



Vidya Bharati

Akhil Bhartiya Shiksha Sansthan

NEWS LETTER



National Executive Committee of Vidya

Bharati meets at Cheenai

The National Executive Committee of Vidya Bharati Akhil Bhartiya Shiksha Sansthan met in Chennai from 21st to 23rd Sept., 2018. In this important meeting the data for total schools for the session :2018-19 were given, which is printed inside. Detailed news of this will be covered in the next news letter. Some books were also released, the photographs of which are given on the last page.



Sudha Singh, an alumni of Vidya Bharati, Saraswati Sishu Mandir, Raibareli (UP) has made India proud once again. "At the Asian Games, she has won the Silver medal in 3000 mt Steeplechase event. Chief Minister of Uttar Pradesh Yogi Adityanath has announced an award of 30 lakh Rupees and a gazetted officer's job to her. Presently she is working with rail-ways.

VIDYA BHARATI

STATISTICS : 2018-19 SESSION

Sl. No.	State	Formal Schools														
		Kinder Garten		Primary		Middle		Secondary		Senior Secondary		Students			Teachers	
												Boys	Girls	Total	Male	Female
1	Jammu & Kashmir	2	13	10	10	1	36	4,807	3,450	8,257	164	308	472			
2	Himachal Pradesh	2	70	53	81	13	219	16,612	13,458	30,070	532	1,619	2,151			
3	Punjab	11	24	23	28	34	120	27,299	20,592	47,891	1,958	340	2,298			
4	Haryana	4	14	21	15	18	72	19,528	12,130	31,658	348	1,013	1,361			
5	Delhi	1	13	12	3	15	44	19,220	8,112	27,332	247	828	1,075			
7	Uttar Pradesh	25	904	975	212	358	2,474	507,001	286,200	793,201	18,531	9,573	28,104			
8	Bihar	1	189	137	89	10	426	79,179	45,252	124,431	3,272	1,541	4,813			
9	Jharkhand	1	41	82	111	21	256	66,487	43,739	110,226	1,351	2,648	3,999			
10	Assam	8	113	115	341	1	578	91,094	78,253	169,347	4,152	4,623	8,775			
11	Meghalaya	-	6	5	7	-	18	1,996	2,085	4,081	152	183	335			
12	Arunachal Pradesh	-	10	9	11	-	30	1,467	1,656	3,123	111	182	293			
13	Nagaland	1	-	1	1	-	3	122	126	248	10	21	31			
14	Manipur	1	3	4	4	-	12	1,040	1,010	2,050	46	82	128			
15	Tripura	2	1	2	-	-	5	518	358	916	18	47	65			
16	Odisha	-	129	562	286	12	989	232,336	179,185	411,521	8,223	12,521	20,744			
17	Bengal	5	296	10	9	2	322	47,584	37,211	84,795	1,849	2,021	3,870			
18	Sikkim	-	20	4	-	-	24	854	829	1,683	59	117	176			
19	Andaman & Nicobar	-	2	-	1	-	3	176	142	318	12	23	35			
20	Andhra Pradesh	2	89	24	50	8	173	20,562	17,363	37,925	447	1,336	1,783			
21	Telangana	6	83	26	61	-	176	17,242	14,557	31,799	587	1,279	1,866			
22	Karnataka	58	35	199	115	29	446	91,615	79,152	170,767	1,387	2,952	4,339			
23	Kerala	34	107	177	58	12	388	42,624	34,149	76,773	3,868	-	3,868			
24	Tamilnadu	57	70	18	33	43	221	31,804	28,225	60,029	386	2,460	2,846			
25	Maharashtra	72	56	44	66	44	282	21,688	19,630	41,318	1,192	1,520	2,712			
26	Goa	51	15	-	7	1	74	2,236	1,928	4,164	84	108	192			
27	Gujarat	6	157	157	69	29	418	33,553	24,200	57,753	802	1,859	2,661			
28	Rajasthan	42	284	253	330	108	1,017	173,319	111,007	284,326	4,854	7,104	11,958			
29	Madhya Pradesh	18	639	1,728	257	257	2,899	323,092	243,444	566,536	13,320	12,848	26,168			
30	Chhatisgarh	5	519	503	120	125	1,272	155,874	130,654	286,528	5,862	7,003	12,865			
	Sub. Total	425	3,902	5,154	2,375	1,141	12,997	2,030,929	1,438,137	3,469,066	73,824	76,159	149,983			

