

# SCERT SANDESH

NEWS LETTER

NATIONAL POPULATION EDUCATION PROJECT  
February-2014



Issue - 05



SCERT  
एस सी ई आर टी

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
UT CHANDIGARH



## Message



**Sh. Sarvjit Singh IAS**  
Finance Secretary  
Chandigarh Administration  
UT Chandigarh



**SARVJIT SINGH, IAS**

D O. No. 199

Finance Secretary,  
Chandigarh Administration,  
Chandigarh.

SCERT is a very important Institution for the citizens of Chandigarh as it keeps working behind stage in improving the skills of teachers so that they in turn, are able to impart right values, and education to the future generations.

I congratulate everyone associated with the good work being done there and pray for its success.

  
(SARVJIT SINGH)

## Message



**Sh. Sandeep Hans PCS**  
Director Higher Education  
Chandigarh Administration  
UT Chandigarh



**Sandeep Hans, PCS**


D O. No. 345

Director, Higher Education,  
Chandigarh Administration.

Dated. 03-02-14

The inventiveness of State Council of Educational Research and Training (SCERT) UT Chandigarh to bring its annual publication " SCERT SANDESH " under the National Population Education Project (NPEP) is laudable. This initiative will provide a sight to the efforts being planned in the field of population education in order to bring awareness among adolescents.

I compliment SCERT, UT Chandigarh for this endeavour and wish this Newsletter achieves the ultimate goal of supporting and empowering the learners to make conscious and rational decisions, both personally and socially with regard to population and development issues.

  
(Sandeep' Hans)

## ***From The Director's Desk***



**Dr. Surender S. Dahiya**  
Director  
SCERT, UT Chandigarh

Population Education is a value laden concept. Its content is culture and region bound of interdisciplinary in nature. Ever since its inception, it has been changing and evolving at relatively faster pace. This has been so primarily because its central subject the population phenomenon has been unfolding itself in quick succession and identifying new dimensions of its interrelationship with other facets of human development.

Population Education aims at the development of awareness and attitude that will make learners to develop responsible behaviour and simultaneously has emerged as an integral part of the multi-pronged strategy employed to solve contemporary population and development related issues the world is facing.

The interrelationship between population and development may be brought into harmonious balance primarily by changing the demographic profile of the nation.

This newsletter "SCERT SANDESH " is the pinnacle of this project which highlights the activities and tasks executed in schools and educational institutions under National Population Education Project of SCERT.

  
(Surender S. Dahiya)

## ***Editorial***

Revered readers, we are elated to unveil the fifth issue of our Annual Newsletter "SCERT SANDESH " under National Population Education Project (NPEP).

This project ventures to choreograph its activities all the year round to influence the attitude and behaviour of school students, educationists and administrators. These activities help the young and the elder to aerate their views on issues related to population and development that confront our society.

I am grateful to Prof. (Mrs.) Saroj Yadav and her team at NPEP, DESSH, NCERT, New Delhi for their continuous guidance and resource support in implementing this project in UT Chandigarh

My heartfelt gratitude to our Director, Dr. Surender S. Dahiya for his immense support and valuable guidance in executing this project and also in shaping this News letter and making it available to our readers.

Your views and comments will be highly acknowledged, we eagerly await for the same.

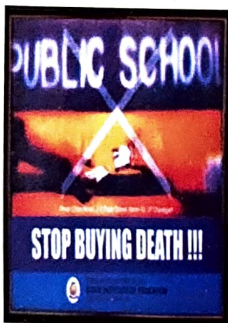
**Jasmine Josh**



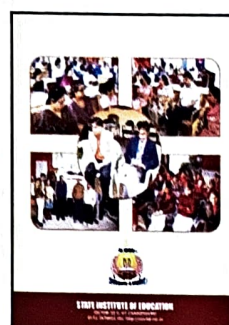
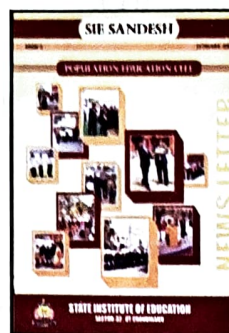
**Ms. Jasmine Josh**  
Co-ordinator NPEP  
SCERT, UT Chandigarh



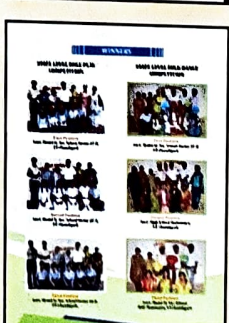
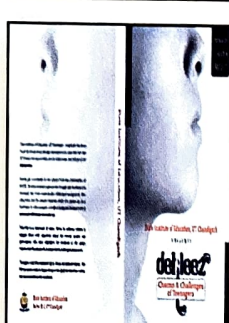
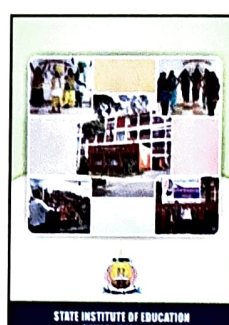
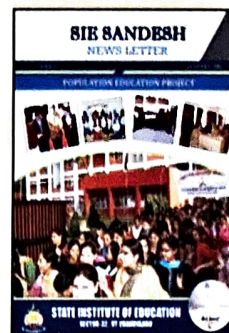
# GLIMPSES



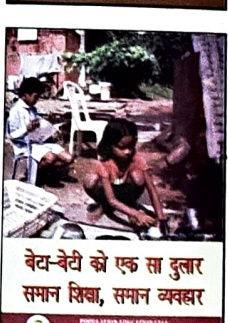
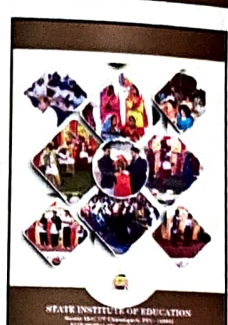
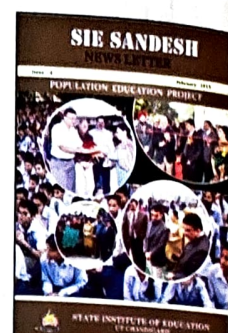
2009-10



