

Report of

12<sup>th</sup>

# National Conference of Sahodaya School Complexes



Schools for the Future-  
Vision and Mission

Hosted by  
Bhubaneswar Sahodaya  
School Complexes  
(18th November - 19th November, 2005)



Central Board of Secondary Education



**Sahodaya School Complex Bhubaneswar Choir singing a Oriya group song in praise of the motherland.**



**Sahodaya School Complex Bhubaneswar with  
Chairman CBSE and Resource Persons.**







# REPORT

OF

Twelfth National Conference of  
Sahodaya School Complexes

Conference Theme

SCHOOLS FOR THE FUTURE

- Vision and Mission

hosted by

Bhubaneswar Sahodaya School Complexes

(18th November – 19th November, 2005)



CENTRAL BOARD OF SECONDARY EDUCATION

Report of the Twelfth National Conference

CBSE, Delhi - 110 092

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Note : The views and opinions expressed in various articles are of the authors and the Board does not necessarily subscribe to the views and opinions expressed therein.

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## FOREWORD

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The Twelfth National Sahodaya Conference was held on November 18 and 19, 2005 at Bhubaneswar in collaboration with the Bhubaneswar Sahodaya Schools Complex. The theme of the conference was Schools For the Future – Vision and Mission which is reflective of the concern that the Central Board of Secondary Education has about futuristic education.

The leaders of today which include empowered principals need to be current and futuristic at the same time. There is an urgent need to bring about radical and persuasive changes in schooling so that restructuring of school education can take place across various variables such as curriculum and its transaction, technology intervention, teacher empowerment, modes of assessment and evaluation and quality management.

A futuristic vision of schooling needs to embrace various sections of society with a view to establishing social justice in terms of equality of opportunities. Education must fight against any inequity and respond to social, cultural, emotional and economic needs of the learners. The Board as a leader and change agent in schooling needs to move from opposition of exclusive education to inclusive education to bridge the gap between different segments of student population. The changes and futuristic trends that we witness need to be responsive to the increasing multi-cultural, multi-faith and multi ethnic trends in the society. Pluralism and diversity characterize the current reality and hence future schools should address these issues while evolving the conceptual framework.

The effort of this conference was to bring about awareness among the delegates regarding the various aspects of future vision of schools. The conference deliberated on several key issues and formulated a conceptual plan of action for the future schools. The two days conference witnessed presentation and talks by eminent scholars from prestigious institutions across the country. The souvenir released on the occasion of the conference helped to circulate a number of papers dealing with various dimensions of future vision in school education.

The Central Board of Secondary Education has believed in the concept of caring and sharing which is the spirit that symbolizes the Sahodaya movement. The National Conference at Bhubaneswar was immensely successful due to the untiring efforts of the participating schools of Bhubaneswar Sahodaya School Complex.

It is hoped that the recommendations of the conference help to make a difference in each and every school affiliated to the Board.

**Ashok Ganguly**  
Chairman, CBSE



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## Inaugural Session

*Inauguration : 10.00 a.m.  
18<sup>th</sup> November, 2005*

The Twelfth National Complex of Sahodaya School Complexes began at Bhubaneswar, Orissa with a prayer to Goddess Saraswati. The Chief Guest on the occasion was none other than the Chairman CBSE Shri Ashok Ganguly. The day began with the ceremonial lighting of the lamp by the Chairman, Director (Academics) and other dignitaries. The Bhubaneswar chapter of Sahodaya School Complexes got together to sing an Oriya group song in praise of the motherland. The

President Sahodaya School Complexes Bhubaneswar Wg. Cdr. A.K. Mittal welcomed the Chief Guest and other dignitaries.

The Director (Academics) Shri G. Balasubramanian introduced the theme of the conference 'Schools for the Future – Vision and Mission'. He pointed out that the leaders and principals of today need to be current and competent. He introduced the eminent Resource



*Chairman CBSE, Shri Ashok Ganguly lighting the lamp*



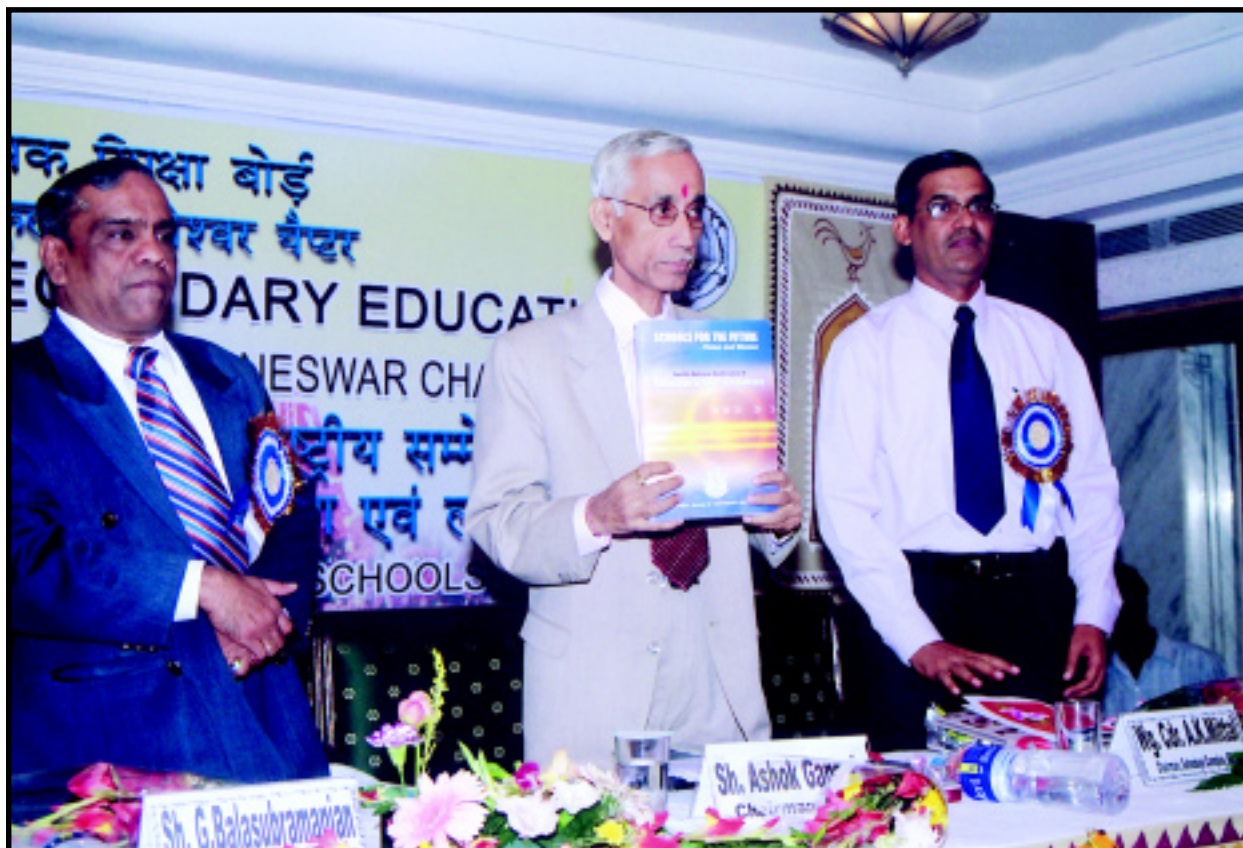
Persons Prof. Debashish Chatterjee from IIM Lucknow and Prof. M.M. Pant from IGNOU.

The Chairman CBSE released the Souvenir 'Schools for the Future – Vision and Mission' which contained a number of articles on the theme and sub themes related to future schools.

He spoke on the topic 'Schools for the future – When Will We Change?' in his keynote address. He deliberated on the kind of schools which have existed so far with all their traditional and rigid orthodoxy. He raised the core questions for evolving a vision for schools of the future. He pointed out the difference between knowledge and learning. The Chairman spoke about how we should promote real learning, the envisioned role of the teacher, learner autonomy, learning by doing, the importance of experiential

learning, changing the structure of schools through a complete transformation by experimentation and innovation. He raised the issue of technology integration in classroom teaching but warned about its indiscriminate use.

He outlined the paradigm shift needed for the schools of tomorrow : unstructured schooling, informal learning and creating learning centres without walls as a desirable goal. Futuristic thinking involves stakeholders as change agents. Enabling new pedagogy means keeping the levels of learning in tandem with the levels of schooling. A life oriented curriculum is an absolute necessity now because schooling is not a preparation for life but life itself. Curriculum delivery with multi- pronged teaching strategies and the need to access different sources of information and knowledge must be provided for.



*Chairman CBSE releasing the Souvenir*



*Chairman CBSE delivering the Inaugural Address*

Schools should become knowledge centers and establish viable sources of access to knowledge.

There is a need to provide for a new model of assessment which recognizes and promotes human enterprise and individual talent. The

chairman ended his talk by summarizing the key features for the future schools and raised some questions which the schools must ask themselves. The Secretary, Sahodaya School Complexes, Bhubaneswar Mrs. Bhagwati Nayak delivered the Vote of Thanks.

## Key Interactive Lecture Sessions

- |  |                             |
|--|-----------------------------|
| 1. Schools for the Future :<br>When Will We Change?                | – Shri Ashok Ganguly        |
| 2. Challenges to the Future Schools                                | – Shri G. Balasubramanian   |
| 3. Schools for the Future  | – Prof. Debashis Chatterjee |
| 4. Impact of ICT on Pedagogy for<br>Future Schools                 | – Prof. M.M.Pant            |
| 5. Life Skills Education and School Mental<br>Health Programme     | – Dr. Jitender Nagpal       |
| 6. Building an effective School Based<br>Drug Prevention Programme | – Arshiya Sethi             |

## Schools for the Future : When Will We Change?

*Sh. Ashok Ganguly  
Chairman, CBSE*

The Chairman began his speech by stating that the Sahodaya had a great role to play for the future. He appreciated the dress code of the members of the Sahodaya and said that it had given a clear message to all. He said that as a Sahodaya we put discipline and dedication above everything else. He urged the Sahodayas from different parts of the country to come forward and volunteer for hosting the national workshops as this is a movement for the principals and by the principals. He said that all of us who have assembled here must take an atomic vow to change ourselves for the better. He said that this is a challenge before all of us. He introduced his topic by saying that he would talk about : 'Whether schools should change?' He said that the major challenge before educators today was whether we can or cannot prepare our students for life in the future.