Sl. No.	State	Informal Units					
		Ekal Vidyalaya			Sanskar Kendra		
		No. of Centre	Students	Teachers	No. of Centre	Students	Teachers
1	Jammu & Kashmir	-	-	-	1	9	1
2	Himachal Pradesh	-	-	-	14	190	14
3	Punjab	-	-	-	310	7,071	310
4	Haryana	-	-	-	61	1,300	61
5	Delhi	-	-	-	64	1,255	64
7	Uttar Pradesh	158	11,887	357	1,208	25,797	1,223
8	Bihar	135	3,390	135	536	14,705	529
9	Jharkhand	453	12,750	453	146	3,078	145
10	Assam	540	16,585	540	-	-	-
11	Meghalaya	21	835	21	2	60	2
12	Arunachal Pradesh	-	-	-	-	-	-
13	Nagaland	-	-	-	-	-	-
14	Manipur	-	-	-	35	630	35
15	Tripura	-	-	-	-	-	-
16	Odisha	-	-	-	152	3,509	152
17	Bengal	-	-	-	52	1,429	52
18	Sikkim	-	-	-	-	-	-
19	Andaman & Nicobar	-	-	-	-	-	-
20	Andhra Pradesh	153	3,528	157	70	1,530	78
21	Telangana	50	1,210	59	43	901	50
22	Karnataka	-	-	-	60	1,440	60
23	Kerala	-	-	-	57	1,070	57
24	Tamilnadu	-	-	-	108	2,470	168
25	Maharashtra	-	-	-	-	-	-
26	Goa	-	-	-	-	-	-
27	Gujarat	-	-	-	74	1,914	72
28	Rajasthan	967	28,409	1,044	727	16,604	728
29	Madhya Pradesh	1,738	44,330	1,825	961	22,322	957
30	Chhtisgarh	310	7,442	310	430	10,108	430
	Sub. Total	4,525	130,366	4,901	5,111	117,392	5,188

Note : Data of some states are awaited. Vidya Bharati also runs 49 higher education institutes.

SKILL-SETS IN SCHOOLS

Mapping, Honing, Upscaling and Intergrating

Vidya Bharti has decided to make its students properly skilled during their stay in schools. On discussion with the team, it emerges that as a first step, we should recognize the existing skills of the students. It will motivate them for refining and updating their skills. On recognizing their skills, they should be sensitized about the importance of their skills, in order to overcome any inferiority complex.

While recognizing the skills, it should also be ascertained that how he has obtained that skill and why he has obtained the skill and if he is interested in up scaling the skill if he is ready to upscale, proper counselling should be arranged and a roadmap of up scaling should be prepared. Before up scaling , honing of existing skills should be done. He should also be provided the necessary literature for honing of skill. Efforts should be made to find out if the skill can be honed through school curriculum. The skill may not be included in his class texts, but may be in junior or senior classes. After providing the literature, he should be encouraged to study the same. He should be encouraged to raise questions from the literature.

Honing parameters should be listed like, speed, quality, measurement etc. Regular improvement should also be listed. Along with the literature, he should also be introduced with latest book which can be helpful for honing and updating his skills. Efforts should also be made to introduce him to some who is expert in the field of his skill. Honing process will give confidence to student and improve his vision for up scaling the skill.



During the mapping process, more than one student is to be identified for a particular skill. In such a situation, honing will take place in group and the group will be benefitted by sharing each other's experience and strength. Working on the skill in the group will make them a team player which is in itself is a great quality of one's personality.

During the process of skill honing, efforts should also be made to inculcate, the value system i.g. punctuality, humility, communication skill, dignity of labour, respect for elders, affection for youngsters etc. It will go a long way in his successful and worthy life.

After honing the skill, up scaling process should be undertaken. Up scaling has many dimension i.g. backward and forward skills, associated skills, group projects. For example a carpenter who



can make a chowkhat only, can be taught/skilled preparing door. He can be introduced about the types of wood/materials that can be used for carpentry. As a backward skill, he can be taught searching wood, termite treatment etc, where as forward integration can be designing, painting of doors, cutting of glass for doors and windows, automatic door closure, glass doors etc. List is endless. School should encourage the student to use the skill library, think of other uses of his skill, to increase productivity, new innovations, doing the same works differently etc. Use of new tools and equipments should not only be introduced but its use should also be facilitated by taking

help of people who are existing users of this skill, written tests may also be taken to enrich them with sound theoretical base. These tests can be open book. Basic arithmetic should be taught, which is useful for the skill. For example, calculation of wood required for a door. For this purpose, he needs to have working knowledge of cube, square, length, breadth, height, thickness etc.

Like up scaling, integration of skill has also many dimensions e.g. integration with school curriculum, associated skills, tools and equipment repair, repairs and maintenance of products related to skills turnkey projects, alignment with other skill sets, composite skills etc. School may not be able to arrange every type of integration. However the student can be introduced with the concept and importance of integration of skills by way of lectures, articles, video etc.

This article has its own limitations and the persons involved in the process of skilling set their own roadmap. Any process can be adopted keeping in view the following broad objectives :



- a) Every student should have some skills which are properly identified and certified by the time he passes out of school.
 - b) Student should be self reliant, confident in certain areas of daily life.
 - c) Student should appreciate dignity of labour and should be ready for any kind of physical work.
 - d) Skill mapping of the student to promote creativity.
 - e) Student should be proud of his skill and should be ready to use it for the welfare of the family, society and country in the need of hour.
 - f) The process should encourage the student for self employment.
 - g) Student should adopt skill as a hobby.
- Jainpal Jain
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