



The 'art' of

TEACHing...

is the art of...

ASSISTing

DISCOVERY



Mark Van Doren

“The best teachers don't give you the answers they just point the way & let you make your own choice your own mistakes that way you get all the glory. And you deserve it”

India's right-to-education law 'valid' - Supreme Court

A law that makes education a fundamental right and reserves 25% of school seats for poor children is valid, India's Supreme Court has said.

The court ruling follows petitions by some private schools that complained the law violated their autonomy and was a drain on resources. India's minister for human resource development, Kapil Sibal, has expressed his "happiness" over the court order. Millions of children aged six-14 do not attend school in India. Under the law, every child between those ages can demand free, primary school education. The court, however, said that the law will not apply to schools run by minority groups that receive no government funds.

Some private schools had petitioned the court, saying that reserving one-quarter of their places for poor children will exhaust their resources. Groups such as the Society of Unaided Private Schools and the Independent Schools Federation of India say that the Right to Education Act violates their autonomy. But the Supreme Court verdict has overruled this complaint.

Critics complain that schools run by both federal and state governments are poorly run and badly managed, although several government schemes are running to attract more children to schools.

Indian Prime Minister Manmohan Singh has said enough funds would be made available to ensure that children had access to education. He said the government was committed "to ensuring that all children irrespective of gender and social category have access to education".

Teachers

by Kevin William Huff

Teachers
Paint their minds
and guide their thoughts
Share their achievements
and advise their faults

Inspire a Love
of knowledge and truth
As you light the path
Which leads our youth

For our future brightens
with each lesson you teach
Each smile you lengthen
Each goal you help reach

For the dawn of each poet
each philosopher and king
Begins with a Teacher
And the wisdom they bring.



Development of Website by each School

17.06.2013

CBSE requesting all the CBSE schools to develop their own website containing comprehensive information about the school and its management. The information to be provided on the website of the school includes affiliation status, details of infrastructure, names and designation of teachers, class-wise enrolment of students, address-postal and email, telephone Nos, details of members of the school managing committee etc. For this purpose every school should prepare its annual report containing above information and upload the same on its website before 15th of September of every year. This is mandatory as per rule 8.8(iv) of Affiliation Bye Laws of the Board.

NO RTE IN CIVIC SCHOOLS

MUMBAI: A city-based union of civic school teachers has recently filed public interest litigation in the Bombay high court against the state government and the municipal corporation for risking the future of more than 1.7 lakh students studying in civic schools, by not implementing major provisions of the Right to Education Act (2009) that would benefit them.

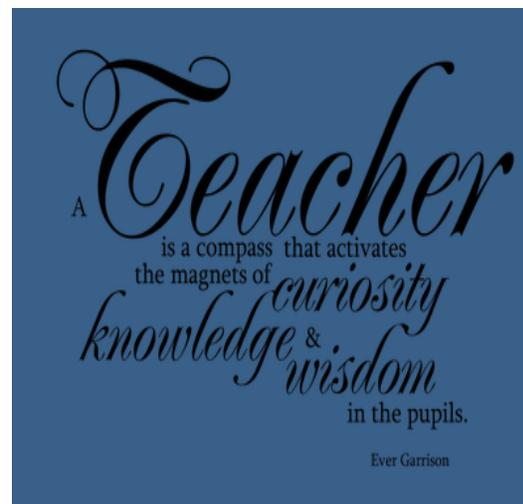
The petition filed on May 10, demands that 1,174 civic schools and some private schools that are currently running only up to Class 7 be forced to start Class 8 as well so that students can complete their elementary education from Class 1 to Class 8 under the same roof. Currently, on completion of Class 7, these schools issue school leaving certificates that do not state completion of elementary education and don't ensure that they pursue Class 8 in another school. This goes against the spirit of the RTE act that states that every child should be educated at least till Class 8.

"Schools without Class 8 should at least issue transfer certificates to students completing Class 7 and ensure that they are admitted to other schools. But, this is not being done," said Ramesh

However it has come to the notice of the Board that some of the schools have not yet developed their own website and have not uploaded the required information on their website. Therefore, to ensure the effective compliance, the Board has now decided to link the compliance by the school with the registration of class IX and class XI candidates of each affiliated school. The defaulter school failing to comply with the above directions will not be able to register their candidates for Boards Examination and responsibility would lie with the school management.

All the Manager/Principals of the schools affiliated to the Board are requested to comply the above order within a period of one month from the date of issue of this circular otherwise Board will intimate necessary action against the defaulting schools.

Joshi, head of the Brihanmumbai Mahanagar Palika Shikshak Sabha (Teachers Union), the main petitioner



ACCESS TO EDUCATION

A TEACHER
AFFECTS ETERNITY;
HE CAN NEVER
TELL WHERE HIS
INFLUENCE STOPS.
- Henry Adams

“There can be no significant innovations in education that does not have at its centre the attitudes of the teachers. The beliefs, assumptions, feelings of teachers are the air of the learning environment; they determine the quality of life within it.”

Postman & Weingartner

**Without
teachers, life
would have
no class**

New statistics released by Unesco show that 57 million children were out of school in 2011; a drop of just two million from the year before. Compounding this problem for children around the world is a new data analysis showing that aid to basic education has decreased for the first time since 2002.