He talked about the structure of the schools the world over and mentioned that they have not changed largely because they have very standardized structures and quality control delivery. 'We are all very happy that the status quo is going on. We do not do anything creative and everyone is happy'. He repeatedly stressed that we are following a status quo with respect to curricular transaction and similar methods of annual examinations. Schools are the last set of institutions which have managed to resist the fundamental organizational changes.

The structure of schools was compartmentalized into subject departments with 'closed structure design' of

knowledge. All over the world knowledge is changing so fast but in the school scenario we have been resistant till now. The people have now started asking the question : Will the Schools Never Learn? There is a need to reassess certain core questions that are confronting us today. A panic reaction and stubborn resistance to any proposal for changing the status quo in schools does not augur well for evolving a vision for the schools of the future. The Chairman then focused on some of the barriers confronting us and said that there are many barriers at this time : cognitive barrier, political barrier, motivational barrier, resource barrier etc. There is an urgent need to bring about the changes to schooling so that appropriate restructuring reflects the globalized cognitive situation.

The Chairman then focused on the core questions for evolving a vision for schools of the future?

Do our schools at present promote real learning?

What and how should schools be teaching to prepare students for tomorrow?

Are examinations results the most reliable measures of achievement?

Are there better ways to assess students?

What will be the role of teachers in the future?

What role can technology play in learning in the future?

What is the role of the community in shaping the schools for the future?

Does the physical structure of classrooms and schools need to evolve?

The new physical structure for the classroom and for the schools is needed in order to make them adaptable to the future needs. Then there is a clash between knowledge and learning. He said that he was not against knowledge or learning but there is a difference between knowledge and learning because when knowledge becomes all important learning ceases. There is only accumulation of knowledge. When more and more knowledge is added the mind becomes more secure and assured and therefore it ceases to learn to grow. Learning is never an additive process. When one is learning it is an active process. Knowledge is merely gathering information and storing it up but unfortunately the education throughout the world is merely accumulation of knowledge and therefore the mind ceases to learn. Education should be concerned with the totality of the life and not with the immediate responses to the immediate challenges. The Chairman posed a very important question and then he said that 'Indeed, should schools – as we know them – even exist'? The new millennium is witnessing radical, deep and pervasive changes to schooling.

*Quoting Albert Einstein he said,*

*"It is, in fact, nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom... it is a grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty." Unquote.*

It is clear message now to observe the natural curiosity of the child. We need to carefully reassess the most axiomatic principles of current educational orthodoxy to see where there needs to be radical adjustment. The Chairman then raised the all important question - 'How

should Schools Promote Real Learning'? He said that apart from acquiring knowledge and skills in different subjects, real learning ensures that learners can think, make decisions, analyze information, evaluate choices, solve problems and work with others. It also means that children continue learning outside of schools.

But the examination-oriented education of today encourages children to feel that once the dreaded examination is over, they can forget all that they have learnt. So we must devise effective pedagogies that will ensure that what is learnt stays with students when they leave the school environment. He further said that there was no longer any need to impart a rigid curriculum. Children should be allowed to decide the direction of their own learning – their creativity. A practical and experiential curriculum framework will reflect the reality as it is outside the classroom. When children are given the freedom to forge their own path, the creativity of their solutions can be breathtaking. A flexible, need-based curriculum allows students to proceed at their own pace, providing scope for internalizing what they have learnt. With reference to the role of the teacher the Chairman said that the teacher does not tell children what they need to know. Instead the teacher guides and assists children in their learning. The teacher creates a more adaptable learning environment in order to enable every child to learn in his/her own manner. Above all the teacher has a deep insight into the emotional and psychological needs of the learners and integrates the teaching – learning process into a holistic life experience. What it means is that the teacher will play different roles – that of a facilitator, manager, counselor, action – researcher, evaluator and curriculum enricher. Today teachers never think about managing a classroom. They only think about presenting lessons. Most classrooms are mismanaged. Any situation that is mismanaged can easily turn chaotic.

He stressed the need to change the structure of schools. Schools with walls and classrooms that resemble uniform cell-like structures have contributed to children's thinking of them as a type of prison. Confined and closed structures tend to make children think that learning is





*Chairman CBSE addressing the delegates*

confined to schools thereby severing them from the rest of the child's life. How can we change this so that learning becomes an exciting process of discovery, not a tiresome chore for children? Can we think of a more open design of school and classroom structures? In the past, schools have often been unresponsive to change. Today, such unresponsiveness cannot be allowed to impede full scale transformation.

The Chairman underlined the need to experiment and innovate. Some of the ideas he put forward were flexible time tabling, with varied groupings and timings appropriate for different curriculum areas, integration of subjects through team teaching and modular curriculum, ICT integrated across the curriculum and 'Curriculum Plus' time, redesigned classrooms as flexible learning spaces all of which will aid in experimental learning.

Speaking on the technological aspect, the Chairman said that technology is clearly one of the aspects to

rejuvenate the school environment. But we should not see technology and teaching as being at cross-purposes. The teacher should not feel like the slave of technology; rather technology should be the tool of the teacher. We should not embrace technologies blindly. Rather it is imperative that we assess clearly and practically where there is scope for technology integration. The internet and other digital innovations may create a myth in the minds of children that they know much when for the most part they know nothing at all. It is here that the teacher plays a crucial role by making the children choose the right knowledge.

He further reiterated that schools cannot stay static, for the world outside is changing. Children have to be empowered through knowledge to face the changes outside the classroom. It is no longer enough for workers to learn one set of skills and hope that this will keep them employed for a life time. There is now a highly competitive global work force that expects



employees to be able to adapt or be left behind. The school of tomorrow will need to meet these demands.

*Quoting Alvin Toffler he said, "The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."*

The Chairman spoke about unstructured schooling and raised some important issues. He said that it is a myth to believe that children acquire knowledge predominantly by being deliberately taught by teachers in schools. It follows from this that informal learning has to be acknowledged by and integrated with formal learning in schools. It is possible only if we de-structure the school so that it becomes a natural extension of other learning environments like the home, the community and the world at large. So schools should become learning centres without walls, horizontally integrated with the community.

He stressed on the need for schools to be change agents and observed that in order to make the paradigm shift, all the stakeholders should engage in 'Futuristic Thinking.' Schools cannot and should not wait for deep pedagogical changes to come from an external agency. Every school should transform itself into a change agent, designing school-based, self-managed changes as a response to the emerging needs for students in the future. So schools should build their capacity to make the paradigm shifts that are necessary independently. It is possible only by empowering all the stakeholders so as to enable them to anticipate, prepare for and enjoy the changes.

He threw light on 'Enabling Now Pedagogy' and propounded that at the primary classes, time must be given for observation, listening, play, being silent and being in nature. Let us not introduce knowledge too much and too soon at this stage, so that child's sense of wonder and curiosity is kept alive. At later stages, when knowledge is introduced, genuine learning happens when there is a sense of understanding, a growing capacity and even insight

into a subject area. The teacher must try to create in the students an alert yet relaxed sense of moving into the subject. The student is interested, curious and often self directed. If the teacher is distant and assumes the mantle of the sole authority, the student is compelled to be a passive recipient and his mind is not actively engaged.

Speaking on the need for 'Life Oriented Curriculum' the Chairman said that schooling is not a preparation for life but life itself – the curriculum should integrate life with knowledge, skills and competencies included in the design, delivery and assessment. He added that any cross-curricular components should run through the schooling years. The following areas need to be inbuilt into the curriculum.

- Environmental Education
- Education in life skills
- Education in entrepreneurial competencies
- Education in generic vocational competencies
- Value education
- Education in managing disasters and coping with uncertainties
- Citizenship training for democratic values and peaceful co-existence.

He spoke passionately about developing an interest in fine arts. Music, Dance, Painting and other forms of Fine Art – provide a channel to the creative urge in children. It develops their aesthetic sensitivity and refinement in tastes. A good hobby developed at a young age helps the child appreciate the good things in life and makes him confident and creative. Schools must inculcate in their learners a love for reading from an early age.

Regarding curriculum delivery the Chairman mooted the idea that ICT should be used both as a management tool for the teacher and an essential way in which students learn, allowing learning to take place anytime, anywhere. The teaching-learning process



*A view of the audience*

should not be restricted by space, time or resources. It has to be continuous, leading to autonomous learners. Curriculum delivery should not be confined to text books and both the teachers and students should have the competency to access different sources of information. Multi-pronged teaching strategy should be effectively implemented to support formal teacher-learner interactions.

Learner autonomy is one of the key features of real learning, he said. It involves moving away from teacher dependency. Teachers should encourage students to take more and more control of and greater and greater responsibility for their own learning. It does not reduce the responsibility of the teacher. Individual learning should be supplemented by collaborative group learning. Children should be taught not only to acquire and process knowledge but also to apply and use knowledge. By transforming themselves into knowledge

centres, schools can establish viable knowledge networks with each other and with other organizations to enable the students to become active 'netizens' in these knowledge networks.

He said that comparison is one traditional structure that has long been used to motivate students. Such motivators tend to focus on the end result, which is judged in comparison to others. The atmosphere of the classroom-relationships between teacher and student, student and student-gets distorted and strained. Do we see that comparing one child with another brings about in them a fear of not matching or upholding an expectation?

