing pollution or any form of waste is the only way to protect our fragile environment from degradation. Waste reduction makes economic sense too.

MRS. S. JUNEJA,
Principal

D.A.V. Centenary Public School, Rohtak

HEALTH CLUB

Health Club is an association of students in school for taking care of everything that goes in to prescribing ways and activities for students to possess good overall health (*Mental Physical, Emotional and Social*).

Some activities for Health Clubs can be undertaken for promoting hygienic environment in school

- Awareness drives in which students are sensitized towards cleanliness.
- Plantation in schools as trees produce clean air by releasing oxygen and absorbing carbon dioxide.
- Encourage the students for 3R (*reuse, recycle, regenerate*).
- Ban plastic products in schools.
- Give knowledge about proper hygiene and sanitation.

Rajib Ranjan Dhar

Principal, Pragjyotish School, NH-37, Guwahati, Assam

WHAT OTHER TEACHERS SAY...

Health Clubs and Physical Education

Earlier humans lived in an environment in which physical activity and associated movement skills were pivotal, especially in the context of physical competition with other animals for their survival. The physically active lifestyle of earlier human populations was instrumental in keeping the cardiovascular endurance component fit and energy expenditure of human body balanced. Later on Motor skills developed through practice became important determinants of success and survival in pre – industrial societies. In industrial and post-industrial societies the role of physical activity is altogether different, with prowess in certain areas of physical expertise (*e.g., accuracy with projectiles, muscular strength, among others*), resulting in making the prolonged bodily exertion less important for survival. The combined effects of the transition to a sedentary lifestyle and dietary changes have resulted in many lifestyle related diseases like coronary heart disease, hypertension and overweight/obesity related complications. Although mortality associated with coronary heart disease has declined, largely due to biomedical advances, obesity associated chronic ailments like osteoporosis and diabetes etc. have increased concomitantly with reduction in physical activity and increased calorie (energy) consumption.

The goal of Health and Wellness Clubs is to develop advocacy strategies on adolescent health and well being and to empower students to be agents of change under the supervision of the programme coordinator, to discuss needs and plan strategic actions to empower the students respecting the regional aspects and taking in consideration the students' interest and to enhance country capacity on environmental health by empowering young Indians, teachers and students to become community agents of change.

Physical Education in India at the secondary school level was dominated upto the 1970's by a formal, disciplinary method of teaching known as the "NCC" and NSS. However, at the elementary education level, a change towards informality, discovery learning, learning environment, and individualized instruction was beginning to develop in music, art and physical education. Gradually, attitudes changed and after seventies, arguments still persist, but present approaches in Physical Education stress upon respect

for individual differences, individualized instruction, and problem – solving experiences. Much remains to be done in the fields to games, play and theories of learning and teaching. The major goal should be to encourage children to become feeling, sharing, concerned individuals with a sense of worth, self – direction, and knowledge of what is essential to their survival.

Tribhuvan Mendiratta,

PGT –English, Puranchandra Vidyaniketan,
Kanpur

HEALTH AND PHYSICAL EDUCATION

Our true wealth is not pieces of gold and silver but a healthy mind in an equally healthy body.

Mahatma Gandhi

The aim of school is to provide students with knowledge, skills, capacities, values and the enthusiasm to mould a healthy lifestyle into adulthood. Health and Wellness Clubs of schools can plan their activities keeping in view the key element for building a healthy Campus.

Following **diversified health promoting** activities can be planned by **Health Promoting Schools (HPS)**

- Light exercise early in the morning
- Basic health screening from time to time.
- Imparting information about various diseases prevailing in a particular duration of year and various preventive steps.
- Providing nutritional and nutrient rich food items in school canteen.
- Conducting first aid classes to impart basic information and application of first aid.
- Engaging students for about 30 minutes in any physical activity of choice from plethora of options like football, skating, basketball, kho-kho, judo, badminton, handball, table tennis etc.
- Celebration of different food days to promote habit of intake of all types of nutritious food items.
- Conducting various workshops on Adolescent Education Programmes and dealing with their emotional problems.

“Motivation is what gets you started, Habit is what keeps you going”. He who has health has hope, and he who has hope has everything.

Jim Ryun

Loveleen Jain, T.G.T. (Science), Modern
Public School, Shalimar Bagh, Delhi-110008

HEALTH CLUB & PE: A PERSPECTIVE

Education and Health and Wellness Clubs in schools.

