

Editorial!

Happy New Year!

Come April and the educators around the country start refocusing on their professional and personal lives with renewed enthusiasm. Ducate Times presents 5 ideas which educators and school leaders may consider and propagate in the new year. These are:-

1. Finding few minutes of silence every day. It is said that 2 minutes of silence at the start of the day brings focus and few minutes of silence at the end of the day brings contentment. Try it!
2. Expanding the circle of trust. At times, our experiences contain our circle of trust in society. Let past not become a judge. The number of good people in the world far outnumber those who cheat. So trust more people this year. Trust me! it is an antidote to stress.
3. Start nurturing your intuition. The world operates with an unfathomable force. Your intuition is a connect with this unknown world. Take few small decisions which defy logic and experience but is a call of your heart. That could be open a new dimension of leadership in you. Most successful leaders are driven by intuition.
4. Meet new people. We encourage children in our schools to make one new friend every day. Because if they cannot make friends with 300 children in the school, how can we have a better neighborhoods in future? You may also join in this social movement to bring humanity closer.
5. Smile! Some educators believe that stern posture in schools is a harbinger of discipline. May be it is time to change! Would you like to engage with someone who hardly smile? Think and Smile thinking about it!

On the other hand, almost all the KV teachers have to devote more than the specified time at home for school assignments and follow up works so it is not going to hurt them at all.

KV primary teachers to take only 33 periods in a week

Now Primary teachers in Kendriya Vidyalaya will take only 33 periods in a week. They will take classes for 5 days a week and will do follow up works on 6th day i.e. Saturday.

Saturday will be off for primary students in all KVs but it will be a normal working day for primary teachers. Even students will have only 40 periods a week. Earlier it was 48 periods a week.

The detailed information about assignment and tasks for Saturday will be issued soon for primary teachers.

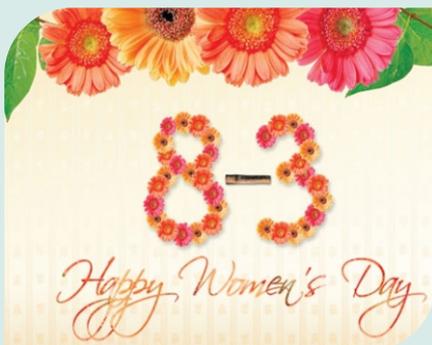
Working hours for KV Teachers Reduced again

As per circular issued by KV Sangathan on 4th March, it was stated that the teachers have to sit in school for 7 hours and 30 minutes as per RTE act 2009 which says that teachers have to work 45 hours a week. BUT within a week KV headquarter has issued a new circular stating that sitting for additional 1 hours and 20 minutes in school, has been made optional and teacher can leave the school after 6 hours and 10 minutes.

The additional one hour and twenty minutes are to be utilized for preparation and other follow up works. The work done during this additional one hour and 20 minutes will be monitored by the principal/Vice-principal/HM.

It is simply a U-turn from back door. Most of the teachers were opposing the move and none of them will prefer to sit in school if sitting there is made optional.

JOKES CORNER



CBSE seeks feedback on open text-based assessment

The Central Board of Secondary Education (CBSE) has asked parents, school principals, teachers and students to send their feedback on the introduction of the open text-based assessment (OTBA) format for Classes 10 and 12. OTBA has already been introduced for classes 9 and 11 in CBSE-affiliated schools from the ongoing academic session.

The feedback questionnaire, uploaded on the board's website, has nine questions including ones like 'Do you think introduction of OTBA has really helped students in thinking beyond the syllabus and textbooks?' and 'Do you think it should be extended to Classes 10 and 12?' The board said replies should be sent by March 25.

"The board has started this assessment for Classes 9 and 11 to relieve students of the burden of cramming the contents (of textbooks) and providing the opportunity to acquire skills of information processing, comprehension, analysis and inference. Now the board now plans to extend the format to other classes," CBSE regional director RJ Khanderao said.

City residents, however, continue to remain divided on this issue. Bhavneet, a parent, said OTBA had only added to the students' burdens. "The problem is that schools have not been clear about its implementation. There's no point in introducing OTBA for other classes till there is some clarity about its usage and advantages," he averred.

However, city-based CBSE counselor Rakesh Sachdeva said the OTBA format provided a break from rote learning. "Schools must adopt a pro-active approach for better implementation of this assessment format,"

he added.

Some believe the board has of late been introducing many changes too quickly, which can prove detrimental.