The Chairman called for a paradigm shift in Assessment policies. He said there is a need for a student-friendly, stress-free learning and assessment process. It is imperative to include more competencies

in the assessment process as a sequel to the emergence of the concept of multiple intelligence. Traditional approaches to development of content, pedagogy and assessment are falling short of the requirements of the present day needs. Conventional model has the strength only to differentiate and discriminate between learners. It does not catalyze further learning or promote creativity. Application of standardized tools only promote mediocrity and compliance. We need a new model of assessment that recognizes and promotes human enterprise and individual talent. The relevance of Informal Learning cannot be underplayed. An intensive osmosis is taking place between formal and informal learning processes. Informal learning leads to unstructured knowledge paradigm which are beyond the parameters of formal assessment. Quite often it leads to individualistic constructivist process of knowledge acquisition and use. Hence evaluation of all the learners through uniform tools is ineffective. Economic, Social and Technological imbalances between segments of student population also do not justify a uniform and standardized assessment procedure.

He further added that Bloom's Taxonomy was inadequate as it covers only knowledge, understanding and application as broad parameters of testing. This model is good for assessment at a lateral level but not good enough to test multi-layer learning because the process of learning has, of late, become multi-focal. Further it is necessary to assess integrated thinking, critical thinking, creativity etc. The KUA model is highly structured, rigid and inflexible to cover all types of learners and is ideal only for a homogeneous clientele. With increasing heterogeneity in learning styles, it is time we looked at improving this model or of replacing it with a more holistic one.

There is a need to also cover Emotional and Multiple Intelligence. Importance of EQ over IQ has been repeatedly stressed by educationists. School systems have already started incorporating elements of EQ as part of curriculum design and assessment.

Similarly the relevance of multiple intelligence in the process of learning has gained importance in recent years. There is an urgent need to evolve reliable assessment procedures and tools to measure these elements in an effective manner. School Based Assessment for the future should cover Continuous and Comprehensive Evaluation.

The entire assessment process will be geared towards facilitating holistic development rather than being used as a procedure to rank order students and to pass judgments.

The Chairman ended his comprehensive address by stressing the need for outstanding educational leaders. They should be professional, entrepreneurial, artistic and intellectual. The leadership required for future schools as envisioned by the Chairman should be a combination of the following four types of leadership

- *Strategic Leadership*
  - Discerning trends, anticipating their impact on education and interpreting them for staff and students
  - Developing a vision and realizing it through a mission
- *Educational Leadership*
  - Capacity to nurture a learning community
  - Ability to develop knowledge management amongst the entire staff
- *Responsive Leadership*
  - Responding to the expectations of stakeholders
  - Synergizing the expectations
- *Cultural Leadership*
  - Confidence and capacity to change the culture of the school to realize the vision.



*Chairman speaking to the press*

Summarizing the key features for the future school the Chairman ended his thought provoking deliberation. He said that schools need to become learning centres and part of learning networks. They need to take care of the individual differences of children. Due emphasis needs to be placed on accelerated growth with the help of

Information Technology. It is important to give creativity and motivation a place in learning as this creates motivated learners. Each school needs to produce students who will have a capacity for lifelong learning, leading to success and satisfaction as good citizens and productive workers in a knowledge society.

*'Almost every child has an imagination and instinct for words, a dramatic faculty, a wealth of idea and fancy'*

*– Sri Aurobindo*



## Challenges to the future schools

*Shri G.Balasubramanian\**

The Director began his presentation by deliberating on the continuum of the past, present and the future. Future can be a prediction, a forecast or an extrapolation of the present? Three eminent people who looked into the past were Varaha Mihira (astronomer – founder of astrology), Nostradamus (guided by insight, myth and spirituality) and Alvin Toffler (futurologist, guided by analysis, logic and pragmatism – electronic money, knowledge society, on-line banking, war based on water). We need to bridge the realities of today with the dynamics of tomorrow. The future of thinking involves lateral thinking, analytical thinking, parallel thinking and critical thinking. In lateral thinking shifting the paradigm of thinking is very important. He deliberated on the lateral models of future schools. The issues of formal structure / classroom pedagogy / formal and non formal modes of learning / lateral and multi level entries into the school system / parents functioning as teachers / satellite schools equal credibility and validity in formal schooling were dwelt upon. An analysis of existing school systems would reveal that we can easily maximize the resources already available to us.

At the very beginning of his presentation he dwelt on the transition from a capitalist society to a knowledge society. He said that the first implication of this was that education will become the center of the knowledge society and schooling its key institution. What knowledge mix is required for everyone? What is quality in learning and teaching? All these will, of necessity, become central political issues. In fact, it may not be too fanciful to anticipate that the acquisition and distribution of formal knowledge will come to occupy the place in the politics of the knowledge society which acquisition and distribution of property and income have occupied in the two or three centuries which we have come to call the Age of Capitalism.

He then gave a comparative analysis of knowledge building pedagogy and conventional practices

- Problem focus
- Production of knowledge objects
- Contribution
- Theory improvement

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\* Shri G. Balasubramanian  
Director (Academic)  
CBSE



*Director (Acad) addressing the delegates*

- Sustained knowledge creation
- Public communication
- Opportunity for reflection.
- Topic focus
- Media objects
- Display
- Finding answers
- Single-pass knowledge creation
- Person-to-person communication
- 1-second wait time

first place, the knowledge worker gains access to work, job and social position through formal education. A great deal of knowledge work will require high manual skill and substantial work with one's hands. An extreme example is the neurosurgeon. The neurosurgeon's performance capacity rests on formal education and theoretical knowledge. Absence of manual skill disqualifies one for work as a neurosurgeon. Manual skill alone, no matter how advanced, will never enable anyone to be a neurosurgeon. The formal education that is required for knowledge work is education that can only be acquired in and through formal schooling. It cannot be acquired through apprenticeship.

The Director then raised the question whether there was a scope for formal schools. He said that in the

He informed the house about the latest findings related to access to Internet and web users and said that



globally, the IT sector is expanding at twice the rate than the world economy. He also said that world wide, an ever larger portion of commerce and trade will be

conducted electronically, entailing a dramatic shift from physical to virtual transactions of goods and services.



Sh. G. Balasubramanian with the audience

*'Where is the wisdom we have lost in knowledge?  
Where is the knowledge we have lost in  
information?  
The cycles of Heaven in twenty centuries  
Bring us farther from God and nearer to dust.*

*– T.S. Eliot*

## Leading Schools for the Future

*Dr. Debashis Chatterjee*

Professor Debashis Chatterjee began his talk by quoting Gandhi and saying that talent cuts across various factors and across gender. He advocated that a learned principal should become a learning principal. He wanted the school system to become a knowledge system which is vibrant. He then demonstrated his point of contemporary learning by showing a 4-minutes clip from the movie *'Men In Black'*.

He exemplified the sea change that is happening all around us through the clip of a movie. School is a learning community which generates solutions to problems raised through multiple angles. Talent is distributed across gender, race, culture and must be recognized. He brought home the point that principals as leaders need to rethink their roles and look beyond unilateral control. The process of leading change has to begin with the principal who has to energise change. The sense of wonder where questions are subsumed needs to be aroused in children in the classroom. Right knowledge is how they learn or they reinvent the process of learning. It is this process of lateral learning or learning from each other which people or principals who are passionately engaged in their work must think about.

Ability to share dreams is a critical component of learning. Right action is about knowing how to handle failures and how to process them.

After the film he said that when a Spielberg film is shown in the classroom the children are attentive because Spielberg is arresting. He advocated that teachers should use multi sensory channels for learning specially for concepts which cannot be picked up cognitively. He then asked the principals what the movie exemplified to them and in an interaction session came to the conclusion that the protagonist was actually thinking through and so was the best of the best of the best. Most of the leaders' energies, he emphasized are spent on upholding values. He stressed the importance of a learning principals' need to create time for regenerative learning. He said that leaders look beyond the obvious and take larger contexts into perspective and he then underlined the various dimensions of leaders as people who lead change. He said that if the rate of change of information which happens outside the school is not reflected in the school then it will become like a fossil. Leaders can negotiate the unknown without fear.

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\*Dr. Debashis Chatterjee

Professor, Organization Behaviour

Head, Centre for Leadership and Human Values

Indian Institute of Management

Lucknow.

The right way to organize is through command and control. The structure of engaging and intimacy yields the learning value.

Leaders lead leaders and the idea of mentorship needs to be developed. He spoke of the knowledge becoming obsolete very quickly and the need for leaders to be constantly on guard to improve their pedagogical practices. Citing examples from his own experience he spoke of the fact that a bad professor can put an entire class to sleep and the constant need for educators to sharpen their skills and knowledge. He said that a sense of wonder must be retained in the exchange of information between the teacher and the taught. Quoting a research he said that as part of the research it was found that all the 130 bright students had one habit in common and which was "Staring into Space" or thinking of nothing in particular. The sense of wonder and curiosity needs to be embedded into the

classroom. Questioning techniques need to be spontaneous and mentoring or tutoring the answers needs to be discouraged outright. The professor then posed questions, the first question was "What is right knowledge?" Right Knowledge is often not what you are teaching but the process through which the children learn. He then quoted a story about the three monks who saw a flag fluttering. The first one said the flag was fluttering and the second said that it was due to the wind and the third one said that it was due to the mind. The point he was making was that teachers need to continuously reinvent the learning process. The same information can be presented in different ways. The ways of disseminating information need to be closely looked at and parallel ways of transferring information need to be sought.