It is time to understand and realise that Physical Education is an integral part of learning whose objective is the development of the physical, mental, moral, and social qualities in an individual. As a rolling stone(Man) gathers no moss(Fat), physical education emphasizes the fact that men should always be on a roll.

Classroom teaching creates a claustrophobic feeling in pupils. Therefore, if taken out to the fields, in the open environment, they can breathe free, feel easy and fresh.

PRASENJIT DAS

Asstt. Teacher, BRS

HEALTH CLUBS & PHYSICAL EDUCATION LIFE-LONG ACTIVITY

Schools play a very important role in increasing physical activity by offering quality, daily Physical Education and other opportunities to be active but it also teaches them the skills to be active throughout their life-time. Thus, investing in quality Physical Education in all schools for all grades is a logical and important step towards improving the health of generations to come.

PHYSICAL EDUCATION ought to play an integral part of the school curriculum and equal importance is to be given to it in the school time. Schools should develop standards for student-learning in Physical Education that reflect national and state standards and norms. In this regard there are many models that have been created which of late have changed the face of Physical Education.

One example of this is the **HEALTH CLUB** model. A Physical Education class provides many of the same components that are found at a Health Club. For example, on Monday, a student could be doing kick-boxing, the next day yoga, on Wednesday, the student does aerobics. This type of program provides a great variety of activity for students. The sports education model is another example of a new model where the class is run along the lines of a sports league, with students taking the role of coaches, scorers, referees and reporters as well as players. Using this model, students practice management skills, mathematical skills and writing skills; all while learning sports skills and being active.

Another trend is incorporation of Health and Nutrition into Physical Education. While teaching students sports and movement skills, Physical Education Teachers should also incorporate health and nutrition lessons into the curriculum.

Adapted Physical Education is a sub-discipline of physical education, focusing on students with special needs. Hence, a Physical Educator has a very important role to play in Adapted Physical Education. First and foremost the Physical Educator should understand the individual needs and modify all activities to allow participation. The Physical Educator should speak with students and parents regarding specific interest in sports and leisure and should focus on life-long activities.

Mr. Harjit Singh, P.E. Teacher, St. Stephen's School, Togan (Near 38 – West Chandigarh), District Mohali – 160 014

Physical activity is an excellent stress-buster and provides other health benefits as well. It also can improve your mood and self image.

-Jon Wickham



Schools Share Best Practices

The Hindu Senior Secondary School, Indira Nagar, Chennai

There are few students in each class in almost every school who lag behind their peers in scholastic achievement. Such students pose a great challenge to teachers. Whenever the teacher assigns some class activity they are unable to complete it. May be they have adjustment problems in regular classes.

Students are branded as difficult students and are classified into various categories by teacher as follows:-

Attention seekers – Dependents – Power seekers – Revenge seekers

The general characteristics of such students as noticed by our teachers in our school are listed below:-

Attention seekers	Dependent	Power seekers	Revenge seekers
Quarrel with peers	Give up easily	Aggressive	State false rumours
Incomplete work	Cry often	Rebelious	Sarcastic
Excessive noise makers	Helpless	Stubborn	Cheat, steal, ignore
Always out of seat	Poor achievers	Talk back	Tear other's notebooks

We in our school adopted various methods to check their negative behavior and tried to make them disciplined. We instructed the students to make placards picking out their own behavior as slogans e.g. If 'A' is impolite to teachers, he/she was asked to make

a placard on changing the negative behavior into positive message as "**Talk politely to teachers**".

Similar slogans were chosen and the students who were constantly distracting others and creating problems in class rooms were asked to make placards carrying such slogans and were asked to go to the junior classes and talk to them and advise the others on the positive things which a child should follow and adhere to during his tenure as a student.

This method brought a tremendous change in the students. This practice made them realize their wrong doings and very soon we found that the student paid attention to studies and even started taking responsibilities as volunteers and leaders for some classes.

New Age Teaching at Shishya School, Hosur

Globalization has brought about a lot of competition in every sphere of work. The educational system is not far from the changes

in making teaching and learning more innovative, enriching and interesting with lot of sharing of knowledge.

Gone are the days when children were forced to read heaps of books through rote method. Learning, today, is through experience, seeing and doing, analyzing and finding results.

Keeping this in mind, children in KG department are facilitated, trained and assessed in continuous cycles of assessment.

Tiny tots are first assessed for their socio – emotional development as they enter the threshold of the school. Based on the individual development, children are further trained to hone other skills through various activities at their own pace of learning.

