

Students Educational

Reformatory Federation.  
- Established in 1952 -

'N, odd:

Values of  $M_s$       value of  $q$       For ex

$$+1/2$$

$$+3/2$$

$$+5/2$$

$$+7/2$$

$$+ \dots + n/2$$

$$0$$

$$2$$

$$4$$

$$6$$

$$\frac{1}{2} \left( \frac{n-1}{2} \right) \left[ 2 \times 2 + \left\{ \frac{n-1}{2} - 1 \right\} 2 \right]$$

$$= (n-1) + \frac{n-1}{2} \left( \frac{n-1}{2} - 1 \right)$$

$$= (n-1) \left[ 1 + \frac{1}{2} \left( \frac{n-1}{2} - 1 \right) \right]$$

$$= (n-1) \left[ 1 + \frac{n-1}{4} - \frac{1}{2} \right]$$

$$= (n-1) \left[ \frac{1}{2} + \frac{n-1}{4} \right] = \frac{(n-1)(n+1)}{4} = \left( \frac{n^2-1}{4} \right)$$

N, odd,  
value of  $q = \frac{n^2-1}{4}$

N, odd,  
value of  $q = n$

value of  $M_s = \pm \frac{1}{2} \sqrt{4n+1}$

N, even:  
value of  $q = n$

value of  $M_s = \pm \sqrt{n}$

{ & All possible values of  $M_s$  begin to be involved when  $q$  exceeds or equals  $\frac{N^2}{4}$  when  $N$  is even, &  $\frac{N^2-1}{4}$  when  $N$  is odd.

To examine the nature of the combinations of different  $m_L$  (so as to give a definite  $M_L$ ) & to find out the different possible values of  $M_s$  (corresponding to a definite value of  $M_L$ )

STUDENTS EDUCATIONAL  
REFORMATORY FEDERATION  
ESTD... 1952

21st Nov '54:

- (i) Number of students limited (say 50)
- (ii) The place site of the institutions as well as of the side industry should be at such a place which should have very decent surroundings & be very near to a railway station so as to provide easy means of communication.
- (iii) The site institutions should be far away from all big educational centres & be in a rich locality &
- (iv) The industry side of the federation should own a heavy vehicle of the educational side a "Land Rover" or "Jeep"
- (v) The starting funds should be of at least Rs 50,000 & be divided in two half halves, one for each side - the educational & the industrial.
- (vi) In the beginning only two or three of the primary classes will be started
- (vii) In the beginning the candidates will be admitted through intelligence test.
- (viii) The education up to a certain standard

will be imparted free.

- (ix) The lodging & fooding will be compulsory
- \* (x) The books prescribed for the students should as far as possible be written by the members of the federation
- (xi) The "high school" standard should be so arranged as to from the very beginning as to compete intermediate standard of ~~the~~ day.
- (xii) The institution should take the licence for postage in & out side India.
- (xiii) The site of institutions should be subject to the facility of power supply.

Honourable President, guests & friends,

I ~~am~~ feel am feeling an immense pleasure in going to celebrate the 4<sup>th</sup> anniversary of the Students Educational Reformatory Federation (short known as 'SERF') under the presidentship of so apt a person as Dr. B.G. Gokhale whom, it seemed to me, I found to be the second person who treats education for the education for the sake & with so liberal a heart as is rarely to be found. (As you must know Dr. B.G. Gokhale is Reader in Physics in this, Lucknow University).

This federation was established in ~~in~~ in 1952 on 9<sup>th</sup> January by my friends together with myself with a view to remove the defects that crept in, or rather are inherent in the very system of education prevalent these days in India. Everybody will say that ~~says~~ saying "removing the defect in education" is an easy thing to say but the main thing is its implementation which is an extremely difficult part. I do agree. But I thought is there any thing in the world which could not be won over by "perseverance" & "patience". These two things can do wonders if followed.

gives birth to

This federation was established out of an agitation produced in my mind & of some of my friends (who were sensitive enough) as a result of the cold chastise & reproof given to us by our Chemistry professor Dr. B. R. Rao when some of the students of our class stole away the apparatus from the shelves of other students as they carried their complaint to him. He then expressed the regret, saying, "What can I do in this <sup>evil</sup>, your moral is so low, you should try to increase your morality."