There is a need to understand the multiple frames behind values which impact the field of education just



*Prof. Debashis Chatterjee delivering his presentation.*

like any other area in the world today he said. Right Knowledge therefore, is the way that information is disseminated by the teachers. The teacher is capable of developing extraordinary results beyond his or her context and this is what makes the teaching learning process extraordinary. Observing extraordinary teachers while they are disseminating knowledge would help to find answers from within the system. The professor said that lateral learning or learning from each other does not happen because we do not have that system of convergence. The professor then said that principals and teachers need to have unstructured time. He said that this time should be used by educators to introspect. They need to believe that they are not custodians of knowledge but co-learners in the process of learning. He then advocated "disciplined dreaming". The point he was making is that one needs to understand the process by which one can acquire the status which appears to be the "stuff that dreams are made off". The underlying process in translating dreams into reality becomes very important and thus the

responsibility becomes even more so to share dreams. Dreams need to be shared. The second question that the professor posed was "What is Right Action"? Right Action, he said is "not about exercising power of authority but about values creation". He then gave another quote about M.K. Gandhi who had once while traveling by train thrown of a shoe because he had lost one so that the poor man who finds a pair of shoes can use them. The professor said that the potency of this action increased manifold because of the larger context in which this action was embedded.

He said that more important than choosing and identifying careers for students was to identify their latent talent.

He said that there are multiple ways of looking at talent and one needs to identify the talent pool of an individual. He also said that the right action is about knowing how to process failure. Prof. Debashis ended his address on an upbeat note about achieving success and overcoming failure.

*Leaders in learning organizations are responsible for building organizations where people are continually expanding their capabilities to shape their future-that is, leaders are responsible for learning.*

*– Peter M. Senge*



## Impact of ICT on Pedagogy for Future Schools

*Prof. M.M. Pant\**

Prof. M.M. Pant began his talk by building on the chairman CBSE's statement that the CBSE system addresses a heterogeneous system. He said that there was a transition from a model of education which was exclusive that is in which someone or the other was not allowed to participate to an inclusive education where we decide that everyone can participate. He said that this transition was no mean transition. He also said that the Chairman had spoken about the need to get extraordinary performance from ordinary people. He pointedly said that whatever are the means available principals need to be empowered in positive ways. He further said that the fact that we have to move beyond Blooms Taxonomy is very important. This is because if we look at educational theory and the way it has been translated into educational practice across many decades we find that we have not made large progress. He spoke of the need to gather new skills to address the change situation specially in the context of preparing students for the future. Prof. Pant said that merely being able to access information is not education. We need to transit from being passive consumers of information to active constructors of knowledge. Prof. Pant emphasized the need to bring in a global positioning system in education with reference to information and communication technology. He said that principals and teachers are shareholders in their endeavor to implement technology.

Prof. Pant also quoted Prof. Debashis Chatterjee and built on the statement "School is a Learning Community engaged in the creation of knowledge". Prof. Chatterjee also said if good educators spend the time in doing bad plumbing neither their theories nor plumbing will hold water." He added that one needs to get back to education. Prof. Pant emphasized that networking among educators where people from different parts of the country as well as the world can share educational practices is extremely important and Sahodaya provides the ideal platform for mootng such exchanges. He also emphasized the need to engage learners in interesting ways so that the motivation in learning is sustained. He further went on to quote the Director (Acad.) who had talked about ways to predict the future. Prof. Pant said that man is the only species which has created technology because man is basically a technological animal.

Prof. Pant posed the question about ushering in a knowledge society and what does it take to thrive in a knowledge economy. He cited the remarkable achievements that India had made 200 years ago and went on to exemplify some of those. The building of future pedagogy will be done by incorporating multiple intelligence, facilitating opportunities and

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**\*Prof. M.M. Pant**  
**Educationist**  
**Former Pro Vice Chancellor**  
**IGNOU**

building self esteem. It is important for teachers to engage with new ideas and develop competencies. The perennial problem with the use of technology is that the skills of a life time become obsolete in an instant. The challenges that he talked about were multiple ways of learning and availability of information on one's finger tip as given. There are three major companies in the world : Microsoft, Google and Yahoo whose ambition is that all the information should be available at the click of a mouse. It can be in the form of books : music books, videos etc. Any information available anywhere in the world would be accessible.

He further said that five years from now access to information will no longer be the issue but the challenges of this information explosion is clearly the issue. The validation of this information will become increasingly important. He then went on to *quote Friedman's Book "The World is Flat"* and said that globalization 1.0 was the early colonial period where a number of countries had colonized others. In the past 20 years which he called globalization 2.0 there have been multi- national corporations and a continuous increase in their numbers. Globalization 3.0 refers to the post internet age. In his book, the author says that the world has become very big, big has become medium and medium has become small. He has categorized people who would become successful into four categories. The first category is of the people who are special such as Michael Jordan, Leonarda Vinci, Bill Gates etc. The second category is of people who are specialized such as highly skilled neuro scientists, nano scientists, researchers in a specialized field etc. The third category is of highly anchored workers which means that you are in a place where your skills are greatly required and the last category is of highly adaptable workers. Whereas Darwin had talked of adaptability of natural environment in a biological sense here Friedman is talking of adaptability to an environment of ideas and their usefulness. Prof. Pant then went on to differentiate between traditional economy and knowledge economy. He also showed a cartoon strip where a principal is telling the student to think of life as a future

journey which is unknown. The point that Prof. Pant was making through the cartoon that one is no longer interested to see education as a mere preparation for life in a generic sense but the new pedagogy is like a GPS in Education. GPS or Global Positioning System tells you about longitude and latitude. It gets information from orbiting satellites. GPS refers to satellite based radio positioning system that provides 24 hour 3 dimensional position, velocity and time information to suitably equipped users anywhere or near the surface of the earth. He further went on to discuss how one can create a GPS for Education? One can define learner's position on cognitive, affective and psycho motors dimensions. One can target the new location within the definite time span; week, term or year. One can design learning interventions to achieve that target and deploy instruments of measurement for the above. He said that every student will be on a different position on the cognitive, affective and psychomotor domain. Goals will have to be set and time frames allocated and if the goal is the year then this has to be broken into smaller segments of terms and weeks. He stressed that eventually every hour spent should be fulfilling. Technology he said can only be useful if you can use it and multiply it to reach out to people. If you cannot do that then education will be restricted to an exclusive few.

He said that Instructional Technology should deliver learning in small well defined chunks, often called learning objects. Learning outcomes need to be clearly laid out and mastery learning must be provided for before moving ahead.

He said that currently the ICT class room has a desktop computer or a laptop and an LCD projector. Some sessions are taken in the computer lab and a variety of software is used. The process is significantly didactic and less interactive.

The new pedagogy he emphasized must be interactive. He said that we must move away from a mere (chalk and talk) lecture format to the creation of an interactive learning event. A properly managed learning event





*Prof. Pant addressing the delegates*

comprises a series of learning moments. Each such learning moment is unique to each learner and ICT enables its realization. He said that teachers need to map interactivity to learning outcomes. Merely using static web-pages or self running presentations are not interactive. High level interactivity is possible using polling through sms, e-mailing in real time and integrating instant messaging in a face to face classroom. A new dimension of interactive e-content is using Java applets in education which will be advantageous due to its speed, interoperability, user interaction and portability. Java applets can be used for providing information, illustrating concepts, computation and assessment. He gave various examples from varied disciplines such as Mathematics and Physics. He then went on to talk about the Idea machine and the web-quest where one can create a webquest. It is important for the instructional designer to think through about how to use internet links.

Thinking links should be developed in the minds of learners using the pages. Students should engage in thinking that connects to prior knowledge, creates link to other content areas, extends their cognitive schema and prompts the construction of new meaning.

Prof. Pant said that Podagogy was the pedagogy of using educational pod casts. He said that educators around the world are rediscovering the power of the spoken word by utilizing new technologies to communicate with students outside the traditional classroom. Podcasting, he said offers a promising new way to easily incorporate on demand audio-recordings into the curriculum. The podcast should be a part of a required learning activity instead of an ancillary content resource. Prof. M.M. Pant made sure that the audience was excited with the unlimited possibilities of podcasting in the future classrooms.

## LIFE SKILLS EDUCATION AND SCHOOL MENTAL HEALTH PROGRAMME

*Dr. Jitendra Nagpal and Ms. Divya S. Prasad*

**D**r. Jitendra Nagpal from Vimhans gave a thought provoking presentation on the school Mental Health Programme and Life Skills Education.

As we have entered the new millennium and introspect on issues that matter to us as part of a rapidly changing society, it is imperative that an appraisal be made of the psychological needs and social influences on the child and adolescent of Nineties who is leading the baton of human chain into 21st Century.

CHILDHOOD AND ADOLESCENCE.....A time in life span when children realize who they are? What they would like to be? It's time to forge an identity. Career choices to be made, meaningful relationships to be formed and sustained technological advances tackled, attitudes and roles chiseled. Isn't this process of transition fraught with trials and tribulations? Information overload, mixed messages from media, press, teachers, family and from society at large add to the confusing scenario of the assimilating young mind.

A few of these youngsters seem to be in vague kind of disturbances, of having lost something, of a sense of betrayal, a gnawing frustration that often blazes into

aggression, insecurity, loneliness, boredom, defiance and a feeling of being on the brink of crisis-symptoms that are spreading through the nervous system of the entire generation.

WHO (2001) report on mental health estimates the global burden of Serious Emotional Disturbances in children & adolescents upto 15%.

### THE INDIAN SCENARIO

- India - Children and adolescents constitute 40% - 44% of over 1000 million population
- 10-12 % of < 18 yrs suffer from disorders in behavior, learning and development.
- ICMR (2001) study found 12.8% of children and adolescents suffering from Mental & Behavioural Disorders.
- Child mental health care - received scant attention in service, research and training aspects in the national context, despite sound policy guidelines!!