2010-11



2011-12



2012-13



## OUTCOMES 2013-14

- ★ Release of Annual News Letter  
“SIE SANDESH” 2013
- ★ State Core Committee Meeting
- ★ **Material Development**
  - Developed Guidelines to implement Curricular Activities in Govt. schools of UT Chandigarh
  - Developed Advocacy material to integrate in different programmes on PE/AE issues
  - Developed folders for students (Boys and Girls), teachers and parents on AE issues
- ★ **Training**  
Training –cum- Orientation Program for Prospective Teachers
- ★ **Advocacy**
  - Advocacy Programme for School NSS Programme Officers
  - Advocacy Programme for RMSA and SSA Officials
- ★ **Curricular Activities**
  - Organised State Level Role Play Competition
  - Organised State Level Folk Dance Competition
  - Organised State Level Poster Competition
  - Organised State Level Photo Competition
  - Organised State Level Exhibition on Models related to Population Education.
  - Organized State Level Exhibition on Posters, Photos and Models related to Population Education
  - ★ Designing and Printing of Folders for students teachers and parents
  - ★ Printing of Advocacy Material to integrate in different programmes on AE issues
  - ★ Printing of Photos as Posters
  - ★ Printing and Distribution of guidelines to Govt. Schools of UT Chandigarh
  - ★ Developing, Designing, Editing and Printing of News Letter “SCERT SANDESH” 2014
  - ★ Distribution of News Letter-“SCERT SANDESH” 2014, Folders and Posters

## NPEP TEAM

Name	Designation
Dr. Surender S. Dahiya	Director
Jasmine Josh	Co-ordinator
Gurpreet Kaur	Member
Surinder Pal Sharma	Member
Ansar	Member



# **NATIONAL POPULATION EDUCATION PROJECT (NPEP)**

Population Education is an educational programme which provides for a study of the population situation in the family, the community, nation and the world with purpose of developing in the students rational and responsible attitude and behaviour toward the situation. The Reconceptualized Framework of Population Education, views it as an educational process to develop in learners an understanding of inter-relationships between population and development, causes and consequences of population change and the criticality of the conditions of population stabilization.

The interrelationship between population and development is highly complex and population problems are multidimensional. This interrelationship may be brought into a harmonious balance primarily by changing the demographic profile of the nation, which depends largely on attitudes and behaviours of individuals in respect of population and development issues. Demographic behaviour to a great extent is informed by population socialization, a process by which people acquire norms, values, attitudes and belief systems in respect of population related issues embedded within the larger complexes of social practices reflecting the society's internal logical system. This process is greatly influenced by education which enables the individual to understand the phenomenon of population change and its consequences. It is commonly observed that knowledge of simple facts of population changes, let alone the complex interrelationships with other parameters, is very low even among educated people. It is precisely because of these reasons that population education has emerged as an integral part of the multi-pronged strategy employed to solve contemporary population and development related problems that world is facing.

The reconceptualised framework of population education mirrors all the critical concerns. It provides a broader definition to the concept of population education as an educational process which develops among learners an understanding of interrelationships between population and development, causes and consequences of population change, and the criticality of the essential conditions for population stabilization. It inculcates in them rational attitude and responsible behavior, so that they may make informed decisions in respect of population and development issues.

**The reconceptualized framework focuses on the following six major themes:**

***Theme I: Population and Sustainable Development***

- a. Population Growth and Structure: Implications for Population Stabilization
- b. Population, Sustained Economic Growth and Poverty
- c. Population and Environment

***Theme II: Gender Equality and Equity for Empowerment of women***

- a. Gender Equality and Equity
- b. The Girl Child
- c. Male Responsibilities

***Theme III: Adolescent Reproductive Health (Adolescence Education)***

- a. Process of Growing Up
- b. HIV/AIDS
- c. Drug Abuse



#### **Theme IV: Family: Socio-cultural Factors and Quality of Life**

- a. Family as Basic Unit of Society
- b. Socio-Economic Support to the Family

#### **Theme V: Health and Education: Key Determinants of Population Change**

- a. Health, Morbidity and Mortality
- b. Child Survival
- c. Health of Women and Safe Motherhood

#### **Theme VI: Population Distribution, Urbanization Migration**

- a. Population Distribution
- b. Population Growth in Urban Agglomerations
- c. Migration

### **OBJECTIVES : NPEP**

- ◆ Making learners aware of the interrelationships between population and sustainable development.
- ◆ Developing in them an understanding of the criticality of essential conditions of population stabilization for better quality of life of present and future generations.
- ◆ Inculcating in them rational attitude and responsible behavior towards population and developmental issues.
- ◆ Making them understand the crucial aspects of adolescent reproductive health, focusing on the elements of process of growing up and implications of HIV /AIDS and drug abuse.
- ◆ Inculcating in them rational attitude towards sex, drugs and promoting respect for the opposite sex.
- ◆ Empowering them to take informed decisions on issues of population and development including those of reproductive health.

### **FIRST WOMEN ACHIEVERS IN INDIA**

First woman President of Indian National Congress *Sarojini Naidu*

First woman President of UN General Assembly *Vijay Laxmi Pandit*

First Indian woman to reach the final of an Olympic Event *P.T. Usha*

First woman Minister of an Indian State *Vijay Laxmi Pandit*

First woman Governor of an Indian State *Sarojini Naidu*

First woman Chief Justice of High Court *Leila Seth*

First woman Speaker of an Indian State *Shano Devi*

First woman Speaker of Lok Sabha *Meira Kumar*

First woman to climb Mount Everest *Bachendri Pal*

World's first woman Airbus pilot *Durba Banerjee*

First woman Railway Driver *Surekha Yadav*

First woman to drive a car *Suzanni R.D. Tata*

First woman Indian IAF Pilot *Harita Kaur Deol*

First woman winner of Bharat Ratna *Indira Gandhi*

First woman Prime Minister of India *Indira Gandhi*

First woman President of India *Pratibha Patil*

First Indian woman to go in Space *Kalpana Chawla*

First woman IPS officer of India *Kiran Bedi*



## CHANDIGARH AT A GLANCE

Chandigarh also known as "City beautiful" is a Union Territory and capital of two states Punjab and Haryana. Administratively it falls under Central Government. The Governor of Punjab is the Administrator. The word Chandigarh literally means Chandigarh or Fort of Goddess Chandi – a name derived from a temple situated nearby in Panchakula. Chandigarh has 2 satellite cities – Panchkula and Mohali. The three cities collectively referred as **Chandigarh tri-city**.

