This last quarter of the session had within it, a Pandora’s box, of wholesome educational activities, like the tour to Pune, the learning by doing and sharing of the Scout and Guide program, the Each One Teach One and Environmental Awareness program. We had a National Seminar on a burning topical issue- ‘Vocationalization of Secondary Education’. All these were the result of the hard work of our Dean, Head, faculty and students. The annual results of both the B.Ed and M.Ed programs have made us all proud.

This is the last issue for the session 2011-12. Whenever we come to the end, the feeling is of a finality, but this is not so. Every end is only a new beginning, when we can look back at what we have done, learn from it and endeavor to grow into something more, something new.

Adieu then for now. We wish to register our sincere thanks to our Dean Prof. Dr. Newman Fernandes, whose brainchild this newsletter is and who always judiciously reminded us of our time schedule. Our Head Prof. Dr. Marion Mathew for her all round continuous support, our faculty members for their valuable suggestions and contributions and our students for generating and contributing the content of our newsletter. Last but not the least we convey our gratitude to the literary cell. Special thanks to Amrish G. Fredreick and Amit Kandulna for the organization and the layout.

Happy reading.

Editorial Board.
THE DEAN SAYS

Prof. (Dr.) Newman Fernandes  
*Dean Faculty of Humanities, Social Sciences & Education*

The academic year 2011-2012 brings back interesting memories that indicate happiness for the completion of a fruitful year. Every new academic year is not the repetition of the previous year, but is packed with creativity of the Allahabad School of Education family, which adds colour and flavour to the School. Innovation is the key factor in the journey towards excellence. It is this factor that significantly differentiates one institution from another. Everybody is involved in teaching-learning, conducting exams and evaluation and declaring results. What beyond that?

The publication of the e newsletter for the first time, with three rich issues in 2011-12, indicates the use of ICT in the daily activities of the School, the importance given to media tools and publicity, the involvement of the faculty and above all the participation of students in this exercise.

My congratulations to the Editorial board consisting of Mrs. Kamini Singhal, Mrs. Seema Mallick and Mrs. Niharika Denis who worked with the guidance and assistance of Sr. Marion Mathew, Head, Department of Teacher Education of the Allahabad School of Education.

It is observed that sometimes insiders and outsiders consider the Department of Education synonymous with Allahabad School of Education. But the Head of Teacher Education is Head of the Department and Head of the Allahabad School of Education isDean. In fact the Allahabad School of Education has two Departments viz. Department of Teacher Education and Department of Physical Education. The Head of the Allahabad School of Education is the Dean of the Allahabad School of Education.

It is expected that we will have a shower of e newsletters in the academic year 2012-13 and I wish success to the new team of editors.
THE HOD’S MESSAGE

It gives me great joy to know that Allahabad School of Education is bringing out the third issue of their digital news letter of this academic session. At the very outset I must tell our readers that **Grace Zamen School of Education has been re-christened as Allahabad School of Education.** The Faculty or teaching staff of any institution plays an important role in enhancing and carving the potentials of each student. I am extremely happy for the dedicated service put in by the faculty members to train our pupil teachers with the necessary skills required to be effective teachers in this fast changing highly technological society.

I am sure, our pupil teachers have understood that the school where they will be entering as full pledged teachers in future must be a place where their students are taught to respond to their calling in life and learn how to stand tall, uphold strong values and strengthen their character and learn to care for one another in normal and challenging circumstances.

Education is a transforming process for individuals and society and I wish our pupil teachers who leave the portals of our School of Education to go with a vision to change and challenge the system we live in and prepare the students to take their rightful places in the society.

Organizing a National Seminar on “Vocationalization of Secondary Education” on 13th and 14th April was a great achievement for our School of Education and I am confident that our pupil teachers were fortunate enough to be part of a very big event. The powerful guidance of the Almighty God enabled our faculty to give their best to the pupil teachers to equip them with diverse skills to become effective teachers.

**Two ways to be happy in life:** Never take help of TEARS to show your EMOTIONS and never take help of WORDS to show your ANGER. I wish our pupil teachers great success in their life.
Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. India is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people to create, share and use knowledge more effectively. This transition will require India to develop workers into knowledge workers who will be more flexible, analytical, adaptable and multi skilled. In the new knowledge economy, the skill sets will include professional, managerial, operational, behavioural, interpersonal and interfunctional skills.