Hence it is imperative to make Mental Health as a People's Movement. Also it has to be Complimentary to Physical Health, Not Competitive.

**Dr. Jitendra Nagpal**  
Consultant Psychiatrist  
Project Co-ordinator - 'Expressions'

**Ms. Divya S. Prasad**  
Clinical Child Psychologist  
Academic Co-ordinator - 'Expressions'

## THE SCHOOL'S POTENTIAL FOR PROMOTING MENTAL HEALTH

The school plays a crucial role in the development of cognitive, linguistic, social, emotional and moral functions and competencies in a child. However, in the contemporary system of education, schools have seriously marginalized and compromised on their role in guiding, regulating the psychological development of children and promoting psychosocial competence as they have to cope with heavy syllabi and curricula, poor teaching facilities and highly competitive examinations. In addition, there is low priority in national planning, limitations of resources and commercialization of education. School education has become a serious source of stress for children and parents.

School phobia, psychosomatic complaints emotional / behavioural problems, poor sleep and appetite, difficulties in coping and declining scholastic performance are common manifestations of stress in school children.

It may be noted that:

- Almost all children attend school at some time during their lives.
- Schools are often the strongest social and educational institutions available for intervention.
- Schools have profound influence on children, their families, and the community.
- Young peoples' ability and motivation to stay in school, to learn, and to utilize what they learn is affected by their mental well-being.
- Schools can act as a safety net, protecting children from hazards which affect their learning, development, and psychosocial well-being.
- In addition to the family, schools are crucial in building or undermining self-esteem and a sense of competence.

- School mental health programmes are effective in improving learning, mental well-being, and channelizing management of mental disorders.
- When teachers are actively involved in mental health programmes, the interventions can reach generations of children.
- Teachers have often received some training in developmental principles. This makes them potentially well qualified to identify and remedy mental health difficulties in school aged children.

### *The Concept of Comprehensive School Mental Health Education*

- Views health holistically
- Utilizes all educational opportunities for health and behaviour
- Empowers children and youth to act responsibly

### **A Model Framework for School Mental Health Programme**

Issues of well-being and psychosocial competence affect the entire school community including students, teachers, school administrators, and members of the surrounding community.

Specific mental health programmes addressing these issues improve coping skills, decrease stress, and increase support for a healthy school community. Mental health and learning go hand-in-hand.

Treatment by mental health professionals is as important as a receptive and supportive school environment.

**Levels I and II** - Primary prevention and health promotion target the causes of healthy and unhealthy conditions with interventions to promote healthy behaviours and prevent a disorder from developing.

**Levels III** - Secondary prevention target the population at risk to protect them against the onset of disorders.

**Levels IV** - targets the people who have developed the disorders and aims at helping in the management, reducing the impairment and preventing relapse.

Schools and institutions have unprecedented opportunity to improve the lives of young people. As nations have moved toward a commitment to universal education, schools are finding it necessary to expand their role by providing health services including mental health services to deal with factors interfering with schooling.

The Aim of these school-based interventions is to provide an experience that would strengthen the children's coping abilities to counter environmental stress and disadvantages with which they sometimes have to cope with while growing.

(b) Promotion of life skills as abilities for adaptive and positive behaviour enabling children to deal effectively with challenges of everyday life.

(c) To initiate and maintain a dialogue between students, teachers and parents about their mutual concern of psychosocial adaptation in a changing environment, for prevention of difficulties associated with behavioral and learning problems.

(d) To identify and assess the social, emotional, school and family needs through structured questionnaires and scales.

(e) Implementation of the model - Comprehensive Life Skills Education and School Mental Health Programme for COUNTRYWIDE application with special focus on the RURAL SCHOOLS.

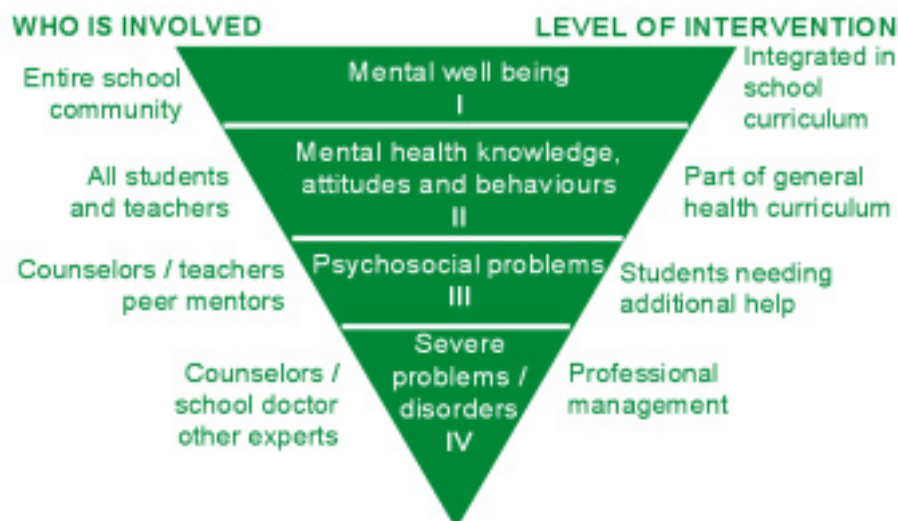
## The Objectives of this Life Skills Education and Mental Health Awareness Project have been

(a) Sensitization of school children and adolescents about relevant psychosocial issues on the threshold of the new millennium.

## Framework for Comprehensive Life Skills Education and School Mental Health Programme

This school based project on holistic health is divided into two parts, Junior (for children below 12 years) and the Adolescent Section (13 to 18 years).

## PSYCHOSOCIAL ISSUES IN SCHOOLS





## JUNIOR (for children below 12 years)

Workshops, seminars and camps are organized for teachers, parents and counsellors in the primary & middle school sections. They are oriented to understanding Common Childhood Developmental, Emotional and Behavioural Problems via lecture, case vignette and interactive discussion.

The problems covered include ADD/ADHD, Problems of conduct and discipline, Anxiety, Depressive, Enuresis (Bedwetting), School phobia, Mental Retardation, Learning disability. Emphasis is laid on understanding classroom and family management strategies for these problems, so that these children can continue to be in mainstream schooling and spiralling of problems can be prevented.

## ADOLESCENT (13 to 18 years)

A cascade strategy for disseminating Life Skills Education is used in the adolescent population.

**STEP 1:** Training workshops with school counselors/ interested teachers is conducted to orient them to the rationale for Life Skills Education and its methodology, relevance in school setup, anticipated difficulties in cooperation of school administration, resource availability, continuity of the program

**STEP 2:** These counselors / teachers identify "Peer Trainers" who have the qualities of leadership, motivation, psychological orientation, peer acceptance and consistent school record.



		<i>Workshop and outreach Target Groups</i>			
	<b><u>JUNIOR</u></b> (Below 12 years)			<b><u>ADOLESCENT</u></b> (13 TO 18 years)	
	<i>Primary/ Middle School</i>			<i>High School</i>	
		<i>Teachers</i>			<i>Adolescents</i>
		<i>Parents</i>			<i>Teachers</i>
					<i>Parents</i>

**STEP 3:** "Training of the Peer Trainer". Four student representatives per school attend one session per month with the core team of 'Expressions' on:

- ◆ Group building and empathy
- ◆ Family communication patterns
- ◆ Heterosexual relationships
- ◆ Handling emotions - anger, loss
- ◆ Stress and coping
- ◆ Substance abuse and high risk behaviours
- ◆ Growing with adolescent sexuality (HIV / AIDS and making healthy choices)

- ◆ Summary presentation of each workshop conducted at respective school
- ◆ Quality control visit by the core team
- ◆ Discussion of common difficulties encountered
- ◆ Quantitative assessment through evaluation questionnaires

After conducting over 240 workshops in NCT Region of Delhi schools, A THREE PART MODULE, has been prepared. The module is entirely experiential in nature. Namely -

**STEP 4:** The Peer Trainer along with their counselor / teacher then go on to train other students in their school using the same, or a similar, training schedule.

**PART 1:** School Mental Health Programmes in India - Introduction and Rationale

**PART 2:** Reference Manual on Common Developmental, Behavioral and Learning Problems in children for Teachers and Counselors (Focus on Pre- Primary, Primary and Middle School Children).

**STEP 5:** Feedback Session with Professional Resource Team includes



**PART 3:** Reference Manual on Life Skills Education & Mental Health Awareness in Schools for Adolescents - Workshops Manual for Peer Master Trainers,

setup, anticipated difficulties in cooperation of school administration, resource availability and continuity of the program.

## Teachers and Counselors

ADOLESCENT LIFE SKILLS EDUCATION AND MENTAL HEALTH AWARENESS - A Protocol for the Referenced Manual (Part 3)

A cascade strategy for disseminating Life Skills Education is used in the adolescent population with the following levels in mind

**STEP 1:** Training workshops with school counselors / interested teachers is conducted to orient them to the rationale for life Skills Education and its methodology, relevance in school

**STEP 2:** These counselors/teachers identify "Peer Trainers" who have the qualities of leadership, motivation, psychological orientation, peer acceptance and consistent school record.

**STEP 3:** "Training of the Peer Trainer" Four student representatives per school attend one session per month with the core theme of "Expressions" on:

- Group building and empathy
- Family communication patterns
- Heterosexual relationships
- Handling emotions- anger, loss



- Stress and coping
- Substance abuse and high risk behaviours
- Growing with adolescent sexuality (HIV/ AIDS and making healthy choices)

incorporating the biological, psychological and social variables to the academic curriculum of a developing child.

Development stress, emotional distress, academic pressures, physical stress, economic stress or social distress. Where do we begin? Is there time left for us to hold out little ones by their hand and lead them into the twenty first Century as happy and stress free children.