“We are at a critical juncture,” said Irina Bokova, Unesco’s director-general, “The world must move beyond helping children enter school to also ensure that they actually learn the basics when they are there. Our twin challenge is to get every child in school by understanding and acting on the multiple causes of exclusion, and to ensure they learn with qualified teachers in healthy and safe environments. Now is not the time for aid donors to back out. Quite the reverse: to reach these children and our ambition to end the learning crisis, donors must renew their commitments so that no child is left out of school due to lack of resources, as they pledged at the turn of this century.”

The new figures released by the Unesco Institute for Statistics (UIS) show that countries in sub-Saharan Africa account for more than half of all out-of school children. By contrast, countries in South and West Asia have made considerable gains over the past two decades, reducing the number of out-of-school children by two-thirds from 38 million in 1999 to 12 million in 2011.

Typically, it is children in poor, remote areas, those affected by conflict, or those belonging to ethnic, racial and linguistic minorities who are denied an opportunity for schooling. Children from poor households are three times as likely to be out-of school as children from rich households. Girls from poor households in rural areas are facing the greatest barriers to education. Sub-Saharan Africa and South and West Asia have the highest rate of early school leaving. Across these regions, more than one of every three students who started primary school in 2010 will not make it to the last grade.

New interventions are required to reduce this rate in order to achieve universal primary education and ensure that every child acquires basic literacy and numeracy skills. In 2012, UIS estimated that 61 million children of primary school were out of school in 2010. In 2013, UIS revised its estimate for 2010 to 59 million children. The difference is due to the availability of new national data.

AT A GLANCE • India has 1.7 million out-of school children by 2010 data • Using the latest data, India has moved up a position from third bottom place in 2004-2006 for the most out-of-school children to fourth bottom place in 2011. Despite still being in fourth lowest position, India has made the largest progress

CBSE 10th class improvement exam from July 16 June 20, 2013

With an objective to provide a chance to students who could not score up to their expectations or having compartment in the Class 10 board examination, the Central Board of Secondary Education (CBSE) is all set to hold an Improvement of Performance Examination from July 16-23.

The results of the Class 10 board were declared by the CBSE on May 30.

CBSE regional officer, Panchkula, RJ Khanderao told Hindustan Times: “The date sheet has been issued for the students who were appeared in the board examinations this year in March and wanted to appear in the board-based improvement examinations.

“In addition to the board-based examination, schools can also conduct improvement of performance examination after July 23 and can set their own date sheet.”

Through a circular issued on March 2, the board had reduced the number of attempts for improvement of marks from five to one for the Improvement of Performance for Class 10. Thus, now the students would get only one chance to enhance their performance.



One of the principals of then CBSE-affiliated schools, who wished not to be named, said: "It is not clear to us so far, as the board has just updated the date sheet on the website and has not issued any circular in this regard.

"Moreover, there is confusion whether we have to conduct the Improvement of Performance Exam for Class 10 (school-based) on the same dates or the board will issue a separate date sheet. Also, if we conduct the exams after July 23, it will be too late."

Examination schedule

July 16	Mathematics
July 17	Communicative Sanskrit
July 18	English Communicative/English Language & Literature
July 19	Science theory and practical
July 20	Punjabi
July 22	Social Studies
July 23	Hindi Course A and B

Moral stories

The important things in life

A philosophy professor stood before his class with some items on the table in front of him. When the class began, wordlessly he picked up a very large and empty mayonnaise jar and proceeded to fill it with rocks, about 2 inches in diameter.

He then asked the students if the jar was full. They agreed that it was.

So the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks.

He then asked the students again if the jar was full. They agreed it was.

The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else.

He then asked once more if the jar was full. The students responded with a unanimous "Yes."

"Now," said the professor, "I want you to recognize that this jar represents your life. The rocks are the important things – your family, your partner, your health, your children – things that if everything else was lost and only they remained, your life would still be full.

The pebbles are the other things that matter – like your job, your house, your car.

The sand is everything else. The small stuff."

"If you put the sand into the jar first," he continued "there is no room for the pebbles or the rocks. The same goes for your life.

If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you. Pay attention to the things that are critical to your happiness. Play with your children. Take your partner out dancing. There will always be time to go to work, clean the house, give a dinner party and fix the disposal.

Take care of the rocks first – the things that really matter. Set your priorities. The rest is just sand."

"Education is the most powerful weapon which you can use to change the world."

— Nelson Mandela

"Live as if you were to die tomorrow. Learn as if you were to live forever."

— Mahatma Gandhi

"The task of the modern educator is not to cut down jungles, but to irrigate deserts."

— C.S. Lewis

Editorial

After the Right to Education has been declared valid by the Supreme Court, the management of private schools are finding themselves further pushed to the wall.

Ever Since, the fiscal laws required that the private schools shall run “*not for profit*” and the bye laws of the affiliating body use to regulate the administration of the school. But with the Right to Education Act the government is now not regulating but in fact, controlling the schools.

Today, a private school is required to have good infrastructure, better facilities, student teacher ratio, and the rarest of resource – trained teachers. At the same time the school is expected to educate 25% of its strength for free!

As if all this was not enough, the government of Madhya Pradesh has geared up to constitute a fee regulatory authority. With this, it has become an operational challenge to run a private school in India. However, one feature that the schools are finding most difficult to comply with is the requirement of appointing trained teachers. Teaching, from the last few decades has been a left over profession resulting in the non employability of the present non trained workforce. In this scenario, Ducate has reached out to a vast number of trained teachers and created a rich database.

After all, Ducate acknowledge that it is not the swanky infrastructure or the state of the art facilities which make a school. It is the sheer influence of a teacher which leaves an indelible mark on the career of a student and on his memories of his alma mater.



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