CTET 2014 Results Declared

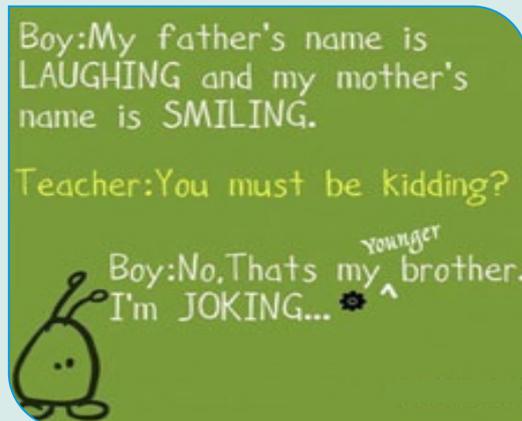
The Central Teacher Eligibility Test (CTET) 2014 results have been declared by Central Board of Secondary Education (CBSE). Candidates can view their results, including mark sheet on the official CBSE website. Only candidates having scored minimum 60 per cent aggregate marks will be considered as having cleared the CTET examination although final recruitment is at the discretion of the respective schools. The hard copy of mark sheet and eligibility certificate will be sent to candidates after April 21, 2014, and duplicate copy can be procured on application.

A says
Woman is attractive flower
B says
Woman is beautiful gift
C says
Woman is great source of comfort
D says
woman has a sweet dialect
E says
Eastern or western, woman is the worthy
F says
woman is central figure of family
G says
woman always glitters with the rays of her partner
H says
woman has holy spirits
I says
woman has basic institution in her lap
J says
woman is a full of joy
K says
woman is head of kisses
L says
woman is lovely thing
M says
woman is symbol of modesty
N says
nails increase the beauty of woman
O says
woman is an pretty ornament
P says
woman is princess
Q says
woman is queen
R says
woman is rare gift
S says
woman is a main source of survival the human being
T says
woman has true spirits of love
U says
woman is an peaceful umbrella
V says
woman is valley of love
W says
woman is wafer
X says
woman has sweet kisses
Y says
woman is your jewellery
z says
woman has great zeal

If you're going
to think then you might
as well think positive.
Remember, positive thoughts and
actions are seeds that will produce
positive results.

View the results at: Ahead of the results, CBSE released both image copies of the OMR answer sheets and answer keys for the ease of the aspirants and to ensure transparency in the examination procedure. Answer keys are available for both for Paper I for: Code I, Code J, Code K and Code L and for Paper II for: Code M, Code N, Code O and Code P. The CBSE provided CTET certificate is valid for a period of seven years but a candidate having qualified CTET may appear again to improve his/her score. Eligible candidates can retake the exam as often as desired; there is no restriction to number of attempts. Both exams under CTET 2014: Paper 1, the qualifying exam for teaching Classes I - V (Primary Stage) and Paper 2 the qualifying exam for teaching Classes VI -VIII (Elementary Stage) were held on February 16, in two shifts.

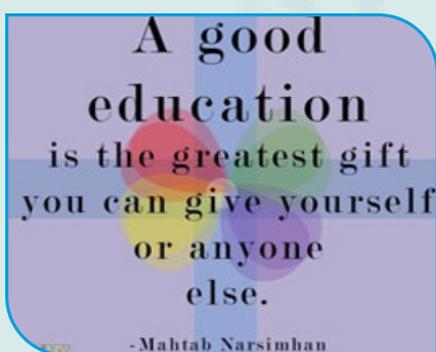
About CTET The CTET is used to qualify candidates to teach Classes I - VIII at Central Government Schools (also Union Territory Schools). CTET scores are also considered by Private Schools as well as State Government aided Schools. Two papers are available under the CTET exam; Paper 1 qualifies you for teaching Classes I - V (Primary Stage) and Paper 2 qualifies you to teach Classes VI -VIII (Elementary Stage). Completing Both Papers is also an option, qualifying you to teach Classes I - VIII.



RTE: admission through lottery, eyes in tears

12 March 2014 Indore News

Indore: The opening round of admission under the Right to Education (RTE) Act in city on Tuesday here received mixed response as it brought both smile and tears on young faces and their parents. Lottery was taken out for the applicants belonging to the weaker sections of society for admission to the private schools affiliated to both Madhya Pradesh Board of Secondary Education (MPBSE) as well as the Central Board of Secondary Education (CBSE) at respective schools in presence of nodal officers. The nodal officers appointed include assistant project coordinators, DIET lecturers, development block source coordinators, academic coordinators, teachers and others. Students belonging to economically backward families and reserved category were admitted in private schools in the lottery round, while at some schools admission were given to the children directly under RTE as schools got as many as number of application equal to the number of seats reserved under the act. "The lottery round was held peacefully in all schools in the presence of nodal officers in each school," district education department officers said. Although chaotic situation developed at some places after schools got stay order from the high court against admitting under privileged students or exemption from the RTE under the minority tag, everything came under control after parents came to know about the orders.