Feelings of this kind were rebounding for a long time in the brain from one side to other. This reproach of our Chemistry professor worked like ~~so~~ pouring oil over fires & these came out burst out & resulted in a meeting being held to ponder over this question, on 9<sup>th</sup> January 52.

It was decided <sup>with great confidence</sup> that though the work ~~is~~ was seemingly an extremely difficult one, but it has to ~~be~~ done with definiteness of purpose whatever adverse

The question before us then was the question of finding out the cause of ~~the~~ the rapidly lowering down of moral standard.

When in the meeting & when ~~also~~ <sup>would have</sup> we reached, after a detailed analysis,

(1).  
In the conclusion that it is <sup>(1)</sup> firstly the general household atmosphere in most of the Baniya "types" of people that is defective & secondly which is somewhat responsible for the deprovement, the gross selfish mentality of the parents & lack of liberality that is responsible for a ~~sense~~ of similar sense being created <sup>among</sup> in the minds of children from the very beginning.

2. Secondly, besides this, it was realised that the education, & more important the atmosphere in the schools & colleges, as we saw, was so offensive that it was rather far from being suitable for even the existence of a good moral what to talk of its being breeded up. More explicitly I mean to say that even if somebody tries to keep himself chaste he will I am sure, certainly fail & turn rotten after some time short or long; after the effect of the atmosphere cannot be denied.

In this connection was also discussed the question of Co-education in schools & colleges. but the committee could reach ~~to~~ no definite conclusions.

3. Thirdly, the responsibility of education was called for in answering its inability in improving this rotten atmosphere of schools & colleges. It was definitely & unanimously realised,

as everybody would, that the present education was worthless & not suited to the present conditions, so has also been remarked recently by Dr. Rajendra Prasad himself, when addressing to the delegates from all over India at the inauguration ceremony of The Thirtieth Educational All-India Educational Conference held in Delhi University grounds on 28<sup>th</sup> Dec '55, when he said:

"As far as I know, we have not succeeded till now in this work of changing the educational system of to suit the needs of independent India. I would even say that we have failed to put in the efforts which we should have by now to change the education system to suit new conditions.

"Our country's educational system is not a new one. If I say that it has been in existence for the last 125 years I will not be wrong. This educational system was started with a particular aim in view. But that aim is no longer holds good now. But the pattern of education even now, more or less is the same as it was before. I know that some steps are being taken to change it. But they are not adequate to change to meet the new needs of our present day life."

But I myself, shall even go further to say that the present system is not only

worthless, but it in some cases produces negative effects. I know definite cases that students going back to their villages after completing their education would not do their household work. Not only that ~~de~~ I have seen one case definitely (though I can't say if there is only one & or there can be more than one) the student would abuse his parents & would call his parents by name. This would at least will be ascribed to the

Apart from this, which is ~~an~~ one would call an extreme side of things, deficiencies in the education, if not to the education itself.

Apart from this, which one would call extreme side of things, it is definitely not to be denied that the present system is worth nothing either as regards cultural development or as regards the vocational purpose or as regards the education for citizenship.

4. Doubtedly, it was <sup>also</sup> proposed that as far as character deprovement was concerned, cinema is also to some extent responsible. How far is it true cannot be said, but I am of the opinion that cheap types of entertainments in a picture should definitely, strictly be ~~ban~~ censored. While good pictures should be ~~recomm~~ rather

recommended. As for example, I would recommend to each & everybody I meet, the picture "Jagriti" which I may tell you beforehand is an exact description of the atmosphere we as a matter of fact dreamt.

Pictures, & in my opinion, are an easy means of propagating a very psychological means of propagating an idea. As we know it is being made use of, these days, in educational demonstrations.