Initial Master plan developed by American architect-planner Albert Mayer and Polish architect Matthew Nowicki, the city was designed by Swiss born French architect and planner **Le Corbusier** during 1950s with characteristic architecture of exposed brick and boulder stone masonry to reflect "honesty of materials" set amidst landscaped gardens and parks. With an initial plan for a population size of 1,50,000 and later taking it to 11,97,000 the city is laid down in a grid pattern divided into identical looking "sectors" of 800m by 1,200 mts. each representing a theoretically self sufficient entity with space for living, working and leisure with market place, places of worship, schools and colleges. Major public buildings include High Court, Assembly, Secretariat, Museum and Art Gallery, School of Art and the Lake Club.

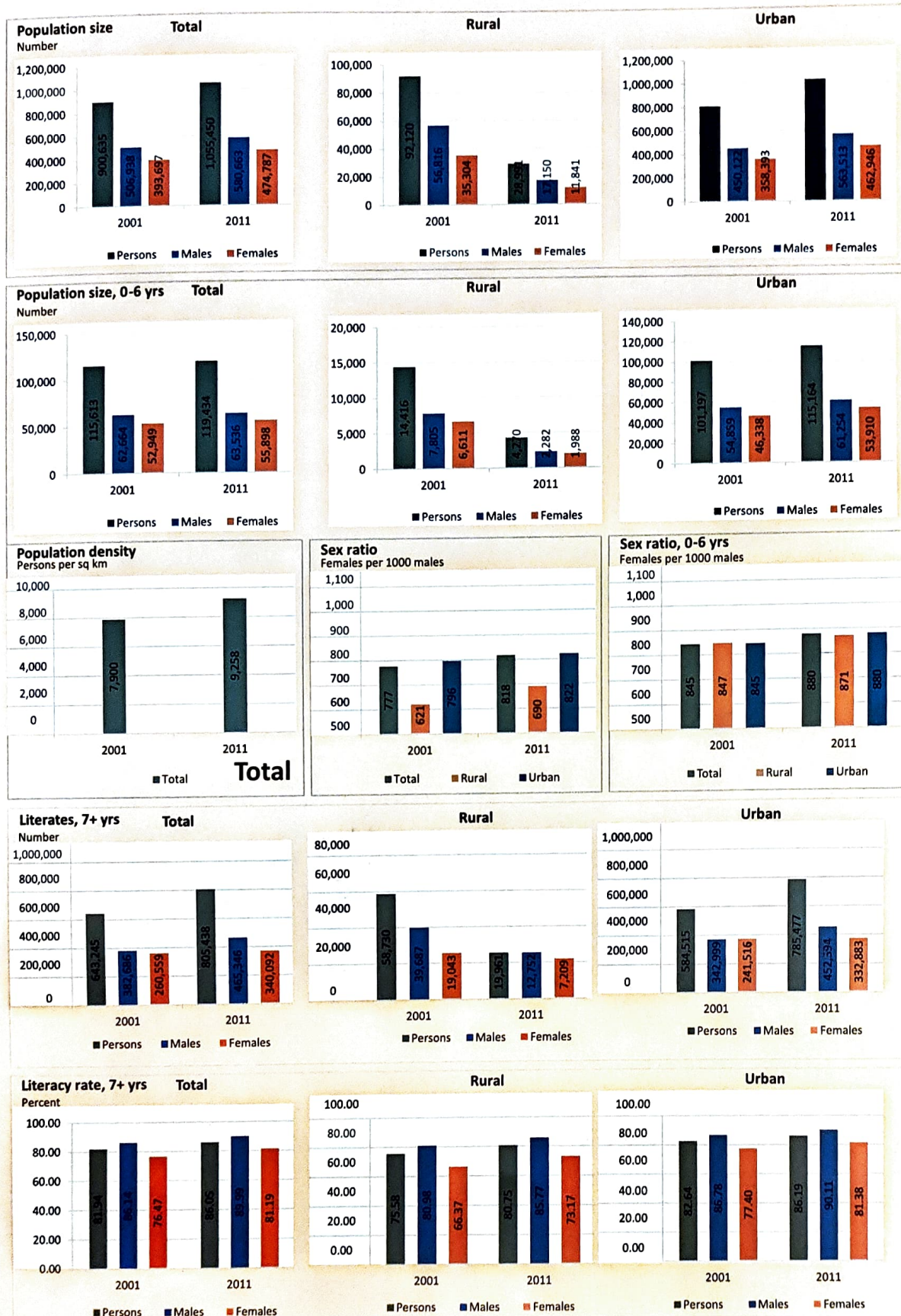
Located at 30.74° North and 76.79° East on the fringes of Shivalik range of Himalayas in Northwest India, the city is spread in an area of approx. 114sq Kms and shares borders with the states of Haryana in the south and Punjab in the north.

## CHANDIGARH PROFILE

Population size	1055450	Sex ratio, 0 - 6 yrs (Females per 1000 males)	880
Population size (Males)	580663	Sex ratio, 0 - 6 yrs (Rural)	871
Population size (Females)	474787	Sex ratio, 0 - 6 yrs (Urban)	880
Population size (Rural)	28991	Literates, 7+ yrs	805438
Population size (Urban)	1026459	Literates, 7+ yrs (Males)	465346
Population size (Rural Males)	17150	Literates, 7+ yrs (Females)	340092
Population size (Rural Females)	11841	Literates, 7+ yrs (Rural)	19961
Population size (Urban Males)	563513	Literates, 7+ yrs (Urban)	785477
Population size (Urban Females)	462946	Literates, 7+ yrs (Rural Males)	12752
Population density (Total, Persons per sq km)	9258	Literates, 7+ yrs (Rural Females)	7209
Sex ratio (Females per 1000 males)	818	Literates, 7+ yrs (Urban Males)	452594
Sex ratio (Rural)	690	Literates, 7+ yrs (Urban Females)	332883
Sex ratio (Urban)	822	Literacy rate, 7+ yrs (Persons, Per cent)	86.05
Population size, 0 - 6 yrs	119434	Literacy rate, 7+ yrs (Males, Per cent)	89.99
Population size, 0 - 6 yrs (Males)	63536	Literacy rate, 7+ yrs (Females, Per cent)	81.19
Population size, 0 - 6 yrs (Females)	55898	Literacy rate, 7+ yrs (Rural, Per cent)	80.75
Population size, 0 - 6 yrs (Rural)	4270	Literacy rate, 7+ yrs (Urban, Per cent)	86.19
Population size, 0 - 6 yrs (Urban)	115164	Literacy rate, 7+ yrs (Rural Males, Per cent)	85.77
Population size, 0 - 6 yrs (Rural Males)	2282	Literacy rate, 7+ yrs (Rural Females, Per cent)	73.17
Population size, 0 - 6 yrs (Rural Females)	1988	Literacy rate, 7+ yrs (Urban Males, Per cent)	90.11
Population size, 0 - 6 yrs (Urban Males)	61254	Literacy rate, 7+ yrs (Urban Females, Per cent)	81.38
Population size, 0 - 6 yrs (Urban Females)	53910		