NEED & IMPORTANCE:

The objective of vocationalization of education is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India’s competitiveness in the dynamic Global Labour market. It aims at increase in productivity of workforce both in the organized and the unorganized sectors, seeking increased participation of youth and women.

To achieve this goal, India needs flexible education and training system that will provide the foundation for learning, secondary and tertiary education and to develop required competencies as means of achieving lifelong learning. Demand for educated manpower will increase substantially in the near future which will impel central focus on the quality and quantity of manpower produced by the education system. Both for quantitative expansion and improvement in quality, the system will require large additional resources. Increasing needs stemming from population growth, need for modernization and the limited nature of resources, will be some of the problems facing the future of India.

In the 21st century India has transformed herself from a developing country into an emerging economy and super power in the making. From being a low-cost destination, we have now become a knowledge hub to the world. Every year, 6, 50,000 engineering graduates and approximately two million graduates pass out of colleges. By 2020, the developed world will have a shortage of 40 million working people, says a report. A recent study by global HR consultancy Manpower says that 41 % employers worldwide are having difficulty filling positions due to lack of suitable talent in their markets. For the developed world, this is a serious matter. Manpower shortages can cripple economic growth. It can escalate wage rates, thereby reducing the competitiveness of these countries.
Vocational Education and Training (VET) is an important element of the nation’s education initiative. It will prepare young men and women for significant leadership and service in an inter-dependent and multicultural world. If we have to move towards a knowledge economy, we need to ensure that all our young people either acquire globally relevant vocational skills or higher academic qualifications. Vocational education imparted will have to be student centered and participatory, providing certain attitudes and skills which will promote flexibility and adaptability necessary in a world of rapid change.

Vocational Stream should be introduced at 8th Grade through Schools which may provide both conventional and vocational stream of education at secondary level. Presently, in India only certain courses as electives are being offered to students under bifocal scheme. However, a separate vocational stream offered by means of schools does not exist. Statistics reveal that employers prefer students with some general education skills in addition to vocational skills. Thus, in all schemes related to secondary education vocational courses should be emphasized.

Vocational education offered by other countries includes China, Philippines and many more. In Philippines, the Non-Formal Education - Accreditation and Equivalency (NFE A&E) System enables Filipinos who are unable to avail education through the formal school system or who have dropped out of formal school, obtain secondary level certification. NFE A&E test is a standardized paper- and pencil-based test featuring multiple-choice questions based on the expected learning outcomes articulated in the five learning strands of the NFE A&E Curriculum. In China, there are three levels of vocational education: junior secondary, senior secondary and tertiary. Junior vocational education refers to the vocational and technical education after primary school education and is a part of the 9-year compulsory education i.e from age group of 13-15 years.

In the emerging era of knowledge-driven globalization and declining workforce in developed countries, India with its large young population (including rural areas) has the opportunity to position itself as a quality source of skilled manpower for the world. Therefore we need to harness the great talent and potential of the Indian youth through the introduction of more and more job oriented courses in our education system.
THE NATIONAL SEMINAR ON VOCATIONALIZATION OF EDUCATION

A two-day national seminar on “Vocationalization of Secondary Education” was held in Shiats which was organized by Allahabad School of Education. On the first day ex- Faculty, Dean of Assam University Prof. Nityanand Pandey was the chief guest while Dr. K.N.Bhatt Coordinator, G.B.Pant Institute Jhunsi was guest of honor. Speaking on the occasion chief guest said that central government was deliberating the future of vocationalisation of secondary education in the 12th five year plan and this seminar would contribute for providing an attitudinal change and better opportunities to students for skill development and preparation for the world of work.

Prof. Newman Fernandes suggested that vocationalization of secondary education should be given much attention from the academia as it plays crucial role in development and progress of the country. Dr. K.N.Bhatt stressed the importance of vocationalization saying that India must take advantage of vocationalization of education because it has the largest population of youths in the world. Co-convenor Prof. Dr. Sister Marion Mathew spoke about the motto and theme of the seminar. In the technical session Carolin Hinterseer from Germany said that students should work and gain practical experience in the course.