I wonder why should people only be able to derive pleasures from cheap types of scenes unless their senses are directed from towards these from the very beginning. I here differ from Ruskin's classification of a gentleman & a vulgar man. I am thus definite that it is the atmosphere of atmosphere alone which is solely responsible for the character of a boy.

Thus I am of the opinion that pictures minus the cheap scenes would be rather profitable, than harmful, for the coming generation since this generation should be considered to have been spoiled & also for the next if proper type of education be not managed from now. NOW.

There were in brief the various aspects of the problem. The fatal effect on the character & consequently the strength of nation the nation that the present atmosphere is having must not be obscured.

leaving for the present other aspects it was realised that the educational aspect of the problem was the most important & first to be tackled.

While handling this problem educational aspect it ~~was~~ had to be probed the more deeply than was being looked at. Consequently it ~~became~~ <sup>presented</sup> a problem by itself.

The educational problem presents two different aspects:

1. The "externals" of education.
2. The "internals" of education.

The ~~last~~ former ~~describes~~ marks out the broad outline of an educational scheme followed, however, by the psychology suggestions from the psychology or what we call in science as the "macroscopic" description of scheme pointing out as to what has to be done.

The latter describes the details of every detail of the scheme, or so to say gives a "microscopic" description of the scheme.

Both of these are however interrelated <sup>in that</sup> every 'internal' presents an 'external' & this in turn presents "internals" & so on.

Both of these are ~~have~~ obviously essential for the three requisites of educ. a good education for a citizen:

namely:

1. Cultural education.
2. Vocational education.
3. Education for citizenship.

If we now compare our educational with the requisites of a good education, we shall find that our education is nothing more than a sort of "humdrum" education, which is thus neither worth being cultural, nor vocational, ~~and~~ for the it is needless to remark for the third.

There are, as <sup>also</sup> pointed out Dr. Rajendra Prasad three stages of education. These three different parts represented three different periods in the a student's life, namely.

primary.  
secondary  
& higher secondary.

These three stages should be interrelated & there should be no difficulty in of going from one to the other.

What our purpose is then "is" to accomplish reforms externally & internally in all the three stages primary, secondary & the higher secondary keeping in view the fact that we are providing all the three types of education to a student, the cultural, the vocational & that for citizenship.

If, therefore, we want to reform the educational system ~~part~~ in our country, then the most important stage of reform is obviously in the field of primary education. It is the primary stage of a student's life where the foundation of his life is laid & his future decided, so to say. The primary education should therefore be carried out very cautiously. Though a student can do in his later life <sup>part</sup> without a good primary education, but he can excel with a good primary education. Kindergarten students are a good example of this.

Reverse exactly is the case in our country. The condition of no other stage is so wretched as that of the primary stage. The little innocent children are just driven like sheep & beaten like <sup>severely</sup> ~~anything~~. Aren't they tender like flowers, of the rich & of the poor alike. Aren't they to be loved like flowers.

Besides they fall prey to what I shall not mention. The primary stage is the <sup>one</sup> least cared for. — Whereas, on the other hand, it should be given the importance, the word 'primary' itself implies. It should be <sup>the</sup> ~~no~~ <sup>one</sup> most cared about. The children should be dealt highly psychologically. Highly qualified teachers suited to that purpose must be employed, whereas, (the

\* Further "macroscopic" & "microscopic" details would be out of place here.

contrast is notable) we have the least qualified teachers for the primary education.\*

Dr. Prasad also emphasized that it was an accepted principle, that a child's future was moulded by the training & education given him in his young days. This training & education would not be worth anything if it did not equip a young man to discharge his properly the work entrusted to him in daily life.

The President accepted that the government failed to give top priority to the primary stage of education. "But," he added, "I do not want to blame anyone for this - some things so developed that after independence we thought that first of all reform of university education should be undertaken. A University Commission was then set up. Later came the secondary education Commission & now perhaps some thought is being given to primary education. (Note the negligence of the Government towards the primary education even to day).