# CHANDIGARH PROFILE





# **WOMAN EMPOWERMENT**

Woman' empowerment is a new phrase in vocabulary of gender literature. The phrase essentially dictates that women have the power or capacity to regulate their daily lives in social, political and economic terms- a power which enables them to move from periphery to center stage.

Principle of gender equality and equity is enshrined in the Indian Constitution in its preamble, fundamental rights, fundamental duties and directive principles. The Indian women have cast off their age old shackles of serfdom and male domination. She has come to her own and scaled ladders of social advance with pride and dignity. They are now uplifted and granted equal status with men in all walks of life.

But, there is still great divergence between constitutional position and stark reality of deprivation and degradation that women face. Whatever whiff of emancipation has blown in Indian society, has been inhaled and enjoyed by urban women, their population belonging to rural areas is still untouched by wind of changes. Human rights scenario in the country continues to be dismal and depressing. Women are being brutalised, commodified, materialised and subjected to inhuman exploitation and discrimination.

No doubt 73rd and 74th Constitutional Amendment Acts have provided access to women in decision making process at basic level but their representation in Parliament and State Legislatures is woefully poor. In days of scam- ridden politics, increasing rate of money and mafia in elections keeps women away from politics.

Practically, there should be a better and fuller understanding of problems peculiar to women, to make solution of such problems plausible. These problems center around the basic problem of inequality, steps should be taken to promote equality of treatment and full integration of women in the total development of the country

Gender equality, laws for women security, rules for checking girl child abuse – these should not be seen as new trend, something given to the girl today, instead, it should be perceived as something that the world deprived the girl of because of its avarice, obliviousness and the despair of being overthrown or at least their superiority questioned by a certain minority – whose potential and competence has always been lauded, anticipated and feared in every aspect of human history.

The main stress should be on equal work and elimination of discrimination in employment. One of the basic policy objectives should be universal education of women, the lack of which tends to perpetuate the status quo.

Conclusively, women have shifted traditional assumptions about their roles and capabilities. There has been a marked change and it has been for the better. The most important measure of society's success would be the extent to which they enable woman to interpret, apply and enforce laws of their own making, incorporating their own voices, values and concerns.

**No policy, no law and no rally can change all this. Only mindset can, opportunities can, awareness can, action can and yes even belief can.**



# ATTITUDES AND HEALTH

Attitude is an important topic of study in relation to self as well as society. We are influenced by attitude of many people in our life and also make few of them our role models. What exactly is an attitude and how does it develop?

Let us illustrate few questions:

- \* Which political party does a better job of running the country?
- \* Should violence on television be regulated?
- \* Should media/newspapers stop releasing about crimes?

No doubt chances are that you probably have fairly strong opinions on these and similar questions. We all have developed some attitudes about such issues and these attitudes influence our beliefs as well as our behaviour. Attitudes are expression of our likes and dislikes and influence our behaviour and mental health?

An attitude is "a relatively enduring organization of belief, feelings and behavioural tendencies towards socially significant object, groups, events or symbols." Psychologists define attitude as a learned tendency to evaluate thing, people, issues or events in a certain way either positive or negative. Attitudes are learned in many ways as observing the people, around them with help of classical conditioning and operant conditioning i.e. positive reinforcement or negative reinforcement.

Basically there are 3 components /dimensions that make up attitudes.

- A. Affective component: This involves a person's feelings / emotions about the objects such as likes, dislikes for example "I am scared of spiders."
- B. Behavioral component: The way the attitude we have influences. "I will avoid spiders and if I see one."
- C. Cognitive component: This involves a person's belief / knowledge / rationalization which explain the attitude about object for example "I believe spiders are dangerous"

So, this **ABC** model shows that attitudes can be explicit and implicit. Explicit attitudes are consciously aware of and clearly influence our behaviour and beliefs. But implicit attitudes are unconscious and still have an effect on our beliefs and behaviours

**Attitudes and Health:** It's obvious that these negative/pessimist experiences and beliefs, feelings, attitudes is directly associated with poor health outcome. Every year we hear reports of "unexplained" deaths among people who believed themselves to be in hopeless circumstances. It has been seen that long standing physical and psychological near the problems were related to larger degrees of life changes, even when the changes had been favourable. However it has been seen that negative health effects of positive life changes are limited.

In other instances, the particular nature of a person coping resources is itself suspect. The most familiar example here is the Type-A behaviour pattern. When certain ordinary frustration of life (such as having to wait in life) habitually provoke extremes of behaviour (such as rage), a person is designated "Type A".

Neuroticism incidentally is associated with increased of negative life events. It illustrates the rationalizing between personality /attitudes and health (mental or physical)

**Attitude Change:** While attitudes have a powerful effect on behaviour, still they are not set in stone.

The same learning pattern i.e. observations learning, positive reinforcement and negative reinforcement that lead to attitude can also create attitudes change.

Positive reinforcement can be used to create positive emotional reacting to an object, person or event by associating positive feelings with the target object.

Negative reinforcement can be used to strengthen desirable attitudes and weaken undesirable ones. People can also change their attitudes after observing the behaviour of others.

Gurpreet Kaur



# ***Managing Stress for Good Health and Well Being***

## ***“Perception makes us or breaks us”***

Stress is any condition or circumstance which disturbs the normal physiological and psychological functioning of an individual. Stress arises when there is imbalance between our demands and resources, when perceived pressure exceeds ability to cope or when obstacles block progress towards a desired goal. So, in simple words stress is produced mainly because of frustration, conflict, pressure and exhaustion. Positive stress pushes you to achieve your goal and negative stress prevents you from normal functioning and meeting your goals. Stress up to a normal level is healthy but beyond that it becomes unhealthy and threat to physical and mental health. Stress symptoms are important to identify which can be physical, emotional, mental and behavioral. The **common symptoms** of stress are fatigue, headache, sadness, sleep disturbances, mood swings, isolation, low self-esteem, low concentration & memory, addiction problem and many more.