On the first day educationists suggested that more focus should be given on science, education and culture, practical knowledge must be provided with education. The experts discussed about role of teachers in vocationalization, its need and impact in India, technical and vocational education and training system in country, importance of vocational guidance, role of NCERT, SCERT and other organizations etc.

In the valedictory function the chief guest and guest of honor were Prof.S.S.Kushwaha, former VC Ranchi University and MGKVP University, Prof. Harikesh Singh, President NUEPA and former Dean, Faculty of Education BHU, Varanasi, and special guest Dr. Sudha Prakash, former Director CPI and Secondary Education UP also graced the occasion. They gave many valuable and thought provoking suggestions and spoke of their experience in the field of education and the various government vocational programmes. All the teaching and nonteaching staff and students were present throughout the function.
Quality Management in Education: Building Excellence in Student Performance

The concept of Total Quality Management (TQM) was developed by an American, W. Edwards Deming, after World War II for improving the production quality of goods and services. The concept was not taken seriously by Americans until the Japanese, who adopted it in 1950 to resurrect their post war business and industry, used it to dominate world markets by 1980. Educational leaders in the new millennium face a dramatic state of uncertainty. There is a great deal of pressure to achieve a range of performance expectations in a climate of student performance and financial accountability. Pressure is also mounting from those seeking to create alternatives to public education. How educational leaders perform the role of change agent may well determine the success and future of public schools. The direction for change must guide schools to be more productive, effective,

The concept of TQM is applicable to academics. Many educators believe that the Deming’s concept of TQM provides guiding principles for needed educational reform. John Jay Bonstingl outlines the TQM principles. He calls them the “Four Pillars of Total Quality Management.” TQM principles are as follow.

**Synergistic Relationships**

According to this principle, an organization must focus, first and foremost, on its suppliers and customers. In a TQM organization, everyone is both a customer and supplier; this confusing concept emphasizes “the systematic nature of the work in which all are involved”. In other words, teamwork and collaboration are essential. Traditionally, education has been prone to individual and departmental isolation. However, according to Bonstingl, this outdated practice no longer serves us: “When I close the classroom door, those kids are mine!” is a notion too narrow to survive in a world in which teamwork and collaboration result in high-quality benefits for the greatest number of people. The very application of the first pillar of TQM to education emphasizes the synergistic relationship between the "suppliers" and "customers". The concept of synergy suggests that performance and production is enhanced by pooling the talent and experience of individuals. In a classroom, teacher-student teams are the equivalent of industry’s front-line workers. The product of their successful work together is the development of the student’s capabilities, interests, and character. In one sense, the student is the teacher’s customer, as the recipient of educational services provided for the student’s growth and improvement. Viewed in this way, the teacher and the school are suppliers of effective learning tools, environments, and systems to the student, who is the school’s primary customer. The school is responsible for providing for the long-term educational welfare of students by teaching them how to learn and communicate in high-quality ways, how to access quality in their own work and in that of others, and how to invest in their own lifelong and life-wide learning processes by maximizing opportunities for growth in every aspect of daily life. In another sense, the student is also a worker, whose product is essentially his or her own continuous improvement and personal growth.
Continuous Improvement and Self Evaluation.
The second pillar of TQM applied to education is the total dedication to continuous improvement, personally and collectively. Within a Total Quality school setting, administrators work collaboratively with their customers: teachers. Gone are the vestiges of "Scientific management"... whose watchwords were compliance, control and command. The foundations for this system were fear, intimidation, and an adversarial approach to problem-solving. Today it is in our best interest to encourage everyone's potential by dedicating ourselves to the continual improvement of our own abilities and those of the people with whom we work and live. Total Quality is, essentially, a win-win approach which works to everyone's ultimate advantage. According to Deming, no human being should ever evaluate another human being. Therefore, TQM emphasizes self-evaluation as part of a continuous improvement process. In addition, this principle also laminates to the focusing on students' strengths, individual learning styles, and different types of intelligences.

