

1. VISION AND MISSION OF MODEL SCHOOLS

Kendriya Vidyalayas are known for the quality education across India and World too. Keeping in view of success of KV schools, GOI started Model Schools in all the 6000 Educationally Backward Blocks (EBBs) which have low female literacy rate, with an objective to provide free quality education predominantly to the SC, ST and OBCs hailing in that particular EBB. Model Schools are functioning under Telangana Model Schools Secondary Education Society.

As there is greater demand from parents for school education in English Medium, Model Schools in our state are geared up to impart education in English Medium from classes VI to Intermediate with State Syllabi.

These Schools shall be the vehicles of change in rural development by providing enabling infrastructural and instructional facilities for imparting quality education.

Model Schools are envisioned as:

- To play a pace setting role in EBBs.
- To provide holistic education through curricular and co-curricular activities to the students.
- To develop communicative skills.
- To assess and monitor student learning by implementing Continuous and Comprehensive Evaluation (CCE).
- To sustain the girls' enrolment by providing girls' hostel with a capacity for 100 students.
- Student centric - out-come based education with moral and ethical values
- Learn by doing - scent of the sand and touch of the soil
- Setting the correct benchmarking for children of all levels
- To conduct scholastic and co scholastic competitions in all areas to develop healthy competitive environment (inter & intra) in model schools of the district.
- To develop this school as the "Centre of Excellence" in the mandal as well as across all the model schools in the district and state.
- To initiate research activities and case studies with special reference to educate the girl child, their role as contributors to the society and national growth.

- Understand the future challenges and the scope of development of the country , role of model schools in envisioning the same
- Restructure the existing institutional values and norms from time to time and adopt to the ever changing global scenario.
- Our students as pace setters in changing the face of rural India becoming harbingers of growth
 - ✓ *To encourage students to think out of the box and pursue solution based Research in Agriculture, Science and technology and not to merely end as working class*
 - ✓ *Enlightening the students about the current socio economic and political situation of the society and country at large and their role as just citizens.*
 - ✓ *Let the wise listen, it will add to their learning*
 - ✓ *Play active role in bringing the society back to school by organizing seminars and workshops for the farmers with aim of improving and better implementation of WATER, LAND AND TREES ACT – 2002.*
 - ✓ *To conduct regular health checkup for pregnant, lactating and women with anemic ailments with the help of PHCs and health workers.*
 - ✓ *WHOLESOME, HOLISTIC AND INDIANISED ENGLISH MEDIUM EDUCATIONFOR THE CAUSE OF DEPRIVED RURAL INDIA ON THE VERGE OF GLOBALISATION.*

1.1 Top 9 Characteristics of a Model School

Here are 9 ways to know a Model School is effective.

1. Attitude of the Principal

- An effective Principal should be open, encouraging, and innovative. They should be student-centered in their decisions. They should also empower teachers while providing with the necessary support and training to grow each year.
- Principals who are never present, who have horrible customer service, or who are not open to innovation will be difficult to work for and will probably result in many disgruntled employees.

2. Attitude of the Office Staff

- This might seem an odd first choice. However, the first thing that greets you when you enter a school is the office staff. Their actions set the tone for the rest of the school.
- If the office staff is unhappy and rude, you must question whether the school as a whole including its Principal has the correct attitude towards

customer service and teamwork. Be wary of schools where the staff is just not approachable.

3. Student-Centered Attitude with Core Values

- To be truly effective, a Principal must create a system of core values which the entire staff shares. To do this, the Principal must involve the teachers and staff each step of the way.
- A common theme to each of the core values must be a student-centered view of education. When a decision is made in the school, the first thought should always be "What's best for the students?" When everyone shares this belief infighting will lessen and the school can focus on the business of teaching. If a conflict occurs between staff members, then they should first meet and together decide what is best for the students. With this focus there is no doubt that the final decision will be more effective and much easier to accept by all parties.