The President, however, remarks that "In his ~~regret~~ opinion it would have been better if they had started with primary education & then dealt with secondary education ultimately taking up the University education. "If this course had been followed," he said, "then the spectacle we are now witnessing in the sphere of education, we

would not have witnessed."

But in my opinion the result of the reversed order would also be the same since government, I know, <sup>could not have</sup> ~~cannot~~ done so much as is required to produce an observable effect in the primary education. Any way we should always wish for the better.

The difficulty however does not terminate here but <sup>also</sup> extends to the secondary & the university stages which ~~have been~~ are said to have been reformed by the government by setting up Commissions & so on. But the difficulties are here of the "microscopic" type & hence does not concern the government much but concerns the respective universities examination conducting bodies & all other concerned, namely the professors lecturers etc of the society.

It may here be cleared up that since the difficulties describable as macroscopic ~~are~~ concern as to what is to be done, they concern the government & the microscopic ones since they mean as to how a thing has to be done concern the workers concerned.

After the primary education, if I <sup>say</sup> ~~call~~ that seem the very purpose of the secondary education

being  
is defeated. I am sure I am not wrong. I know the  
terrible fact that most of the secondary schools are  
rather to be describ~~ed~~ as money <sup>business</sup> making concerns  
in that

(i) They would promote a student (say in 1st year  
of intermediate) from 1st year to 2nd year even  
when he ~~did~~ not deserve to be promoted.  
merely because that if he failed <sup>in 1st yr</sup> he would  
join some other college (where of course he  
would perhaps be promoted) & thus the income from  
these ~~one~~ <sup>failed</sup> students will ~~decre~~ cease, & that  
moreover there was very little possibility of  
any student being admitted to the 2nd year  
class. According to them therefore it is profitable  
to them & better if a student fails in intermediate  
final examination since ~~after this~~ <sup>first</sup> there is  
at least one year's more income & secondly  
the failed student will more probably join the  
same college (& they would very easily admit him).  
Thus according to them they are more on  
the safer side in promoting a student to the  
2nd year irrespective of that he deserves or not.  
& thus caring little for the educational <sup>purpose</sup>  
they were doing.

(ii) ~~Secondly~~ like a business man they would  
always show I may mention that what  
I have said above is not a guess work but

the result of a confidential enquiry

(ii) Secondly like a business man they would always show deficit in their budget some how or the other.

(iii) Thirdly they would play tricks with the teachers' <sup>earnings</sup>. In many schools & colleges, they would every year appoint temporarily a teacher for less than nine months & dismiss him in March & would reappoint ~~in~~ <sup>him</sup> or any other person (available at lower rate), thus making a saving of two months' vacation pay & also being free from ~~of~~ the anxiety of ~~an~~ <sup>an</sup> teacher being costly ~~since~~ <sup>as</sup> he would at the most be costly for ~~nine~~ months ~~the~~ <sup>the</sup> lowering down of the rate of teachers <sup>is</sup> the coming session. Any afflicted <sup>victim</sup> person will tell the correctness of this statement.

It is clear therefore how much ~~the~~ the college authorities <sup>care</sup> do for the welfare of ~~educators~~ & of <sup>the</sup> ~~men~~ education. They being mostly business <sup>men</sup> know nothing more than business & try that in education too.

Apart from this I shall also <sup>touch upon</sup> some microscopic points which therefore concern the examining

bodies, ~~the~~ ~~examiners~~ of the teachers.

Such ~~it must be pointed out that~~ ~~this is~~ condition of the already existing schools & colleges. But in addition. Even then there has become prevalent <sup>(don't know because of what</sup> <sup>whim)</sup> <sup>what Pres. Celli's</sup> the 'craze' for opening schools & colleges of the conventional type.

<sup>like</sup> The President said that he did not want to <sup>"</sup> this enthusiasm of the people, "but" I want what is necessary should be done. The present day need is not that schools & colleges should be opened, but schools & colleges of right type should be opened with a particular aim in view. There was certainly a place for technological schools & other similar institutions." the President said.