**STEP 4:** The peer trainers along with their counselor / teacher then go on to train other students in their school using the same, or a similar, training schedule. Feed back questionnaire and sessions to be planned accordingly.

The tasks are many but the bottom line is to be able to reconcile and accommodate differing realities.

## CONCLUSION

For children, coping with stress in a changing world is an uphill task. Any help for many or majority of distressing states is either denied, unavailable or condemned within the family or social context. The need of the hour is a system of holistic education

*The work being done by 'Expressions' - The School Based Project on Comprehensive Mental Health Programme is dedicated to millions of children who, for avoidable and preventable reasons, suffer unnecessarily from behavioural problems deterrent to their personality development.*

*And there are those who give and know not pain in giving, nor do they seek joy, nor give with mindfulness of virtue;....  
It is well to give when asked, but it is better to give unasked through understanding;....  
You often say, "I would give, but only to the deserving."  
The trees in your orchard say not so, nor the flocks in your pasture.  
They give that they may live, for to withhold is to perish.*

*– Kahlil Gibran*

## “Building An Effective School Based Drug Prevention Programme”

*Arshiya Sethi\**

**M**s. Arshiya Sethi presented her talk in a four point structure. The first quartet was with reference to Drug Scene in India related to youth. There were statistical data to prove the disturbing trend. The second part of the presentation dealt with Effective Drug education in schools. Drug education is defined as the educational programs, policies, guidelines and procedures that contribute to the achievement of broader public health goals of preventing and reducing drug use and drug related harm to individuals and society. HIV/AIDS should be included as a possible aspect of drug related harm.

An effective drug education program in schools should have a balance of knowledge, attitude and skills. It should be participant centred. It should contribute to long term positive outcomes in the health curriculum of drug related harm. Ms. Sethi then highlighted ten quick tips to build an effective school based Drug Prevention Programme for adolescents.

1. Research Based, theory driven
2. Developmentally appropriate information
3. Teach Social Resistance skills and refusal skills
4. Normative Education
5. Problem solving and skills building
6. Interactive Teaching Techniques
7. Teacher Training and Support
8. Sequence, Progression and Continuity
9. Culturally Sensitive
10. Outreach.

She then focused on why people use drugs and said that it could be due to peer pressure, curiosity, rebellion, frustration or boredom.

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\* Ms. Arshiya Sethi  
 Consultant Communication and Networking  
 Project G-86  
 United Nations  
 Office Nations Office on Drugs & Crime  
 UNODC

Schools need to take steps to tackle the drug situation responsibly. They must provide access to information organize it and make it accessible to teachers students. They must acquire and promote quality materials. They must formalize policies and procedures for dealing with sexuality issues / drugs/

disturbed family and other related adolescents issues. The school should have a policy and clear position on Drug Use. Teachers need to be empowered with Basic Counselling Skills. The Resource Person also informed the delegates about UNODC support for the future.



*To lead People,  
Walk Behind Them.*

– Lao - Tzu



## Cultural Extravaganza :

### *The Spirit of Orissa*

The entire Bhubaneswar Sahodaya School Complex came together and produced an amazing performance. All the schools united together to depict and showcase the glorious culture and tradition of Orissa.

The entire hour was a spectacular unfolding of various events related to the ancient history of Orissa right upto the freedom struggle which was presented through valiant dance forms.





The classical dance form – Odissi was presented by a member principal of the Sahodaya School Complex. It was an enriching

experience to see principals participating along with their students in a profusion of song and colour.



*Culture brings fulfilment from the depths of the self to the faculties and aptitudes of a man as a whole.*

*– Rabindranath Tagore*

## Recommendations of the Conference

1. Sahodaya Complex recommends that the Board will review its curriculum and make it flexible at the secondary and senior school level both in terms of content and performance.
2. The schools need to become learning centres and part of learning networks.
3. There should be a gradual transition from exclusive to inclusive education where individual differences of children are taken care off.
4. Schools need to accelerate growth with the help of information technology. Access to information alone is not enough, navigation of information and its application in the required context is essential.
5. Conceptual learning needs to be further strengthened through technological interventions.
6. Future schools will need to emphasise on creativity and innovation at all levels and create motivated learners.
7. Schools will need to produce students with developed competencies and skills for life long learning thus ensuring productive adult lives.
8. The Sahodaya School Conference strongly recommends that the first level of competitive sports activities must start with the Sahodaya School Complexes.

*The process of education is a continuing process in which the journey is as important as the destination.*

*– Dr. Zakir Husain*

# APPENDICES

## Schedule for the conference at Bhubaneswar

17.11.05	7.30 p.m.	Welcome Dinner
18.11.05	9.00 - 9.45 a.m.	Registration
	10.00 - 12.00 a.m.	Inauguration of the Conference - Inaugural address by Sh. Ashok Ganguly, Chairman, CBSE 'Schools for the future' - When Will We change?
	12.00 - 12.50 noon	Tea
	12.15 - 1.30 p.m.	Prof. Debashish Chatterjee Theme : Leading Schools for the Future
	1.30 - 2.30 p.m.	Lunch
	2.30 - 3.15 p.m.	Sh. G. Balasubramanian, Director (Academic)  Theme : Emerging challenges for future schools
	3.15 - 3.35 p.m.	Tea
	3.35 - 4.30 p.m.	Emerging Challenges for future schools
	5.00 - 6.00 p.m.	Cultural Programme
	7.30 p.m.	Dinner

19.11.05	9.30 - 11.00 a.m.	Theme : The impact of technology on the pedagogy of the future schools - Prof. M.M. Pant
	11.00 - 11.20 a.m.	Tea
	11.20 - 12.00 noon	Building an effective School Based Drug Prevention Programme
	12.00 - 12.45 p.m.	Presentation by SPIC MACAY
	12.45 - 1.30 p.m.	Presentation by WWF
	1.30 - 2.30 p.m.	Lunch
	2.30 - 4.00 p.m.	Life Skills Education and School Mental Health Programme - Dr. Jitender Nagpal
	4.00 - 4.15 p.m.	Tea
	4.15 - 5.00 p.m.	Valedictory



**Inaugural Session - 18th November, 2005**

<b>10.00 - 10.05 a.m.</b>	<b>Invocation by the students of schools of SSC, Bhubaneswar</b>
<b>10.05 - 10.08 a.m.</b>	<b>Lighting of the Lamp</b>
<b>10.08 - 10.15 a.m.</b>	<b>Welcome address by the President of SSC, Bhubaneswar</b>
<b>10.15 - 10.20 a.m.</b>	<b>Presentation of Bouquets to the guests</b>
<b>10.20 - 10.30 a.m.</b>	<b>Introduction of the Conference theme by the Director (Academic), CBSE</b>
<b>10.30 - 10.35 a.m.</b>	<b>Release of the Conference Sourvenir by the Chief Guest</b>
<b>10.35 - 11.35 a.m.</b>	<b>Inaugural address by the Chairman, CBSE</b>
<b>11.35 - 11.40 a.m.</b>	<b>Vote of Thanks by the Secretary of SSC, Bhubaneswar</b>

## List of Members of Sahodaya Schools Complex Bhubaneswar Chapter

1. Wg cdr A K Mittal  
Chairman, Sahodaya School Complex  
Bhubaneswar Chapter &  
Principal, Sainik School, Bhubaneswar



2. Mrs. Bhagyabati Nayak  
Secretary, Sahodaya Schools Complex  
Bhubaneswar Chapter &  
Principal, DAV Public School, Unit-8,  
Bhubaneswar.



3. Dr. K. C. Satapathy,  
Principal, DAV Public School,  
Chandrasekharapur, Bhubaneswar.



4. Sri J. K. Mohanty,  
Principal, B.J.E.M. School,  
Bhubaneswar.



5. Ms. Sujata  
Principal, DAV Public School,  
Pokhariput, Bhubaneswar.



6. Mrs. Deep Gambhir  
Principal, DAV Public School,  
Sadananda Vihar,  
Gosaninuagaon, Berhampur.



7. Mrs. Poly,  
Principal, Mother's Public School,  
Unit-1, Bhubaneswar.



8. Dr. Satyabrata Minaketan  
Principal, ODM Public School,  
Chandrasekharapur, Bhubaneswar.



9. Sri Himanshu Bhusan Tripathy,  
Principal, Indira English Medium School,  
A.G. Square, Bhubaneswar.



10. Mrs. Manika Pradhan,  
Principal, Modern Public School,  
Chahata Ghat, Bidanasi, Cuttack.



11. Sri B.N. Singh  
Principal, DAV Public School,  
Sector-6, Market Nagar, Abhinav Bidanasi,  
Cuttack - 14.



12. Sri Sanjaya Sinha  
Principal, DAV Public School,  
PPL Township, Paradeep - 754145.



13. Mrs. Manisha Mitra  
Principal, Delhi Public School,  
Kalinga, Adhalia, Phulnakhara, Cuttack - 754001.



14. Mrs. Jayashree Pattnaik  
Principal, South Eastern Railway Women's  
Organization English Medium School,  
(SERVO) Khurda Road, Jatni-752050.



15. Mr. Saroj Kumar Padhy  
Principal, Durga Prasad Saraf Vidyapeeth,  
D.P. Nagar, Randiahat, Bhadrak - 756135.



16. Mr. B.N. Tripathy,  
Principal, Gouri Shankar English Medium  
School, Nuagaon Chhak, Puri Road,  
Sisupalgarh, Bhubaneswar.