4. Mentoring Program

- Each school should provide teachers with an internal mentor. This should happen whether the teacher is fresh out of college or coming from another school.
- Effective schools have strong core values that each teacher knows. Only by pairing a new teacher with a mentor who truly believes these core values will the school's mission be fulfilled.
- On a more practical side, a mentor can help a new teacher learn the ropes. They will introduce them to key office staff and help them navigate the bureaucracy involved with items such as field trips and purchasing classroom items.

5. Politics Kept to a Minimum

- Almost school will have its share of politics and drama. For example, a Mathematics teacher might want more power or who try and get a larger share of the school resources.
- There will probably be some sort of seniority system set up for picking courses for the following year or determining who gets to go to specific conferences.
- However, a quality school will not allow this type of behavior to undermine the quality of teaching students. Again, this starts with quality

leadership from the Principal on down. The school leadership should be clear on its goals for each department and work with the department heads to create a collaborative environment where politics are kept to a minimum.

6. Faculty to be Empowered and Involved

- When the faculty is empowered to make decisions backed up by the administration, a level of trust grows which allows for greater innovation and more effective teaching.
- An individual who feels empowered and involved in the decision-making process will not only have greater job satisfaction but will also be better able to accept decisions with which they might not agree.
- A school where teacher opinions are not valued and they feel powerless will result in disgruntled teachers who do not have the desire to put as much into their teaching. You can tell this type of school if you hear phrases such as "Why bother?"

7. Teamwork amongst the faculty

- Even in the best of schools there will be teachers who do not want to share with others. They will be the ones who get to school in the morning, close themselves in their room, and don't come out except for mandatory meetings.
- If the majority of the teachers at your school do this, then the school has a problem. Instead, a quality school will create an atmosphere where teachers want to share with each other. This should be something which the school and department leadership should be model.

8. Communication to be Honest and Frequent

- The school leadership in a quality school provides teachers, staff, students, and parents with frequent communication about what is happening.
- Rumors and gossip are rampant in many schools. If the school is not communicating the reasons for decisions or upcoming changes as soon as they can, then rumor mills will take effect. The results can be devastating.
- Therefore, it is important that the school leadership models frequent communication and has an open door policy so that teachers and staff can come forward with questions and concerns as they arise.

9. Parental Involvement

- Many schools do not stress parental involvement in their child's education. It is the school's job to pull parents in and help them understand what they can do. Some teachers do not want to bother.
- However, the more you as a teacher involve the parents, the better the children will behave and perform in your class. Many parents want to know what's going on in class but have no way of figuring out how to do this. A school which stresses parental contact for both positive and negative reasons is one which will only grow more effective over time.

2. ACADEMIC PLAN

2.1 Model school academic planner

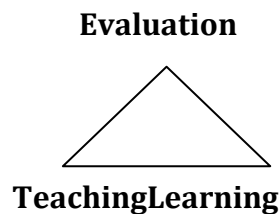
“Education is the manifestation of perfection already in man” - Swamy Vivekananda.

Education I think is both a process and product. As a process education is the preparation of an individual to ensure a purposeful existence. So, in this process whatever programme and activities an individual carries out comprises the process of education. Similarly, as a product, education is the outcome of the processes undergone by the individual and emerges out to be a purposeful entity.

Again as Swamy Vivekananda has said “The human in man is only skin deep and if that is grated the animal comes out”. So, education is that coat of human on the man to make man human. The better s/he gets educated the better human s/he becomes.

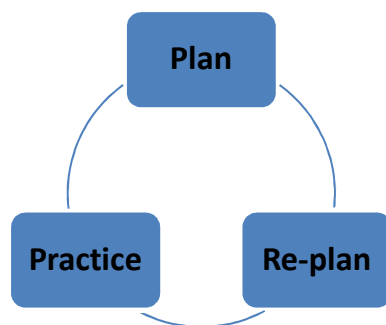
So as teachers we need to contribute quality components in humanizing man. So let's march ahead together.