I may now proceed to point out defects in the University education:

The defects in the university education are it may be pointed out, of the microscopic type rather than of the macroscopic type. Everybody would <sup>realise</sup> say that government is spending quite a lot on university education. But the trouble here is that the quality of education as it is to-day is not as it should have been <sup>with</sup> <sup>the</sup> same <sup>input</sup> money input. The <sup>m</sup> education has become merely mechanical in that you may

or referring to "Made easy's", At a glance, or "an hour  
" before examination" so & so forth.

not do anything throughout the year or may do a little  
& can secure quite good marks in the exam. The  
stuff that results therefore is quite devoid of the  
deep knowledge of the subject. By preparing some  
selected questions that have previously been asked  
in the examinations, <sup>or referring to Digest</sup> the atmosphere that prevails  
therefore is as if the object of university education  
is to merely pass the examination whereas the education is primarily  
to know the subject one takes up for study.

I am terribly shocked at the negligence of the  
professors concerned in this matter, because I  
am sure it is the negligence & undutifulness of  
the professors & teachers concerned that is responsible  
for such an atmosphere being prevailing. I wonder  
why teachers, notwithstanding that they know  
& complaints against it, do not take initiatives  
in doing away with this fatal atmo. poisoning  
atmosphere. What is the reason? The reason is  
nothing more than the lack of the sense of  
responsibility, to be in the air, to have  
achieved their goal in achieving the some high  
post in the university & not realising the  
responsibility of that post, the exclusive self satisfaction,  
the desire to be flattered for nothing, & the  
consequent creation & establishment of an idle  
atmosphere like that among the Jemmysons "Lotos Eaters".

Now turn towards the miracle that  
~~What can I say about the authors of these "Made easy's"~~  
"at a glance" "an hour before the examination" etc  
are displaying. They are just helping ~~to~~ in  
& uprooting the very foundations of education  
in India only for the sake of money.  
What I can say about the Authors of these  
books is that I would get them  
guillotined if I get been all authority of that  
sort, & because since <sup>all</sup> most of them are being  
teachers they are "Vish Kumbha", not less than  
"Vish Kumbha".

Besides this the very system of examination  
is defective which allows the students with  
whichever help available to them, to have their  
~~an~~ ~~easy~~ passage <sup>easy</sup> through the examinations.

Government cannot do anything, I am sure,  
in this connexion. It is the teachers alone with  
whom this matter concerns. They can if they like

But I am terribly shocked at the negligence  
of the government teachers sit to think over this  
problem & try some improvements

But I am terribly shocked at the  
negligence of

~~The stuff that results therefore that is devoid of~~  
The atmosphere that prevails therefore is  
that as if the object of university education is

merely to pass the examination by hook or by crook whereas  
the object primarily is to know the subject one  
takes up for the study. The stuff therefore that  
results therefore is quite devoid of the deep  
knowledge of the subject. There is nothing more  
than superficiality. ~~in everything that we see~~  
~~around us~~, not only in education. but in  
everything that we see around us. The  
result of an examination may be good but in it  
does in no way mean that the examination  
is examination in true sense of the word. The  
superficiality & hollowness are therefore dominating.  
The high school & intermediate board board of high  
school & intermediate examination would lower down  
the percentage of passing marks in order to show good  
result. Is it the good result that the country  
wants? What is the need of showing good results  
& thus suppress the reality the very weakness, the  
hollowness of education which would go on  
increasing & increasing until a day & it will  
come when it will crumble down. ~~on the other hand~~  
the teachers would teach in such a way as to  
make their pupils students obtain good marks.  
These are those hidden facts the knowledge of  
which can be confined to the teachers & the taughts  
alone. If they are keen enough & are thus  
of the microscopic type. Government &

sure can do nothing in this connection. because it cannot be aware of such defects:

= Besides this <sup>above all</sup> the very system of examination is defective which allows the students with whatever help available to them to have their easy passage through the examinations. The system of examination therefore needs be modified accordingly.