Now days, Stress has become the main cause of many health related serious and chronic illnesses. It is impossible to eliminate all negative stress from our life but we can control the way we react to stress with different coping methods. Stress needs to be managed effectively with these different coping strategies and techniques which we call as **“Stress Management Techniques”**. The main coping strategies include Relaxation Techniques like meditation, yoga, deep breathing and visualization which help in reducing stress hormones in the body and eliminate all negative stress by controlling the mind body system back in balance and increase positive energy of mind. These techniques help to relax your muscles and these techniques are a huge help to human health for enlightening the Mind and Body. Best of all with a little effort anyone can reap these benefits.

**Exercise** is the key determinant of balanced life style and the main pillar to relieve stress in our day to day life. All types of exercises help in secreting feel good hormones in the body called “endorphins” which further helps in improving mood, boosting energy and provide healthy distraction from all sorts of stressors. Find your favorite physical exercise and devote at least 30 minutes a day and make it your regular habit.

**Develop Positive Personality** traits like optimism, hardiness, flexibility, openness & positive attitude which serves as a big buffer to stress. Develop these traits in your thinking and perceptual patterns as stress is largely determined by how we perceive the situation.

Learn to be a **People Person** and try to build a better and positive communication with people around you and develop the skill of assertiveness to handle stressful situations effectively and in positive way.

Be a good **Problem Solver** with rational, logical and vigilant approach to handle day to day life situations & conflicts and prioritize your important tasks with good **Time Management Skills**. It helps in accomplishing our assignments or tasks timely and prevents you from workplace stress.

Develop some **Recreational Interests** and channelize your mental energy in your hobbies like listening to good music, reading good books, writing poems or songs etc.

Last but not the least take balanced and **Healthy Diet**, avoid junk food and take sound sleep to restore energy level of the body which is must for good health.

Do **Talk** to your friend or family member if you feel you cannot handle the stress on your own and also meet up a Counsellor for consultation without any hesitation.

Let us all strive to build a positive philosophy of life for good health & wellbeing and enjoy stress free life.

**Surinder Pal Sharma**



# MATERIAL DEVELOPMENT

## Development of Guidelines :

One day workshop was organized for the development of guidelines to implement various Curricular activities under National Population Education Project (NPEP) for the year 2013-14. All the NPEP members participated in the development of the guidelines for the following activities:

- \* State Level Role Play Competition
- \* State Level Folk Dance Competition
- \* State Level Poster Competition
- \* State Level Photo Competition-cum-Exhibition
- \* State Level Exhibition on Models related to NPEP

The guidelines were typed, printed and further distributed to all the Govt. Schools of UT Chandigarh.

## Development of Advocacy Material:

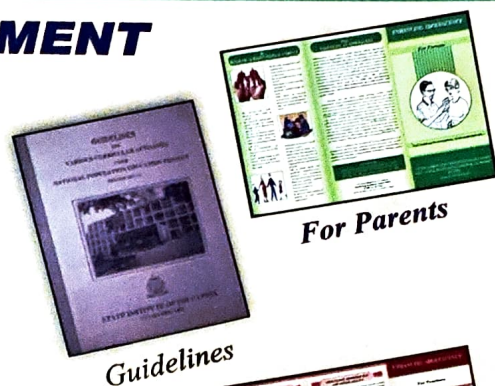
One day workshop was organized on 11-01-2014 for the development of Advocacy material to integrate in different programmes on PE/AE issues. The Advocacy material was typed, printed and further distributed to school NSS officers and key resource persons of Education Department during the Advocacy programmes. The NPEP members and resource persons contributed in the development of Advocacy Material.

## Development of Folders on PE/AE issues :

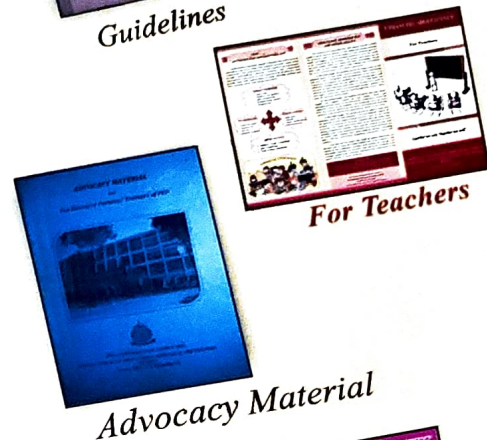
Three days workshop was organized from 28-12-2013 to 30-12-2013 in SCERT for the development of folders for students, teachers and parents on PE/AE issues. Two separate folders have been developed for Adolescent Girls and Boys taking into consideration their physical, emotional, psycho-social changes in them. These folders will be distributed among teachers, parents and students during various programmes being organized in future by SCERT, UT Chandigarh.

## Development of Posters :

Two photographs were selected and posters were developed.



Guidelines



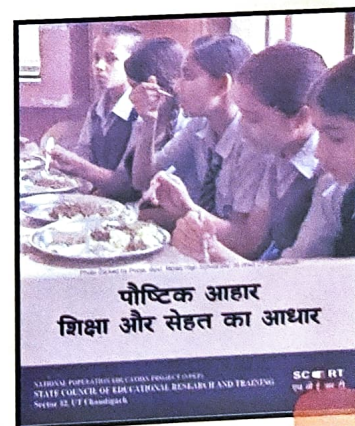
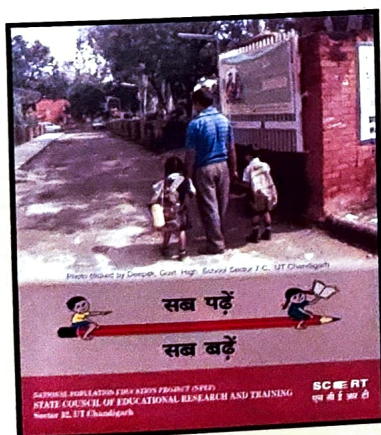
Advocacy Material