Howard Gardener's multiple intelligences are used to stimulate all the eight intelligences of the children.

Development of fine motor skills is the prime objective at this stage, as this forms the base for writing. Their fine motor skill is enhanced through crushing and tearing paper, scribbling, mixing and playing with the dough. After they master this skill, they are gradually supported to use crayons and colour the pictures within the lines with correct strokes. Finally, they are taught the technique of pencil holding to facilitate smooth writing.

Keeping in mind the fact that small letters are widely used in print media, it was decided that children need to be taught to write small letters by beginning with letters that touch the ascending lines followed by letters that touch descending lines.

Themes in science are taught through demonstrations, creating miniature models of animal farm to learn about animals and their homes, colours are taught through the activity of mixing of colours. Here children discover primary colours and learn that secondary

colours are derived by mixing primary colours which kindle cognitive development.

Stories are brought alive through puppetry, demonstrations, role – play and this fosters interest in development of language.

Vasavadatta Vidya Vihar, Karnataka

Disability is not a curse

If an individual is determined to do something, he can fight against all odds and achieve success. This fact is well proved by Rashmi S. Aursang, student of class XI of Vasavadatta Vidya Vihar Gulbarga district Karnataka State.

Rashmi, despite being differently abled, learnt to accept life which is full of all kinds of challenges specially for a person like her. Studying with non – disabled peers, competing with them both in academics as well as extra curricular activities are no easy tasks for this 15 year old. But the atmosphere at school and home with support of parents, teachers and peers she developed a positive outlook towards life. The school with inclusive education practices tried to integrate her with the general students as equal partner and recognizing her ability as a dancer provided her a platform on its annual day.

Rashmi mesmerized the audience by her graceful performance which she gave sitting on her wheel chair with proper gestures and facial expressions.

Her case is the best example to substantiate what the Secretary and Chairman of CBSE has to say, "Inclusive practices assumes that with good teaching and effective pedagogical practice each child can learn when supported by an appropriate environment, encouragement and meaningful activities"

Sharing ideas in education and sports

Aiming to share expertise and ideas in education, Physical Education and sports, the British Council in partnership with the Union Human Resource Development Ministry and the Union Youth Affairs and Sports Ministry has launched an initiative across the country.

The “*International Inspiration*” Initiative seeks to Provide Physical Education curriculum at the primary school stage as a run – up to the 2012 Olympics. It explores how Physical Education and sports can be used to empower

young boys and girls in schools and local community to raise standards in all areas of school life.

The British Council with the Youth Sport Trust has carried out a series of training and development activities in schools to enable the key educational functionaries and teachers to appreciate the experiences of British schools and suitably adapt those in the Indian setting.

A concrete outcome of the collaboration between the British Council and the Central Board of Secondary Education is the publication “Physical Education Cards India: Manual for Primary school Teachers”, a major component of which is the Physical Education Cards (PEC) being used in

Britain. This resource material intends to sustain the initiatives, reinforce the transaction process of Physical Education at primary stage and strengthen the delivery infrastructure.

Pilot workshop

The British Council and the CBSE organised a pilot workshop for PEC in Delhi aimed at primary and Physical Education teachers from CBSE, Delhi



Dr. Sadhana Parashar EO CBSE, Ms. Carol Lukins, Sports Experts from UK, Mr. Mukesh Kohli, Sports Consultant BC, with others at a pilot workshop.



Enthusiastic Teachers working on the Draft of PEC Cards India at a Workshop

State and Kendriya Vidyalaya schools.

It involves familiarization of the programme, active interaction with school principals, teachers and implementing practical examples. It will widen the knowledge base of the present delegates on delivering PEC

lessons more effectively thereby making them model practitioners of their.

The PEC is a competent tool for providing learning experiences to children in primary schools and engaging them in games and sports, focused particularly on agility, balance, coordination, speed and strength.

PEC not only emphasizes Physical Education in Indian schools but is an important first step to equip students with life – long learning skills.

The workshop ensured the implementation of PE Cards across all the CBSE schools and would also effectively support in some measure towards the delivery of the **Sarva Shiksha Abhiyan** – a programme to ensure universal education for all at the primary level.