~~Government is not going to do~~

It is not, I am sure, the <sup>task</sup> of the Government. It should be the <sup>interest</sup> enterprise of the teachers themselves.

Though there is cry from every corner that such and such things are bad & should be done away with, but strangely enough the people are ~~idea~~ idly following as it is, no body tries to do anything about it.

I am terribly shocked at the gross negligence of teachers . . . . . "Lotos Eatres".

1. Central School - a premier <sup>educational</sup> organization of the Country, which has made a great name for itself. It has acquired the status of an "institution."

2. Education is ~~the~~ the most important component in ~~the~~ the growth and evolution of a child's character. And it has to be assigned the greatest of importance and the process of education has to be carried out with the greatest of care:

3. It is my belief and understanding that the Central School System is really carrying out this process in the best possible manner, of all the other systems that are operating in the Country.

4. Congratulations on your efforts & achievements

The following elements of education

1. Civic education - teaches sense of duties and responsibilities

- the use of roads
- the proper use of water - water conservation

- protection of environment

  - Noise pollution

  - Atmospheric pollution

⇒ Responsibilities ~~to other~~ towards other citizens of city & country  
Begin with neighbourhood & city

2. ~~2.~~ Vocational Education - Career development of students. No attention is paid. More tools of systems analysis ~~are~~ to be used to guide students to plan their careers with prospects of job by the time they pass out

③. They may relate to

- (i) Engineering & Medicine
- (ii) Journalism
- (iii) Industry & Management
- (iv) Teaching
- (v) Science and Technology

3. Cultural Education — to impart value system among students  
Money <sup>is</sup> other values.

To day money power unfortunately has upset and vitiated the ~~our~~ value system. The ~~worth~~ worth of an individual is more and more ~~to~~ determined by the money that he possesses & ostentations that he can display.

Develop finer qualities of scholarship — which seems to be disappearing from the scene because people have to time to stand and stare and to pause and ponder.

KENDRIYA VIDYALAYA (SAC), VASTRAPUR, AHMEDABAD - 380 015.

ORGANISATION OF KENDRIYA VIDYALAYA SANGATHAN

The Government of India approved the scheme of Kendriya Vidyalaya Sangathan in November, 1962 to provide educational facilities for the children of Central Govt. Employees on the recommendation of second pay commission. Initially 20 Regimental schools of defence stations were taken over as Central Schools during the academic year 1963-64, as a unit of Ministry of Education of the Govt. of India.

In 1965 the Kendriya Vidyalaya Sangathan an autonomous body, was setup by the Ministry of Education and was registered as a society. It actually assumed charge of these Kendriya Vidyalaya with effect from 1-4-1966. The sangathan is wholly financed from the Non-plan funds of the Govt. of India.

Over the years, the number of Kendriya Vidyalayas increased and 771 on 30.4.92. Every year 40 new school are opened and by today the total number of schools might be almost 819.

THE SANGATHAN STRUCTURE (Central Body)

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The Minister<sup>of</sup> state or Deputy Minister of Human Resource and Development is charge of Kendriya Vidyalaya Scheme is the Chairman of the Sangathan.

The Vice chairman is an officer of the Ministry of HRD nominated by the Govt. of India. The Financial Adviser of the Department of Education is a member and other members are appointed by the Govt. of India from amongst the senior officers of the ministry of personal, Defence, Urban development and Ministry of Health & Family welfare as well as distinguished educationists including representative of the central Board of secondary Education. National Council of members of parliament. The Govt of India may at any time, appoint any other person to be member of the Sangathan.

BOARD OF GOVERNERS

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Sangathan functions through a Board of Governers, which is charged with the responsibility of carrying out the objectives of the Sangathan as set forth in the Memorandum of Association. The Board is responsible for the management of the affairs and funds of the sangathan.

ADMINISTRATIVE SET UP

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Policies and guidelines issued by the Sangathan and its Board of Governers are executed by the commissioner who is the officer at the Apex of the Administrative pyramid and is the executive head. The commissioner is assisted in the head

quarters of Kendriya Vidyalaya Sangathan by Joint Commissioners Deputy Commissioners, Assistant Commissioners other senior officers and supporting staff.