For Adolescent Girls



For Adolescent Boys





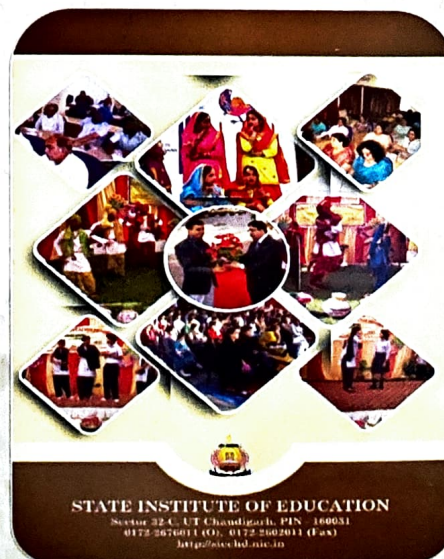
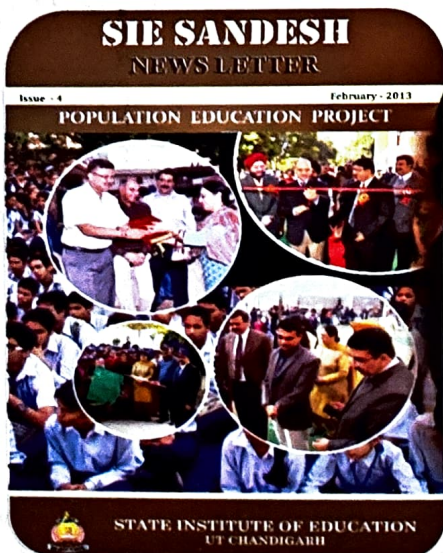
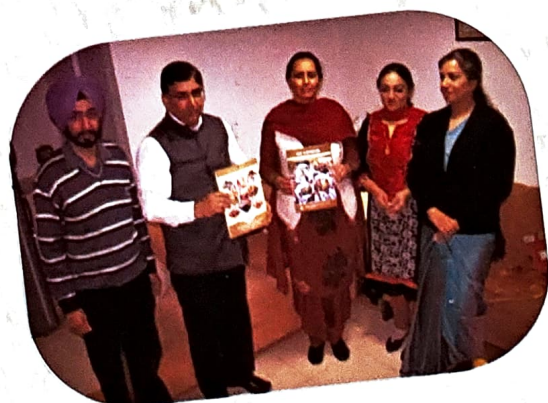
## RELEASE OF NEWSLETTER SIE SANDESH 2013



“SCERT SANDESH” is an important annual publication, which not only reflects the activities undertaken by the National Population Education Project (NPEP) of State Council of Educational Research and Training (SCERT) UT Chandigarh, but also aims at disseminating information on important issues and concerns related to Population Education.

It serves as a common platform for the students, teachers, prospective teachers, teacher educators, educational thinkers, key resource persons and administrators to share their ideas and experiences on various population related issues. It also highlights the activities and tasks accomplished under NPEP of SCERT.

The Annual Newsletter "SIE SANDESH"-2013 was released by Ms. Gurpreet Kaur Sapra, IAS, Director Higher Education, UT Chandigarh on 05-03-2013. The efforts put in by the members of NPEP were applauded by the Director Higher Education.





## **PROJECT PROGRESS REVIEW MEETING (PPR) 2012-13**

Project Progress Review Meeting was held at Bodhgaya, Bihar which was chaired by Director NCERT Prof. Parvin Sinclair and Dr. (Mrs) Saroj Yadav, Head and Co-ordinator NPEP, NCERT, New Delhi from 06-03-13 to 08-03-2013. Representatives of 20 States presented their status report for the session 2012-13.

Dr. Surender S. Dahiya, Director, SCERT and Ms. Jasmine Josh Co-ordinator NPEP presented progress report for UT Chandigarh. Plan of Action 2013-14 was developed and finalized for the session 2013-14



## **STATE CORE COMMITTEE MEETING**

A meeting of the State Core Committee of National Population Education Project (NPEP) was held under the *Chairmanship of*

*Sh. V.K. Singh, IAS, Finance-cum-Education Secretary, Chandigarh Administration, UT Chandigarh* in his office on

05-07-2013 at 11:00 am. The meeting was attended by

Mrs. Gupreet Kaur Sapra, IAS, Director Higher Education, Chandigarh Administration, Dr. Surender S. Dahiya, Director,

State Council Educational Research and Training, Mr. Chanchal

Singh, Dy. Director School Education, Mrs. Jasmine Josh,

Coordinator NPEP, SCERT, Mr. Janesh Malik, Member NPEP,

SCERT and Mr. Raman Kumar, Member NPEP, SCERT. Dr. Surender S. Dahiya appraised the

committee about the role of Ministry of Human Resource Development (MHRD) and National

Council of Educational Research and Training (NCERT) in the implementation of the Plan of

Action of NPEP for the year 2013-14. The implementation of Plan of Action was discussed with

the members and all the activities mentioned in the Plan of Action 2013-2014 were approved by

the Chairperson and the members of the committee.





# **TRAINING CUM ORIENTATION PROGRAMME FOR PROSPECTIVE TEACHERS**

Training cum Orientation Programme was organized on 27-12-2013 and 08-01-2014 for prospective teachers of D.El.Ed. course of State Council of Educational Research and Training (SCERT).

Two batches of 50 participants each were oriented by eminent resource persons for two days. Prof. Renu Gandhi, Department of Life Long Learning and Extension, Panjab University, Chandigarh gave data and information on Population and Economic Development.

Mrs. Manjeet Kaur, Principal, Govt. College of Commerce, Sector-46, Chandigarh renowned educationist and geographer shared her views on population distributions urbanization and migration.

Dr. Bikram Rana State liaison officer, NSS, UT Chandigarh gave information on the growth of population and its effect on the total development of the nation.



Dr. Manoj Kumar Associate Prof. and Dr. Jyoti Associate Prof. interacted with prospective teachers on the sensitive topic of most emotional and female foeticide. Dr. Jatinder Dahiya from (SACS) imparted information on Adolescent Reproduction Health and Dr. Ranjay Vardhan, Associate Prof. shared his views on the most concerned issue of the society i.e Gender Equality and Equity for Empowerment of Women.