It is well known fact that the process of education is Tripolar. Namely



Teaching being the process of imparting knowledge, learning the process of acquiring knowledge and evaluation stands above these to ascertain the extent of teaching done and extent of learning .

Teaching process originates from the planning phase to the review phase



3. ANNUAL CALENDAR

In the planning phase the first step is to prepare the Academic calendar which provides a template for the teacher to plan activities for teaching and evaluating the outcomes of teaching in a phased manner depending upon the availability of time. This ensures the preparedness of the teacher to carry out the teaching-learning activities in an orderly fashion

For the Model School the annual calendar is prepared keeping in mind the tentative dates for the teaching activities, evaluation of children's learning, feedback and holidays. The Academic calendar comprises four columns namely Name of month followed by column with that month's calendar, Number of working days for that month and remarks pertaining to the marked days(like holidays etc.)

The Academic calendar is provided here under for perusal.

A P MODEL SCHOOL ACADEMIC CALENDER 2014 - 2015									
Month	Calendar							No. of Working Days	Remarks
	SUN	MON	TUE	WED	THU	FRI	SAT		
Jun '2014	1	2	3	4	5	6	7	15	2 - 11 Summer Vacation 1,8,15,22,29 SUN
	8	9	10	11	12	13	14		14th Second SAT
	15	16	17	18	19	20	21		
	22	23	24	25	26	27	28		
	29	30							
Jul' 2014			1	2	3	4	5	25	
	6	7	8	9	10	11	12		6,13,20,27 SUN
	13	14	15	16	17	18	19		12th Second SAT
	20	21	22	23	24	25	26		29th Ramzan
	27	28	29	30	31				
Aug' 2014						1	2	23	
	3	4	5	6	7	8	9		3,10,17,24,31 SUN
	10	11	12	13	14	15	16		9 th Second SAT
	17	18	19	20	21	22	23		15th Independence Day
	24	25	26	27	28	29	30		29th Vinayaka Chathurthi
	31								
Sept' 2014		1	2	3	4	5	6	19	
	7	8	9	10	11	12	13		7,14,21,28 SUN
	14	15	16	17	18	19	20		13th Second SAT
	21	22	23	24	25	26	27		17 - 23 Quarterly Exams
	28	29	30						24 - 30 Dussehra Vacation

Oct'2014				1	2	3	4	21	1 - 4 Dussehra Vacation Contd
	5	6	7	8	9	10	11		11th Second SAT
	12	13	14	15	16	17	18		5,12,19,26 SUN
	19	20	21	22	23	24	25		23 Deepawali
	26	27	28	29	30	31			
Nov'2014							1	23	2,9,16,23,30 SUN
	2	3	4	5	6	7	8		8th Second SAT
	9	10	11	12	13	14	15		4th Moharrum
	16	17	18	19	20	21	22		
	23	24	25	26	27	28	29		
30									
Dec'2014		1	2	3	4	5	6	25	7,14,21,28 SUN
	7	8	9	10	11	12	13		12th Second SAT
	14	15	16	17	18	19	20		25th Christmas
	21	22	23	24	25	26	27		
	28	29	30	31					
Jan'2015					1	2	3	18	4,11,18,25 SUN
	4	5	6	7	8	9	10		10th Second SAT
	11	12	13	14	15	16	17		2 - 8 Half - Yearly Exam
	18	19	20	21	22	23	24		9 - 17 Sankranthi Vacation
	25	26	27	28	29	30	31		
Feb'2015	1	2	3	4	5	6	7	22	1,8,15,22 SUN
	8	9	10	11	12	13	14		14th Second SAT
	15	16	17	18	19	20	21		18th Mahashivarathiri
	22	23	24	25	26	27	28		
Mar'2015	1	2	3	4	5	6	7	22	1,8,15,22,29 SUN
	8	9	10	11	12	13	14		5th Holi
	15	16	17	18	19	20	21		14th Second SAT
	22	23	24	25	26	27	28		21 Ugadi;28 Sree Ram Navami
	29	30	31						
Apr'2015				1	2	3	4	15	3rd Good Friday
	5	6	7	8	9	10	11		5,12,19,26 SUN
	12	13	14	15	16	17	18		11th Second SAT
	19	20	21	22	23	24	25		14th AmbedkarJayanthi
	26	27	28	29	30			TOTAL 228	15 - 21 Annual Exams,23 rd Last working Day

This provides as a ready reckoner for the user to plan the month's activities well in advance.