Each Regional office is headed by an Assistant Commissioner with three Education Officers. For the personnel and finance Administration of the Region Administrative officer and an Accounts cum Inspecting officer and other supporting staff.

The Regional officers have been delegated financial and Administrative powers.

There are 18 Regions present. Besides this two Vidyalayas at Port-Blair and three abroad one each at Kabul Afganistan, Katmandu, Nepal and Mascow - Russia were administered by the Assistant Commissioner Head quarter.

#### NAMES OF 18 REGIONS (ON 30.4.94)

	Total staff
1. Ahmedabad	1368
2. Bhopal.....	2252
3. Bhuneshwar.....	1909
4. Bombay.....	2336
5. Calcutta.....	1771
6. Chandigarh.....	2408
7. Delhi.....	3538
8. Guwahati.....	1308
9. Hyderabad.....	2306
10. Jaipur.....	2335
11. Jammu.....	1804
12. Lucknow.....	2881
13. Madras.....	2477
14. Patna.....	2030
15. Silcher.....	1153
16. Jabalpur	
17. Dehradun	
18. Banglore recently added.	

#### EXPANSION OF KENDRIYA VIDYALAY

Kendriya Vidyalayas are opened in defence establishments on the recommendation of the Ministry of Defence and in the Civil Sector on the recommendation of the various Ministries\Departments of the Central Government. State Governments or the Central Government Welfare Associations.

#### NORMS FOR OPENING KENDRIYA VIDYALAYAS

1. There should be a concentration of at least 1000 employees of the defence or Civil services. Also at least 200 children (500 in cities) willing to be enrolled in different classes.
2. Sponsoring Authority should make available free of rent accomodation to house the Vidyalaya and 50% staff quarters.

3. No alternative educational facilities available of the station.

#### OBJECTIVES OF KENDRIYA VIDYALAYAS

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1. To cater the educational needs of the children of transferable Central Govt. Employees including defence and Parmilitary.

2. To pursue excellence and set pace in the field of school education.

3. To Initiate and promote experimentation innovativeness in education in collaboration with CBSE & NCERT etc.

4. To develop the spirit of National Integration and create a sense of Indianness.

#### Salient Features of Kendriya Vidyalayas.

1. All Kendriya Vidyalaya follow same Text books and medium of Instructions.

2. Instructions is imparted in English and Hindi.

3. Vidyalaya prepare students for all India Secondary and Senior Secondary certificate exams. conducted by CBSE, New Delhi.

4. Education upto VIII std. is free, Tuition fee charges from IX to XII classes.

5. Some Kendriya Vidyalaya have Hostel facilities.

Organisation of Regional Principal Conference is the regular feature of each Region Every year. In the conferences generally. A topic is allotted by Head quarters. The Papers are prepared by 8 to 10 Principals and are presented in the conference. Besides this the following topics are also discussed by and large.

1. Administrative problems
2. Academic issues
3. Posting of staff
4. Disciplinary problems
5. School Infrastructure Building, staff quarters.
6. Financial Problems
7. Land Transfer construction of school Building.

This region has been given to discuss on the following subject "strengthening of Primary set up in Kendriya Vidyalayas."

In the end of proceedings a detail Report on deliberation is prepared and the recommendations made, are sent to Kendriya Vidyalaya Sangathan Head Quarters for perusal.

Teachers:

D. Bay

SS Goyd:

1. Recruitment Board
2. Training courses - in houses
3. Pay structure = other teachers
4. Work load minimized.  
- No home work  
from 1-3  
Childhood not lost
5. Separate Supervisors for Training
6. An Child resource Center
7. Separate teacher for different subjects
8. Reading habits for children
9. Language laboratory
10. Audiotapes
11. Size of classes  $\leq 25$
12. Medical check up
13. Specialized designed classroom
14. Level of language brought down
15. Other floating population students
16. Motivation for teachers