# ADVOCACY

## Programme for school NSS Officers

Advocacy programme for school NSS officers was held in the premises of SCERT on 17-01-2014. About 55 programme officers from various schools of UT Chandigarh participated in the one day Advocacy programme. *Dr. Bikram Rana*, State Liaison Officer UT Chandigarh highlighted the role played by NSS programme officers in bringing a positive change in the mindset of the population regarding the social hazards prevailing in the society. *Dr. G.S. Bhatti*, Dy. Programme Advisor urged the audience to contribute their services as educationists to the development of the nation, by inculcating values in the young. *Dr. Satyavir Singh Malik*, Training Co-ordinator, ETI Chandigarh sensitized the NSS Programme Officers about the role they can play in bringing out attitudinal changes in the young, which would further health in the development of the nation.



## Programme for SSA and RMSA Officials

A one day Advocacy Programme for RMSA and SSA officials was organized on 04-02--2014 wherein 27 participants attended the same. A panel discussion was held wherein renowned resource persons such as *Dr. Surender S. Dahiya*, Director, SCERT, *Ms. Manjeet Kaur* Principal, *Dr. Ranjay Vardhan*, Associate Prof. and *Ms. Jasmine Josh* Co-ordinator NPEP participated interactively with the audience and shared their views on the PE and AE issues. Everyone unanimously agreed that education needs to be linked with the outside world where the students get familiarized with the challenges of life and where they will need to make judicious decisions.



## STATE LEVEL ROLE PLAY COMPETITION

State Level Role Play Competition was organized on 10-10-2013 in the premises of State Institute of Education, UT Chandigarh. As per the guidelines, inter-school Role Play competition was held for the students of class 9<sup>th</sup> of Govt. schools of UT Chandigarh and then entries were invited from these schools for the state level competition, wherein 22 teams with 110 participants from Govt. School of UT Chandigarh participated. The winners were awarded cash prizes of Rs. 500/-, Rs. 300/- and Rs.200/- per participant for the first, second and third position holders respectively at the state level. The result of the same at the state level is as under:

Position	Name of the School	Name of the Participants
First	Govt. High School, 38 West, UT Chandigarh	Shani, Navdeep, Twinkle, Pooja, Parsoon
Second	Govt. High School Maloya Colony, UT Chandigarh	Reshma, Aarti, Laxmi, Yusuf, Monu
Third	Govt. High School Dadumajra, UT Chandigarh	Manisha, Nikita, Aakash, Rahul, Gurlal

The winning team at State Level Role Play Competition i.e. Govt. High School, 38 West, UT Chandigarh participated at the Regional Level Role Play Competition held at Bihar, Patna on 30-10-2013. The effort of the team was praiseworthy at all the levels.





# STATE LEVEL FOLK DANCE COMPETITION

State Level Folk Dance Competition was organized on 11-10-2013 in the premises of State Institute of Education, UT Chandigarh. As per the guidelines, inter-school Folk Dance competition was held for the students of classes 8<sup>th</sup> and 9<sup>th</sup> of Govt. schools of UT Chandigarh and then entries were invited from these schools for the state level competition, wherein 15 teams with 90 participants from various schools of UT Chandigarh participated. The winners were awarded cash prizes of Rs. 500/-, Rs. 300/- and Rs. 200/- per participant for the first, second and third position holders respectively at the state level.

*The result of the same at the state level is as under:*

Position	Name of the School	Name of the Participants
First	Govt. Model High School, Manimajra, UT Chandigarh	Ruksar, Anu, Rajni, Simranjeet, Veena, Rashmi
Second	Govt. Model Sr. Sec. School Sector 47 D, UT Chandigarh	Harpreet Singh, Balwinder Singh, Lakhi, Robin, Princepal Singh, Sikander,
Third	Govt. High School, Sector - 53, (Smart School) UT Chandigarh	Premasagar, Karan Gupta, Ajay, Pardeep, UT Deepak, Raj Kumar

The winning team at State Level Folk Dance Competition i.e. Govt. Model High School, Manimajra, UT Chandigarh at the Regional Level Folk Dance Competition held at Bihar, Patna on 30-10-2013. The effort of the team was praiseworthy at all the levels.





# STATE LEVEL POSTER COMPETITION

State Level Poster Competition was organized under NPEP at State Institute of Education, UT Chandigarh. As per the guidelines, inter-class and inter-school poster competition was held for the students of classes 9<sup>th</sup> to 12<sup>th</sup> in Govt. schools of UT Chandigarh and then entries were invited from these schools for the state level competition. About 63 entries were received. These entries were displayed at an Exhibition held in the premises of State Institute of Education from 02-12-2013 to 06-12-2013.

**The Exhibition was inaugurated by Sh. Upkar Singh, Director Information Technology, UT Chandigarh on 04-12-2013.**

The judgment for the same was done on 05-12-2013. The winners were awarded cash prizes of Rs. 700/-, Rs. 500/- and Rs. 300/- for the first, second and third position holders respectively at the state level. The prize giving function was held on 06-12-2013.

The result of the same at the state level is as under:

Position	Name of the School	Name of the Participant
First	Govt. High School, Sector 32-D, UT Chandigarh	Rohit Kumar
Second	Govt. Model Sr. Sec. School, Sector 28-D, Chandigarh	Vandana Kumari
Third	Govt. High School Sector 46-C, UT Chandigarh	Rehan Ali





## STATE LEVEL PHOTO COMPETITION

State Level Photo Competition was organized under NPEP at State Institute of Education, UT Chandigarh. The target groups were students of class 8<sup>th</sup> to 12<sup>th</sup> of Govt. Schools of UT Chandigarh. About 36 entries were received by SIE. The entries were displayed at an exhibition held at SIE from 02-12-2013 to 06-12-2013.