*Children performing a **suggested Sport activity** at a Pilot Workshop*

Bring Everyone On Board

India's school system must be more egalitarian

Prof. Krishna Kumar

Social scientists classify Indian society in many different ways to analyse how it responds to the forces of modernisation. The emphasis on caste and class categories and the rural-urban distinction often blinds us to the sharp divisions inherent in the education system, otherwise supposed to act as an egalitarian force. Our education system has many kinds of schools and universities. A few occupy national space while others function as provincial institutions. The former carry the label 'central'; the latter are associated with specific states. The difference between the two is stark, both financially and in terms of functional standards. It would be strange if the differential treatment they receive did not have significant social outcomes.

Each state has a few hundred schools affiliated to the Central Board of Secondary Education (CBSE), but the majority is affiliated to a state board. On the face of it, both follow the usual procedures for conducting public examinations, and the marks they allot students have pan-Indian validity. From a purely administrative point of view, it would seem that schools being divided between CBSE and state boards are merely a matter of managing education in a huge country like India. The real story is different. The two systems represent two Indias that live together yet separately. It

would be simplistic to say they represent the 'private' and 'public' spheres of educational governance since both spheres can be found in either.

We can begin to understand the difference between India No. 1 and 2 by looking at this year's class X results announced recently by the Madhya Pradesh Board. The total number of schools under this board, both government and private, is 4,800. CBSE schools in MP number 432, or less than 10 per cent of the state board schools. This year only 35 per cent of the children who appeared in the state board exam for class X managed to 'pass'. The pass percentage is still lower in the SC/ST categories. No wonder the announcement of results cast a pall of gloom across the state. Five children committed suicide on the first day itself. As more reports came in, the government reacted by promising to probe the reasons for the poor pass percentage and mulled over the usual remedy of expanding the 'compartment' category.

The contrast between MP board schools and CBSE schools is not merely in their exam results and functioning. It has socio-economic dimensions as well. The state board caters to children of the poorer strata. In most states, non-CBSE schools have a chronic shortage of teachers and poor infrastructure. In MP,

supply of teachers suffered a policy disaster during the 1990s; the state has not yet recovered from it. The state opted for para-teachers as a solution to the larger problem of the fiscal deficit. Many other states used this option, but MP's case was unique in that it declared full salary teachers a 'dying cadre', which meant no further recruitment of career teachers in government schools. When the term 'para-teachers' became politically unpopular, the government went for other labels, attempting to conceal its decision to dismantle school teaching as a professional activity.

The difference between state board and CBSE schools is endemic to our education system and common across India. Quite a few states have sought to overcome it by prescribing the CBSE syllabus – which means the National Council of Educational Research and Training (NCERT) syllabus and textbooks – in state-run schools. This remedy is convenient but it can provide only symptomatic relief. The deeper problem lies in our examination system which CBSE schools are better equipped to tackle.

The National Curriculum Framework (NCF, 2005) identifies the problem in terms of the ideology of Social Darwinism and the use of exams as its instrument. This ideology promotes the view that only a few children are capable of success; the rest must fail. NCF suggests many ways to reform the examination system, starting with creating more opportunities for students

to appear in examinations, change in the typology of question papers and a balance between internally and externally examinable knowledge and intellectual skills. Many states have adopted the new syllabi and textbooks prepared by NCERT on the basis of NCF, but few have initiated the serious exam related reforms recommended by it. The CBSE has taken note of these reforms, but progress in implementation has been hesitant.

NCF points out that every child is talented in some way. The job of education is to spot and enhance that talent. When we assign an aggregate 'failure' to children, we not only stigmatise them, we also perpetuate a cycle of waste in our education system. For every child who 'fails' a public exam, India loses precious resources invested in that child's upbringing at home and education at school. In order to reform the system in light of this perspective, governments and schools need to alter their view of children and learning. Instead of pushing them harder in the race for marks, schools and governments need to focus on the haphazard processes of teacher recruitment and deployment, and the sad state of teacher education in both the private and the public sector.

Prof Krishna Kumar, is the director,
NCERT Delhi.

Courtesy, Times of India, Delhi

Events Update

Bal Bharati Public School NTPC Jhanor Conducts Project Display

Bal Bharati Public School, NTPC Jhanor (Gujarat) held its Annual Project Display on May 2, 2009 on the theme '*ENERGY and ENVIRONMENT*'. The theme was chosen specially to spread awareness among students and parents about the need of saving energy to save environment. Unnecessary demand for more energy results in unscientific activities which can cause harmful effects on Environment. The students from Std I to XII displayed their exhibits on the occasion. The students made a genuine attempt to integrate Science and Environment in their exhibits. The works ranged from Sun,



Students interacting with the visitors at the Mini Science Exhibition organised by Bal Bharati Public School, NTPC, Jhanor

the source of all energy from food to fuels. Every student had something to demonstrate on the topic. The exhibition was educative as well as entertaining. Students in the senior grades brought forth many research oriented inventions much to the amazement of visitors. The visitors appreciated the event and left the venue as energy and environment conscious citizens. '*Save Energy to save Environment*' was the motto of the project Display.