17. Shri Kalingarudra Panda,  
Principal, Rotary Public School,  
Angul, Orissa - 759122.



18. Sri S. Beuria,  
Principal, Kendriya Vidyalaya,  
No.-1, Unit-IX, Bhubaneswar.



19. Sri N. Balan,  
Principal, Kendriya Vidyalaya,  
No-II, CRPF Campus, Bhubaneswar.





20. Sri B. Choudhury,  
Principal, Kendriya Vidyalaya,  
No.III, Mancheswar, Bhubaneswar.



21. Dr. Raghunath Sahoo,  
Principal, Prabhujeet English Medium School,  
V.S.S. Nagar, Bhubaneswar - 751007



22. Sr. Kanti,  
Principal, St. Marys' School,  
Deepsikha, NTPC/STPP, Kaniha  
Angul - 759147.



23. Ms. Kuldip Kaur,  
Vice-Principal  
St. Xaviers High School,  
231, Kedargouri, Bhubaneswar - 763002



**XII National Conference of Sahodaya Schools Conference**  
**Nov. 18th and 19th 2005**  
**Hosted by Bhubaneswar Chapter**

S. No.	Name of the Sahodaya School Complex	Name of the Principal	Name of the School and Address
1.		Arun Nath Pardi	Balika Vidyalaya, Khetrapur, Sambalpur
2.	Burdwan Asansol	A.K. Sharma	D.A.V. Model School, Durgapuri (W.B.)
3.		Prashan Vashishta	D.P.S. Nalco Nagar, Anugul, Orissa
4.	Burdwan	S. K. Sinha	Burnpur Riverside School, R.S.T.S. Burnpur, West Bengal.
5.		Sanjukta Das	Ghanshyam Hemalata Vidyamandir, Puri, Orissa.
6.		Kameshwar Mandal	Jaharimal High School, Cuttack, Orissa.
7.	Baroda	P. Vardhanajan	Bharati Vidya Bhawan, Baroda, Gujarat.
8.	Nagpur	Kabita Nagarajan	School of Schoar, Nagpur, Maharashtra.
9.	Bhubaneswar	Mandakini Mishra	Sri Satya Sai School, K.V.K. Road, Cuttack, Orissa.
10.		R. Mishra	Dalmiya Vidya Mandir, Rajgangpur, Sundargarh, Orissa.
11.		E. Tejaswar Rao	Takshashila Residential School, Beshampur
12.	Sambalpur	B. Uma Devi	Vikash Residential School, Bargarh, Orissa.

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13.		P. C. Asthana	Saraswati Vidya Mandir, Rajgangpur, Sundergarh, Orissa.
14.		S. K. Biswas	Saraswati Vidya Mandir, Rourkela, Orissa.
15.	S.S. Complex, Rourkela	Charan Verma	Radha Swami School, Sundergarh (English) Orissa.
16.	Rourkela	N. Kacharia	Dr. A.N. Khosla, DAV Public School, Rourkela, Orissa.
17.	Rourkela	R.N. Dash	Sri Aurovindo Integral Rayagada, Orissa.
18.	Meerut	Alpana Bajai	K.L. International Garhnd, Meerut, UP
19.		S.A. Ahmad	Range School, Chandipur, Orissa.
20.	Rourkela	Manjula Ray	Deepika E.M. School, Rourkela, Orissa.
21.	Rourkela	Mamata Das	Sundergarh Public School, Sundergarh, Orissa.
22.	Rourkela	Asha Tyagi	Kanta Banjhi Lions Public School, Balangir.
23.	Rourkela	Vinit Gaba	Rotari Public School, Baragarh, Orissa.
24.	Ranchi	S.B. P. Mehta	Oxford Public School, Ranchi, Jharkhand
25.		Rina Singh	St. Marry Convent School, Allahabad, UP
26.	Meerut	A.N. Singh	Goodwin Public School, Meerut, UP.
27.	Ranchi	D.R. Singh	DAV Jawahar Vidya Mandir Ranchi, Jharkhand.
28.	Calcutta	Reeta Chatterjee	Appeejay School, Kolkata
29.	Meerut	Kusum Rana	Karan Public School, Meerut, UP.
30.	Dr. Radhakrishnan	Rita Prasad Dr. Radha Krishan	Pentactual Assembly School, Bokaro, Jharkhand.

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31.	Dr. Radhakrishnan	D.N. Sharma	Pentactual Assembly School, Bokaro, Jharkhand.
32.	Bhubaneswar	Jayashree Pattanaik	S.E.R. W.O. School, Khurda Road.
33.	Bhubaneswar	Puspa Samant	DAV Public School, Brajaraj Nagar, Jharsuguda.
34.	Rourkela	S.K. Hota	Balika Vidyalaya, Khetrajpur, Sambalpur.
35.	Kolkata	Dr. T. Acharya	Kalyani Central Model School, Nadia, Kolkata
36.	Kolkata	Rupa Dey	Kalyani Central Model School, Nadia, Kolkata
37.	Allahabad	Uma Kaushik	Maharshi Patnjali Vidyamandir, Allahabad, UP.
38.	Allahabad	G. Saikrishna	Satya Sai Vidyamandir, Kalahandi, Orissa.
39.	Meerut	A.P. Sharma	Millenium Pub. School, Meerut, UP
40.	Bokaro	Reegi Oonumen	M.G.M. Higher, Sec. School, Bokaro, Jharkhand.
41.	Bhubaneswar	Prabhasini Mohanty	DAV Public School Puri, Orissa.
42.	Noida	Dr. Rajesh Hasija	Apeejay School, Noida, UP
43.	Rourkela	M.M. Ranjan Rao	Kosala School, Bargarh, Orissa.
44.	Rourkela	Saswati Sen	Kosala School Bargarh, Orissa
45.	Bhubaneswar	Jyoti Mishra	DAV Pub. School, NTPC/TTPS, Talcher.
46.	Meerut	H.M. Rout	Dewan Public School, Meerut, Cant. Meerut, UP
47.	Ghaziabad	Sharmila Raheja	Uttam Schools, Girls Ghaziabad, UP

S. No.	Name of the Sahodaya School Complex	Name of the Principal	Name of the School and Address
48.	Ghaziabad	Shashi Banerjee	Uttam Schools, Girls, Ghaziabad, UP
49.	B.S. City	Hemalata Biswas	Chinmaya Vidyalaya, B.S. City, Jharkhand.
50.	B.S. City	L.N. Pradhan	DAV Pub. School Kalinga, MCL, Talacher.
51.	B.S. City	Binny Singh	Tiny Tots Sr. Sec. School, Faizabadm, UP
52.	B.S. City	Padmacharan Gantayat	Jeypur Koraput.
53.	B.S. City	Lalatendu Sahu	EL Nossi Mission, School, Kalahandi, Orissa.
54.	B.S. City	B.B. Das	EL Nossi Mission, School, Kalahandi, Orissa.
55.	B.S. City	Michael Peters	W.W.F., BBSR, Region, Bokaro, Steal City.
56.	Guwahati	K. Chanda	South Point School, Guwahati, Assam.
57.	Dhanbad	Dr. J.K. Sinha	Indian School of Learning, Dhanbad, Bihar.
58.	Dhanbad	Dr. R.R. Sinha	Baldwin Academy Patna, Bihar.
59.	Dhanbad	Kalpna Kapoor	D.P.S. School, Ghaziabad, UP.
60.	Dhanbad	Rita Kapoor	D.P.S. School, Ghaziabad, UP.
61.		Hemalata S. Mohan	D.P.S. Bokaro, B.S. City Jharkhand.
62.		K. Jyokitty (Director)	ELHISSI M. School, Dharagarh, Kalahandi, Orissa.
63.		P.S. Chandrashekhar	D.P.S. Damanjodi, Koraput, Orissa.
64.		Mahendra Kr. Behera	Holy Angel, Convent School, Gopalpur, Ganjam.
65.	Bhubaneswar Chapter	Mr. J.K. Mohanty	English Medium School, (BJEM), M-15, BJB Nagar, Orissa. Bhubaneswar



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66.	Bhubaneswar Chapter	Mr. Nalinikanta Muduli	Public School, Badarukha, Jaraka, Jajpur-755050. Raj.
67.	Bhubaneswar Chapter	Ms. Deep Gambhir	Berhampur, Address-1, Sadananda Vihar, GOSaninuagoan, Orissa.
68.	Bhubaneswar Chapter	Mr. B.N. Singh	Bidanasi, Sector-6, Market Nagar, Abhinav, Bidansi, Cuttack-14.
69.	Bhubaneswar Chapter	Dr. K.C. Satapathy	Chandrasekharpur, Sailashree Vihar, Bhubaneswar-751021.
70.	Bhubaneswar Chapter	Mr. Sanjay Sinha	Paradeep, PPL Township, Paradeep-754145.
71.	Bhubaneswar Chapter	Ms. Sujata	Pokhariput, Aerodrome Area, Bhubaneswar-751020.
72.	Bhubaneswar Chapter	Mrs. Bhagyabati Nayak	DAV Public School, Unit-VIII, Bhubaneswar-751012
73.	Bhubaneswar Chapter	Ms. Monisha Mitra	Kalinga, Adhalia, Phulnakhara, Cuttack-754001.
74.	Bhubaneswar Chapter	Mr. Akhileswar Mishra	Multipurpose (D.M.) School, Regional, Institute of Education, Bhubaneswar.
75.	Bhubaneswar Chapter	Mr. Soraj Ku. Padhy	Vidyapeeth, D.P. Nagar, Randiahat, Bhadrak-756135. Bhubaneswar
76.	Bhubaneswar Chapter	Mr. B.N. Tripathy	Medium School, Nuagaon Chhak, Puri Road, Sisupalgarh, Bhubaneswar.
77.	Bhubaneswar Chapter	Mr. Himanshu B. Tripathy	Indira English Medium School, A.G. Square, Bhubaneswar-751001.
78.	Bhubaneswar Chapter	Mr. S.B. Rao	Jawahar Navodaya Vidyalaya, Mundali, Bhubaneswar. Cuttack-754006.