A System of Ongoing Process.
The third pillar of TQM as applied in academics is the recognition of the organization as a system and the work done within the organization must be seen as an ongoing process. The primary implication of this principle is that individual students and teachers are less to blame for failure than the system in which they work. Quality speaks to working on the system, which must be examined to identify and eliminate the flawed processes that allow its participants to fail. Since systems are made up of processes, the improvements made in the quality of those processes largely determine the quality of the resulting product. In the new paradigm of learning, continual improvement of learning processes based on learning outcomes replaces the outdated "teach and test" mode.

4. Leadership.
The fourth TQM principle applied to education is that the success of TQM is the responsibility of top management. The school teachers must establish the context in which students can best achieve their potential through the continuous improvement that results from teachers and students working together. Teachers who emphasize content area literacy and principle-centered teaching provide the leadership, framework, and tools necessary for continuous improvement in the learning process.

According to the practical evidences, the TQM principles help the schools in following ways:

(a) Redefine the role, purpose and responsibilities of schools.
(b) Improve schools as a "way of life."
(c) Plan comprehensive leadership training for educators at all levels.
(d) Create staff development that addresses the attitudes and beliefs of school staff.
(e) Use research and practice-based information to guide both policy and practice.
(f) Design comprehensive child-development initiatives that cut across a variety of agencies and institutions.
As teachers we have the greatest responsibility on our hands. We are the sculptors of the future generations and the largest youth power, present in any country of the world. By observation and experience, we see that the present Gen X does not and more often than not, does not want to, remain concentrated on any one thing at a time.

They prefer to do at least two three or more courses at the same time (thus not being able to give proper time to any of them), be in fashion (whatever the cost or actual requirement), update on the facebook, twitter etc., have new clothes almost every month, eat new dishes every day, visit new restaurants, change friendships (often at the drop of a hat), get bored at home, unless supplied with internet, mobile phones and privacy (the last meaning that they do not want advice and lectures every now and then).

Today even faith in the Almighty is dependent on the ups and downs of their life. When ambitions remain unfulfilled or desires lead to problems, then most experience unnecessary stress and strain, very often resulting in depression, loss of confidence and interest, in the joy of life.

It is because of this sensitive and weak nerve of our youth, fed on fast food and taught to compete with almost everything—that the challenge before educators and trainers is mammoth. Concentration, hope and the truthful knowledge of knowing their own worth, is paramount in leading them to surrender before HIM. Then there is no other task before them, except to do their duty well. So apart from the curriculum knowledge we bestow on them, we need to instill in them, a sense of stability, healthy eating and socializing habits, and sacrifice just for the sake of sacrifice.

Here comes the very important aspect of environment, i.e. Nature. In Nature there is harmony, camaraderie, sincere work and complete coordination among all. Nature’s creatures do not over eat, argue unnecessarily, destroy or waste. They do not try to override and overcome God. Mentally and spiritually, this is what the youngsters need to learn. Sustainable development in every sphere of life is perhaps the answer. They must use their mind judiciously, take care of their health and meditate, at least for some time, for their spiritual upliftment.

They need to remember that He gives an opportunity to all. Shakespeare said that there is a tide in the affairs of men, which taken at the flood, leads on to fortune. Therefore when God has given us an opportunity, by bestowing us LIFE, we need to respect Him through it.

Variety we have heard is the spice of life no doubt, but this variety or change, should help us to grow into someone better than we already are.

Mrs. Kamini Singhal
Assistant Professor,
Dept. of Teacher Education,
ASOE, SHIATS
The Department of Teacher Education conducted a week long scout & guide programme under the able guidance of Mr. Shukla and Dr. Shashi Jaiswal.

On the last day i.e. on 17th February, 2012 a camp was held in which all the 200 students were divided in to 12 groups led by a leader and a deputy leader. The day started with setting up the tents. Each group christened itself with names like pansy, tulip, rose, cheetah etc. Elaborate menus were made and each participant was given a particular task to perform, which ranged from decoration, collecting ingredients, cooking, serving etc. Soon the aroma of varied delicious dishes filled the air. There was lot of fun and activity as boys and girls formed separate groups.