Ex President Dr. APJ Abdul Kalam reaching out to the students of Vikas Vidyaniketan

Honourable Ex President of India Dr. APJ Abdul Kalam, visited Vikas Vidyaniketan,



Dr. APJ Abdul Kalam Freeing the Symbol of Peace "Pigeon" at Vikas Vidyaniketan, Visakhapatnam

Visakhapatnam, on 13th March 2009. The Principal with some other distinguished personalities welcomed him.

Dr Kalam spoke on the topic *"Knowledge makes you great"*. He recalled the words of a great Greek philosopher Plato – *"Our aim in founding the state was not the disproportionate happiness of any one class, but the greatest happiness of the whole"*. He also quoted Tamil poet saint Thiruvallurvar, *"The Important Elements that constitute a nation are : being disease free ; high earning capacity; high productivity; harmonious living and strong defence"*.

Talking more about the sources of righteousness which can build a youth with righteousness in the heart; he gave priority to mother and father but the utmost priority to the primary school teacher, who can equip the youth with **Creativity and Courage**. He gave a formula to get success in all missions with knowledge. Knowledge can be acquired from home, good books, teachers and teaching environment.

"Creativity + Righteousness + Courage = Knowledge"

International Day against Drug Abuse at Atomic Energy Central School, Manuguru

Atomic Energy Central School, Manuguru observed 'International Day against Drug Abuse'. Students delivered speeches in the school assembly on drug abuse and illicit trafficking.

Vice Principal Shri M.S.K. Devarayalu gave a speech on this occasion. He advocated the

positive health related behavior by giving the students the effects of smoking and the diseases caused by smoking. Passive smokers are at a greater risk of developing the diseases like cancer and strokes.

Slogans like *"Avoid Alcohol"*, *"Avoid Smoking"* etc. were displayed on the placards.

Assembly in charge Smt D. Vijayalakshmi highlighted the ill-effects of drug abuse not only on students, but on the society at large.

Finally the students took a resolution to fight this menace collectively and create society a drug free society.

Seminar on Astronomy Sree Narayana Central School, Nedungolam, Kollam

In connection with the International Celebration of Astronomical Year 2009, Sree Narayana Central School, Nedungolam, Kollam has arranged a series of seminars titled 'SPECTRUM 2009'. The formal inauguration of the same was held on Friday the 31st of July at 9:30 a.m. in the school auditorium by Dr. Balagangadharan, Senior Scientist, ISRO,



Celebration of Astronomical year at Sree Narayana Central School, Kollam

Trivandrum. After the inaugural function, the Chief Guest delivered a discourse on '*The Mission of Chandrayan*'. Following this there was an interactive session with the students which was highly informative and thought provoking.

The second series of the seminar is scheduled to be conducted on 17th of August 2009 by Dr. Arul Gerald Prakash, Director, Kerala State Science and Technology Millennium and Priyadarshini Planetarium, Thiruvananthapuram on the topic "*Astronomy and Telescope*".

Physical Activities at Subodh Public School, Jaipur

To promote Physical Activity among students Subodh Public School, Jaipur conducts daily drills in the Morning Assembly. The physical teachers provide coaching on Yoga and aerobics to the students so that they can keep fresh all day long. Various Sports Competitions like Football, Volleyball, Kho – Kho, Handball, Basketball, Badminton, Chess, Skating, Athletic events etc. are organized



Students participating in Relay Race organised by Subodh Public School, Jaipur

from time to time for various age groups. The school also organizes Annual Sports Meet for all age groups from Nursery – XII class.

Programme on 'Safety measures and Emergency Preparedness' at Bharatiya Vidya Bhavan's Public School, Hyderabad

Bharatiya Vidya Bhavan's Public School, Jubilee Hills, Hyderabad conducted an informative programme on '*Safety measures and Emergency Preparedness*' on 2009. The teachers of Science and Social Science department and also the students of class – XI and XII attended the workshop.