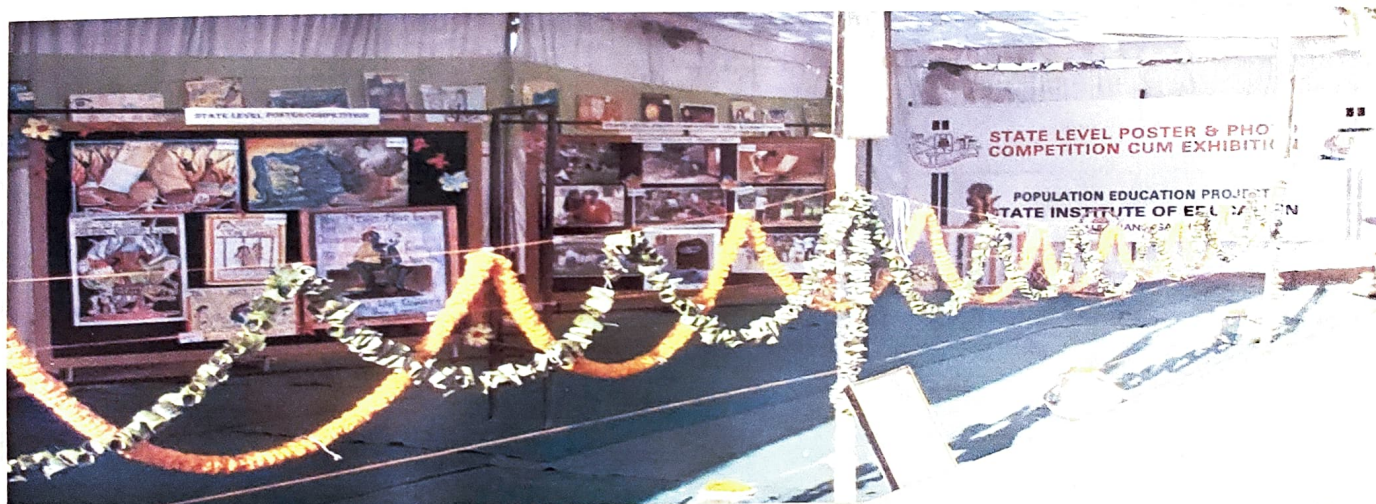
The Exhibition was inaugurated by Sh. Upkar Singh, Director Information Technology, UT Chandigarh on 04-12-2013.

The judgment of the same was done on 06-12-2013.

The winners were awarded cash prizes of Rs. 1000/-, Rs. 750/- and Rs. 500/- for the first, second and third position holders respectively at the state level. The prize giving function was held on 06-12-2013.

The result of the same at the state level is as under:

Position	Name of the School	Name of the Participant
First	Govt. High School, Sector 7-C, UT Chandigarh	Deepak
Second	Govt. Model High School 38 West, Chandigarh	Aanchal
Third	Govt. High School Sector-25, UT Chandigarh	Lakshender





## STATE LEVEL EXHIBITION ON MODELS

State Level Exhibition on Models related to Population Education was organized by State Institute of Education, UT Chandigarh from 02-12-2013 to 06-12-2013 in the premises of SIE. About 12 schools participated and displayed their Models in the Exhibition. This exhibition was integrated with State Science Exhibition to identify and nurture the innovative and creative talent among the students and to make the young learners aware of the relationship between Population and Development. The whole idea was to make the youth conscious of the dynamics of population growth and its implications for their future well being and that of the nation.

***The Exhibition was inaugurated by Dr. Arun Grover, Vice Chancellor, Panjab University, Chandigarh on 03-12-2012.***

The judgment was done on 05-12-2013. The winners were awarded cash prizes of Rs. 1000/-, Rs. 750/- and Rs. 500/- per Model for the first, second and third position holders respectively at the State level.

The result of the same at the state level is as under:

Position	Name of the School	Name of the Participants
First	Govt. High School, Maloya Colony, UT Chandigarh	Ruchi, Mamta
Second	Govt. Middle School, Kishangarh, UT Chandigarh	Kishan, Sheela
Third	Govt. Senior Secondary School, Manimajra, UT Chandigarh	Raju, Sumit





# WINNERS

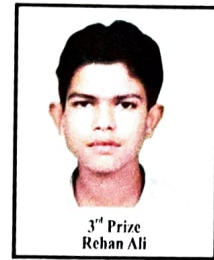
## State Level Poster Competition



1<sup>st</sup> Prize  
Rohit Kumar

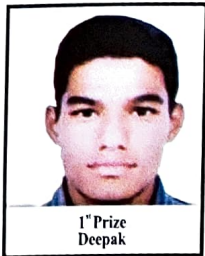


2<sup>nd</sup> Prize  
Vandana Kumari



3<sup>rd</sup> Prize  
Rehan Ali

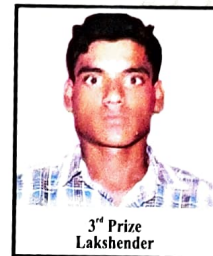
## State Level Photo Competition



1<sup>st</sup> Prize  
Deepak



2<sup>nd</sup> Prize  
Aanchal



3<sup>rd</sup> Prize  
Lakshender

## State Level Role Play Competition



1<sup>st</sup> Position  
Govt. High School, 38 West, UT Chd.



2<sup>nd</sup> Position  
Govt. High School, Maloya Colony, UT Chd.



3<sup>rd</sup> Position  
Govt. High School, Dadumajra, UT Chd.

## State Level Folk Dance Competition



1<sup>st</sup> Position  
Govt. Model High School, Manimajra, UT Chd.

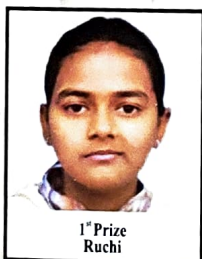


2<sup>nd</sup> Position  
Govt. Model Sr. Sec. School, 47, UT Chd.

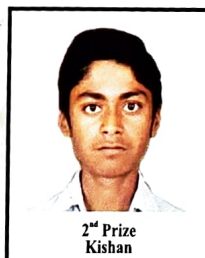


3<sup>rd</sup> Position  
Govt. High School, Sec 53 (Smart School) UT Chd.

## State Level Exhibition on Models



1<sup>st</sup> Prize  
Ruchi



2<sup>nd</sup> Prize  
Kishan



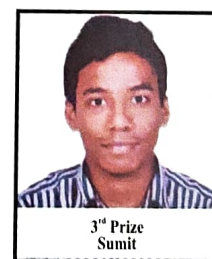
3<sup>rd</sup> Prize  
Raju



1<sup>st</sup> Prize  
Mamta



2<sup>nd</sup> Prize  
Sheela



3<sup>rd</sup> Prize  
Sumit



*Do not train children to learn by force and harshness,  
but direct them to it by what amuses their minds,  
so that you may be better able to discover with  
accuracy the peculiar bent of the genius of each*

*Plato*



**SCERT**  
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