After lunch, a campfire was lit and a short cultural programme was held in which all the group leaders shared their experiences. And the programme ended with the oath taking ceremony by scouts and guides.

The final inspection was done by the Dean Faculty Prof. (Dr.) Newman Fernandes, HoD, Prof. (Dr.) Sr. Marion Mathew, Mr. Vijay Grey from Los Angeles, Mr. Ashutosh Shukla and Mr. Vajpayee.
21<sup>st</sup> March, it was an exciting morning, the day when we had to board on the train to Kalyan. We were asked to assemble at the station at sharp 6 am. The station was flooded with students and their parents who came to drop their children; everyone’s face was glowing with happiness. We reached Pune the next day i.e. on the 22<sup>nd</sup> of March; our bus was waiting for us at the station and took us to the hotel where we had to stay. Since we were so tired after a long journey we slept early after having dinner.

Next day on 23<sup>rd</sup> March we went to visit Pune University, it was a beautiful place we visited the Education department and we gathered lots of information about the university and also about the department there after that we went to visit a temple Shri Chatu Shringi Devstan, we also visited Shanivaar Vada it was Shivaji’s fort the place was beautifully build we learned about the history of the fort, we also visited the local market we had an amazing time there.

On 24<sup>th</sup> we went to Lonavla-Khandala, Lonavla is a popular hill station we visited Tiger point, Ekvira Devi temple we also brought the famous chikki of Lonavla. Then we moved towards Khandala there we visited the Duke’s nose it is a cliff, which has been named after the Duke Wellington, as he had a pointed nose which the cliff resembles. We stayed there till sunset and then headed back to our hotel.

On 25<sup>th</sup> our last day in Pune we went to visit Parvati hills, snake park it was a fabulous place, we enjoyed a lot there we saw a variety of snakes and did boating too, from there we went to Gandhi Ashram and to a mall to have food. Then we went back to our hotel and at night we had a refreshing dance programme and with that our wonderful tour ended and on 26<sup>th</sup> we boarded on our train back to Allahabad and reached on the 27<sup>th</sup>.

It was a wonderful experience we learned a lot about different places and how to adjust with everyone in a place totally new to us.
DEPRIVED CHILDREN PROVIDED EDUCATION UNDER EACH ONE TEACH ONE PROGRAMME

Total Literacy means No Poverty

School of Education, SHIATS at the beginning of the session came up with a noble and benevolent idea of “Each One teach One” to carry education to the deprived children. For this each pupil teacher selected at least each child from the neighbourhood. They taught these children during the entire session. The pupil teachers brought these children to the department on 25th April, 2012 where they were made to appear for an assessment test in order to judge their level of achievement. The entire programme was coordinated by the team of Dr. Prem Prabha Singh, Dr Ajay Kumar Singh and Dr. S.H.Qasim under the able guidance and motivation of Prof. Newman Fernandes and Prof. Dr. Sister Marion Mathew. During the assessment test all the faculty members and pupil teachers were present. Sister Marion Mathew said that motto of sharing knowledge enriches us and participants showed their keen interest in the programme.
**SPLENDOUR - BIDDING A DAZZLING ADIEU TO ALL**

As I come to the end of a truly exciting and successful year, tears of joy and pangs of separation moisten my eyes. Standing at the threshold of a new chapter of life, I will never forget the sweet memories of my ‘Dear Allahabad School of Education, SHIATS’

It was, as in the past, an emotional event. It was a time to bid a warm farewell to the outgoing pupil teachers of Allahabad School of Education, SHIATS family. The whole one year which was passed under the roof of an institution, during which the pupil teachers developed into an individual, serve as the foundation of future of many. The wonderful year filled with fun and frolic, of challenges and competitions, all amidst goodwill and amicable spirit remain forever in hearts. Splendour, was observed on 4th of May, 2012. All the pupil teachers of B.Ed and M.Ed gathered in the morning. All lasses dressed up in beautiful and colourful traditional sarees and lads in formal wear. All tried to look their best on that ‘Red Letter Day’. Even the teachers were in the same run.