The resource person showed a Power Point Presentation which highlighted the need of '*Emergency Response Team*' in times of disaster. He quoted Swami Vivekananda's quotation "*Save yourself by yourself*" which calls for common sense, presence of mind and attitude with which you can become a life saver. He also gave tips to be followed for fire safety in schools and also at home. He also emphasized the role of teachers in



Students exhibiting their disaster management skills during a demo exercise organised by Bhartiya Vidya Bhawan's Public School, Hyderabad

providing awareness in fire accidents and safety instructions to students to meet the emergency situations who in turn are the 'best messengers' in spreading the message to the society.

Teachers Training Workshop at Rashtriya Military School, Bangalore

Rashtriya Military School, Bangalore organised a Teachers training workshop from 08 Jun to 12 Jun09. A total of thirty teachers participated from six schools including all the five military schools located at Bangalore, Belgaum, Ajmer (Rajasthan), Dholpur (Rajasthan) and Chail(Himachal Pardesh). It is for the first time that five teachers from Rashtriya Indian Military College(RIMC), Dehradun also joined teachers from Rashtriya Military Schools.

There were Brain Storming sessions on Effective Teaching Techniques, Multiple Intelligence, Theme Based learning and Construtivist Theory of learning, along with ways and means of incorporating them in the lesson plans.



Participating teachers during Teacher Training Workshop at Rashtriya Military School, Bangalore



Teachers taking part in a group activity in one of sessions of Training Programme at Rashtriya Military School, Bangalore

Theme based learning is a life related, activity based method where knowledge and facts are not provided in isolation, but are related and built up. Constructivism refers to the idea that learners construct knowledge for themselves – each learner individually (and socially) construct meaning – as he or she learns. These two sessions saw maximum participation from the participants.

Fruit Day Celebration Modern Public School at Shalimar Bagh, Delhi

Keeping up the spirit of the Motto of the school **"Eat healthy and stay healthy"** and to inculcate healthy eating habits among the students of Pre School, fruit day was celebrated at **Modern Public School**.

Children enjoyed eating their salads very much and had lot of fun. All innovative ways of decorating fruits were taken up.

Students and teachers brought fruit salad. Teachers made some interesting things out of fruits like Penguin from papaya, Bus from musk melon, dog from banana, Mr. Pear Duck from mango.



Students from Primary Wing of Modern Public School during 'Fruit Day Celebration'.

DPS Rajkot hosts Inter DPS Folk Dance Competition (West – Zone)

Delhi Public School, Rajkot hosted 'Folks Fun' – Inter DPS Folk Dance Competition (West Zone) on 11th July, 2009. Nine Delhi Public Schools – DPS Ahmedabad (East), DPS Ahmedabad (Bhopal), DPS Gandhinagar, DPS Jodhpur, DPS Udaipur, DPS Navi Mumbai, DPS Surat, DPS Jaipur and the host school DPS Rajkot participated.



A team performing at DPS Rajkot during Folk Dance Competition

The winners were decided by the Regional Director, I.N.T. Research Centre for the performing folk – art), Dr. Chandrakant Hirani (*Principal, Shri Arjunlal Hirani College of Journalism and performing art*) and Ms. Rupal Mehta (*Eminent Dancer and Choreographer of the city*).

Principal, Mr. Manoj Dubey said on the occasion, *'Music and dance are an integral part of life and education should not be confined to books alone but in pursuit of various art forms also.'*

Rakshabandhan with less privileged at Vidyashram International School, Jodhpur

The primary Wing students of **Vidyashram International School, Jodhpur** thought of bringing smiles on the faces of some children from the orphanage – *'Luv Kush Sansthan'* and the *'Blind School'*.

VIS children prepared handmade colorful Rakhis. Class V students started on 4th August '09 with these Rakhis, sweet boxes and the things required for pooja to the orphanage. They were



The Students of Vidyashram Jodhpur offering lunch to Blind Students from the orphanage

received with a lot of warmth. They interacted for a while. After the pooja and tilak, they tied rakhis to these children. They felt the rakhis with the other hand. Wish....they could look at them and appreciate them. Nonetheless..... they were still delighted!

The children interacted for some time. Some of our students got interested in knowing what the children did at the Blind

School. In response to that, our children were taken around and were shown the things made by them. They were simply astonished to see the colourful bags, beautiful wall hangings, commendable pottery work and a few more items made by them. It was beyond their imagination that the people who cannot see can produce such amazing work!

*Running is the greatest metaphor
for life, because you get out of it what
you put into it.*

Oprah Winfrey