However, parents' affinities towards CBSE schools have once again hit the admissions under the act in Indore district thanks to lack of basic requirements like having adequate number of classrooms, playground and separate toilets for students at the schools affiliated to MP Board of Secondary Education.

Officers informed that seats in popular CBSE schools have been filled and it is mostly the small schools that are left out once again.

Teacher Tales

Blessed to Be a Teacher



The greatest good you can do for another is not just to share your riches but to reveal to him his own.

~Benjamin Disraeli

I woke up this morning at 5 and I thought to myself, "It's time to get up." Then, a flash of another thought ran through my mind. "No. You do not have to get up. You're retired. Go back to sleep." I cried silently.

This is the first day of school for my students and I will not be there, after 38 ½ years of teaching. I will not help a puzzled freshman find his classroom on the opposite side of our building. I will not get hugs from my former students who are so full of energy and looking forward to their SENIOR year! This year, I have not prepared my room to give my students some things to think about as their young, open, busy, and gifted minds wander from time to time during class.

I will miss all of the wonderful, caring, and smart teachers who so graciously shared their ideas, materials, laughs, stories, and food with me. I will miss the much younger teachers who rush up and ask for books, supplies, or some kind of support from me, their Instructional Team Leader.

I will not have the rush of nervousness during the first few seconds of that first class that goes away shortly after I say something like, "Good morning! I am Mrs. Margaret Williams and I am so happy to have you, each one of you in my class. We are in an awesome school with awesome students and it is a blessing to be your teacher...."

As I turned off my light (set on a timer) to return to bed on my first morning of retirement, a warm, pleasant feeling came over me. I was thinking about my opening statement to my classes when I said that I was blessed to be their teacher. I said to myself, "you are blessed to be a teacher who is now blessed to be able to retire and work at a more relaxed pace. You can do new and special things for students and for teachers that time would not allow while you worked. No more planning, debates, meetings after meetings. No more grading papers and doing all the other work until June."

With my eyes closed and a smile on my face, I was about to return to sleep when I thought, "By helping my colleagues with their field trips, college prep activities, maybe helping new teachers and continuing to coach the Mock Trial Team, I am still blessed to be a teacher... just retired."

Being a teacher is a blessing, and an awesome responsibility. As I began to doze off, I remembered one of my students who came back to see me 10 years after he was in my class. He told me how I had inadvertently changed his life with a few words of advice which at first I didn't even remember giving him.

Ricky often gazed out the window during one of my ninth-grade United States history classes early in my teaching career. He was quiet, and his good grades and mild manner were why I did not move him away from the seat by the window.

One day, I leaned over his shoulder and quietly asked, "What are you looking at? You gaze out of this window during every class."

He said, "I am looking at the band."

According to Ricky, I said, "If you like the band so much that you have to look at them during this class every day, I want you to go down to Mr. Overby (the band teacher/director) and tell him that I sent you. Tell him that you want to be in the band. Now turn around and finish working before the bell rings."

The next day Ricky went to Mr. Overby and told him that I had sent him and that he wanted to be in the band. He added that he did not know how to play any instrument.

When Ricky visited me ten years later, he thanked me for telling him to go to Mr. Overby because he fell in love with music and discovered that he had musical talent that had not been tapped. His musical talent resulted in him getting a scholarship to college.

Ricky was married and had a family. He played in a local band and they had "gigs" all over the St. Louis metropolitan area. According to him a chance to go to college and earn a degree that now allowed him to provide for his family. Most of all, music had brought great pleasure and satisfaction to his life.

After Ricky thanked me, I pointed out that he did all of the hard work it took to become the wonderfully talented person that he was. I did not make him walk downstairs to join the band, practice his instrument, and get the good grades that led to his college scholarship.

Ricky responded that I could have yelled at him for looking out the window, or moved him away from the window. Instead, I gave him an alternative that changed his whole life.

After he left, I thought about his words. Ricky's words changed the way I looked at teaching from that moment forward. I realized that I was teaching children with every word I said, every action I took, and with every decision I made. Most of all, I realized that this was a fact that was true whether I did things consciously or unknowingly. Ricky's story raised my teaching bar. I have shared his story with new teachers and sometimes when I make public appearances. Most of all, I have never forgotten the lesson Ricky taught me, a blessed teacher.

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