After welcoming the guests, the event started with an opening prayer, which has been a tradition of the department. Many programs were conducted by the students to add a charm to that day. It involved songs, skits, dance, and special song by B.Ed and M.Ed students. By the end of the program, the most eagerly awaited moment was the crowning of Ms. & Mr. B.Ed, 2012. as Ms. B.Ed. -2012 Iffat Zaman and Mr. B.Ed -2012 Ashutosh Srivastava were crowned, by the Head of the Education Department , Prof.( Dr.) Sr. Marion Mathew C.J. The crowning took me into trance; I was actually honored and overwhelmed.

Last, but not the least our H.O.D. in her speech bade us adieu which was then followed by a sumptuous lunch. I am what I am because of them. They have been the efficient potters who made a fine pot out of me with the raw clay that was handed over to them. With this, I end my journey in this institution as a student, and I pass on the Allahabad School of Education, SHIATS’ flag to my successors. I hope that they will always keep it flying high.

“The experience at Allahabad School Of Education, SHIATS will always be cherished and will remain free from oblivious curse”

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After spending 1 year of my life in this institution, the images of the classrooms, buildings, the field, my friends and above all, my teachers will always be alive in my mind. A special thanks to my H.O.D. Prof. (Dr.) Sr. Marion Mathew C.J. & my teachers for their consistent encouragement and appreciation.
SPLENDOUR PHOTO GALLERY-2012

I have not stopped giving thanks for you, remembering you in my prayers.
- Ephesians 1:16

SPLENDOUR

SPLENDOUR

SPLENDOUR

SPLENDOUR

SPLENDOUR

SPLENDOUR

I have not stopped giving thanks for you, remembering you in my prayers.
- Ephesians 1:16
World environment day reminds each one of us about our responsibility to take care of planet earth and to maintain its God given beauty. To celebrate the world environmental day, a number of saplings were planted in the campus of school of education; on this occasion all the faculty members enthusiastically participated in the plantation drive. The HOD Prof. (Dr.) Sr. Marion Mathew said that the theme of this year’s world environment day is ‘Green Economy’. All the faculty members along with the office staff took a pledge to work for a sustainable Green environment and to take care of the planet earth for a greener and better tomorrow.
If you want to be successful, find someone who has achieved the results you want and do what they have done and you’ll achieve the same results. The result of this session has been excellent like always. The coaching and teaching of the experts helps the students to gain excellence. The topper and meritorious students are:

**MASTERS OF EDUCATION**

Amrish George Frederick  
80%

Richee Saxena  
79.86%

Reshi Agarwal  
79.14%

**BACHELOR OF EDUCATION**

Shuhaila Aftab  
83.9%

Svetlana Lyall  
82.9%  
(1st Position in Practice in Teaching)

Sana Ariba Ansari  
82.4%
M.Ed. Session 2011-2012

Sitting (L to R) Faculty

(1) Ms. Syed Sara Aziz (2) Mr. Rajeev Singh (3) Mr. Vivek Stephen (4) Mr. S.H. Qasim (5) Dr. Ajay Singh (6) Dr. Nathaniel Stephen (7) Prof. Dr. Manriom Mathew

Asst. Prof. Asst. Prof. Asst. Prof. Asst. Prof. Asst. Prof. Asst. Prof. H.O.D.

Asst. Prof. Asst. Prof. Asst. Prof. Asst. Prof. Asst. Prof. Asst. Prof.

(8) Ms. Niharika Dennis (9) Dr. (Ms.) S.S. Masih (10) Dr. (Ms.) P.P. Singh (11) Dr. (Ms.) Avis Chintamani (12) Ms. Seema Mullick (13) Ms. Kamini Singhal

Students & Non Teaching Staffs Standing (L to R)

1st Row
Sunita Massey, Eva Lewis, Niti, Anna Talan Min, Kavita Sharma, Sangeeta Shukla, Manisha Saroj, Neha Viz, Saliau Riz, Shradha Parsley

1st Row
Monica S. Bisht, Anshu Latha, Shazia Fatima, Pranab Singh, Shalini, Richa Saxena, Reetu Agarwal

2nd Row

3rd Row

4th Row

5th Row

Newsletter Designed and Constructed by Amrish George Frederick