S. No.	Name of the Sahodaya School Complex	Name of the Principal	Name of the School and Address
79.	Bhubaneswar Chapter	Mr. S. Beuria	Kendriya Vidyalaya No.: 1 Unit-9, Bhubaneswar-751001.
80.	Bhubaneswar Chapter	Mr. N. Balan	Kendriya Vidyalaya No.: 2 CRPF Campus, Bhubaneswar-751011.
81.	Bhubaneswar Chapter	Mr. B. Choudhury	Kendriya Vidyalaya No. : 3 Bhubaneswar-751017.
82.	Bhubaneswar Chapter	Ms. Polly	School, Near Indoor Hall, Unit-1, Bhubaneswar-751009.
83.	Bhubaneswar Chapter	Dr. S. Minaketan	ODM Public School, Sishu Vihar, KIIT, Bhubaneswar-24.
84.	Bhubaneswar Chapter	Mr. K.C. Dash	Medium School, Kriya Yoga Ashram, V.S.S. Nagar, Bhubaneswar.
85.	Bhubaneswar Chapter	Mr. Kaligarudra Panda	Rotary Public School, Angul, Orissa-759122.
86.	Bhubaneswar Chapter	Wg. Cdr. A.K. Mittal	Sainik School, Bhubaneswar-751005.
87.	Bhubaneswar Chapter	Ms. Jayashree Patnaik	Women's Organisation English Medium School (Serwo), Khurda, Bhubaneswar.
88.	Bhubaneswar Chapter	SR. Kanty	St. Mary School, Deepsikha, NTPC/ TSTPP, Angul-7590147. Bhubaneswar
89.	Bhubaneswar Chapter	Ms. Kuldip Kaur	School, 231, Kedargouri, Bhubaneswar-751002.
90.	Bhubaneswar Chapter	Mr. S.N. Jena	S./ Vidyalaya, Post Box-8, Sunabeda, Korapur-763002.
91.	Bhubaneswar Chapter	Mrs. Monica Pradhan	Modern Public School, Cuttack.

S. No.	Name of the Sahodaya School Complex	Name of the Principal	Name of the School and Address
92.	Rohtak	Manju Khanna	Model School Opp. Telephone Exchange, Civil Lines, Rohtak, Haryana.
93.	South Delhi	Rachna Pant	Summer Fields School, Kailash Colony, New Delhi
94.	Panipat	G.C. Mittal	MASD Panipat Public School, Panipat, Haryana.
95.	Karnal	R.S. Dabur	Brahmanand Public School, Sec 8, Urban Estate - Karnal.
96.	Karnal	P.D. Sharma	SD Adarsh Public School, Karnal, Haryana.
97.	Ludhiana	R.S. Grewal	GGN Public School, Rose Garden, Ludhiana, Punjab.
98.	Sonipat	V.K. Verma	Motilal Nehru School of Sports Dist. - Sonipat, Haryana
99.	Ludhiana	Parawjit Kaur	BCM Arya Model School, Shastri Nagar, Ludhiana, Punjab
100.	Ludhiana	S.D. Kalia	BCM Sr. Sec. School, Sec-32, A, Urban Estate, Ludhiana, Punjab.
101.	Delhi	Meenu Goswami.	K.R. Mangalam World, School, S-Block, G.K. - II, New Delhi.
102.	Gurgaon	Col. K. Pratap Singh	CCA School, Sec. -4, Gurgaon, Haryana.
103.	Gurgaon	Madhuri Parti	Ryan International School, Gurgaon, Haryana.
104.	Gurgaon	Dr.Indu Khetrapal	Salwan Public School, Sec 15 (II), Gurgaon, Haryana.
105.	Kurukshetra	Rishi Goel	Gita Niketan Awasiya Vidyalaya, Kurukshetra, Haryana.
106.	Kurukshetra	Shamsher Singh	Gurukul, Kurukshetra, Haryana.
107.	Jodhpur	Mrs. Sangeeta Yadav	DPS - Jodhpur Bye Pass Road, Pal, Jodhpur, Rajasthan.
108.	Jodhpur	Mr. B.S. Yadav	DPS - Jodhpur Bye Pass Road, Pal, Jodhpur. Rajasthan.

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109.		Mrs. Amay Jiwanlal	Menonite Eng. Sr. Sec. School, Dak Banglow Ward, Dhantari, Chhatisgarh.
110.		Mr. M. B. Jiwanlal	Menonite Eng. Sr. Sec. School, Dak Banglaw Ward, Dhantari, Chhatisgarh.
111.		Anand Kumar Tripathy	Krishna Public School, Nehru Nagar Bhilai, Drug, Chhattisgarh.
112.	Indore	Dr. Manju Vyas	SICA Sr. Sec. School, Phase-II, schm No. - 78, Vijay Nagar, Indore, MP
113.	Raipur, G.G.	Chinmoy Ku. Palit	Ambuja Vidya Peeth, Rawan, Raipur, Chhatisgarh.
114.		R.K. Triven	O.P. Jindal School, Rajgarh Chhatisgarh.
115.		Fr. George P.A.	St. Aloysius Sr. Sec. School, Jabalpur, M.P. 2620093
116.	Bhopal	Mr. Kala Mohan	Mithi Gobindram Public School, Sant Hiredaram Nagar, Bhopal - 30 (MP)
117.	Bhopal	Sr. Johana M. Sequeira	St. Mary's Sr. Sec. School, Tulsinagar, 1250Qtrs. Bhopal-30 (MP)
118.	Bhopal	Sr. Archana Cnic	Carmel Connect School, Ratanpur, Bhopal, MP.
119.	Bhopal	Dr. Rajesh Sharma	Army School, Bhopal Military Station, Baragarh
120.	Bhopal	P.K. Patnaik	Rajeev Gandhi Sr. Sec. School, E-8, Trilangashah, Puri, Bhopal.
121.	Bhopal	Fr. Maria Stephen	St. Joseph's High School, E/6 Aneray Colony
122.	Indore (MP)	Dr. A. Panda	Vivekanand Vidya Vihar, Maral, Khagore, MP-451660.
123.	Thrissur District	Lalitha S. Iyer	Blooming Buds Bethania Eng. School, Marathamcode

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124.	Kanur N.K.	A. V. Balan	Kadambur English School, Kannur
125.	Mumbai Chapter	N. N. Nayyan	Apeejay School, New Bombay, Sector 15, Mumbai.
126.	North B - Kochi	G. Thangaduri	The Velannai International Residential School
127.	Cluster B - Kochi	Herry Jayakaran	Navy Children School, Naval, Base, Kochi
128.	Navy Education Society	Mrs. Vrinda Malse	Navy Children School, Block VII, Colaba, Mumbai.
129.	Mumbai-Chapter	Avnita Bir	Ramaniranjan Podar School, Santa Cruz, Mumbai
130.	Mumbai Chapter	Ms. Meslyn Amin	Gopi Birla Memorial School, Mumbai
131.	Chennai Zone	Sasmita Mohanty	
132.	Ujwala Hyderabad	Mrs. Vasanty Paraswara	Maharishi Vidya Mandir, Girish Park, Hyderabad
133.	Bhubaneswar Chapter	Dr. Raghunath Sahoo	Prabhujee English Medium School, VSS Nagaqr, BBSR
134.	Vishakhapatnam	C.H. Vasu Prakash	Sri Prakash Vidya Niketan, Uplands Aoilmetta, Vigag
135.	Vishakhapatnam	Dr. C.V. Narasimhan	Ramanath Society School, Vishakhapatnam.
136.	Guntur Chapter	D. Jayshree	Sri Venkateswar Bal Kutur, Guntur
137.	Hyderabad	Vasantha Raman	DAV Public School, Kukatpally, Hyderabad.
138.	Secunderabad, Chennai.	M. Prabhakar	DAV BDL Public School, BDI Township, Bhanoor, A.P.
139.	Sampoorthi (Sanshitha)	Manju Gupta	Pallavi Model School, Hasmatpat Rd, Secunderabad
140.	Sampoorthi (Sanshitha)	Ms. Krishna Mukherjee	Yasavi Public School, Himayat Nagar, Hyderabad
141.	Sanshitha	Ms. D. Usha Reddy	Meridian School for Boys and Girls, Hyderabad.



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142.	Sanshitha	T.S.R. Anjaneya Sastry	Little Scholar School, Begumpet, Hyderabad.
143.	Sanshitha	A.P. Achuthan	Little Schoolar School, Chikoli Garden, Hyderabad
144.		L.V. Rama Devi	Akshara School, NFCL Township, Kakinada
145.	Neral Education Society	Mani Bhushan Choubey	Navy Children School, Nausena Bagh, Gandhigram, Vizag
146.	Neral Education Society	D.P. Pednekar	Navy Children School, AP Rd., Dabolim, Goa.
147.	Chennai	Ms. Revathi	Jaya Jaya Sankarn DCL School, Chennai
148.	Chennai	Ms. Margarete Davidray	Bhaktavatsalam Vidyashram, Korattur
149.	Chennai	Malathi Sreenivasan	Devi Academy SQ Sec. School, Chennai.
150.	Chennai	Ambyavalli Gopalan	Jawahar Vidyalaya Sr. Sec. School, Chennai.
151.	Chennai	Valli Arunachalan	Padma Seshadri Bala Bhawan, SSS.
152.	Chennai	C.P. Jayaprakash	B.V. Reddy School, Satyanarayanpuram, Chittoor
153.	Chennai	Vijayalaxmi Srivatsan	P.S. Sr. Sec. School.
154.		Binita Mohanty	Children's Paradise Public School
155.	Chennai	Minoo Agarwal	DAV Sitaram Nagar, Chennai
156.		A.K. Das	IVY League Academy Hakimpet, Hyderabad
157.	Samhita	Ms. P. Swarnalata Rao	Chinmaya Vidyalaya Sandeepany Kendra, Khundangagh, Begumpet, Hyderabad.