4. ACADEMIC PLANNING

The second aspect in the Academic planning is preparing the Annual Plan, Unit Plan and Lesson Plan. This gives an idea of lessons to be taught and prepare an action plan proto-type of the lesson for implementation. The Annual plan is given here under as a specimen.

NOTE: Formats and Templates may be modified to suit the requirements of the school without much deviation from original format to maintain uniformity.

Class:

Suggestive Annual Plan Template

Subject /month (working Days)	Telugu	Hindi	English	Maths	Science	Social Studies	Remarks
June ()	BRIDGE COURSE IN RESPECTIVE SUBJECTS						
July ()	BRIDGE COURSE IN RESPECTIVE SUBJECTS (First 2 weeks)						
July ()							
August ()							
September()							
October()							
November()							
December()							
January()							
February()							
March()							
April()							

Note: Detailed class wise, subject wise suggestive syllabus coverage sheets are appended along with detailed Intermediate revision schedule (Appendix II)

Unit plan helps in elaborating the contents of a particular unit and how to deal with it. The pattern is here given under

Suggestive Unit Plan Template

Subject: _____

Class: ____

S.No	Name of Unit	Name of sub Unit/ Lesson	Month (No. of Days)	Plan of Action	Remarks

Unit plan elaboration of the field's Serial number, Name of Unit, Name of Sub-unit/Lesson, The plan of action to transact the lesson and Remarks if any may be

mentioned in the last column. Once the Annual Plan and Unit Plan is completed the next task is the Lesson plan.

A lesson plan helps the teacher to plan ahead his/her scheme to transact the day's lesson in the classroom. Writing a lesson plan helps the teacher be prepared well and go confidently to the class to meet the needs of all the learners.

Generally a classroom is a heterogeneous mix of children. To ensure optimum learning in class room teacher needs to plan his/her lessons judiciously.

NCF 2005 and APSCF 2011 were framed after a number of deliberations at various levels of education the National Focus Group, the outcome also was published as Position Papers with around 20 or more titles at central and state levels by NCERT and SCERT. The perusal of Position Papers gives an insight into the recent developments in education and the modifications needed to impart education to suit the current needs and tackle the contemporary issues in today's education. More than dissemination of information there is a need to enable the learner construct his own knowledge. The latest has undertaken a thorough revision of its books and a new set of text books have come with a view to enable construction of knowledge by children. For this objective to be attained a new set of Academic Standards have been framed subject-wise which are given here-under:

English	Mathematics	Science	Social science
Listening and Speaking	Problem Solving a) kinds of problems b) problem solving c) Complexity	Conceptual Understanding	Conceptual Understanding
Reading	Reasoning Proof	Asking questions and Making hypothesis	Comprehension and interpreting
Writing	Communication	Experimentation and field Investigation	Information skills
Vocabulary	Connections	Information skills and Projects	Explaining Causation and open reasoning
Creative expression	Visualization and	Communication through	Mapping

	Representation	Drawing, Model making	skills/Picture reading skills
Expression Sensibility and Social Responsibility		Appreciation and Aesthetic Sense, Values	Appreciation and Sensitivity
Metalinguistic Awareness		Application to daily life, Concern to bio diversity	

Note: For details of Academic Standards, refer concerned text books.

The Hand Books for teachers and teaching new text books with Model Lesson Plan, steps for teaching curricular strategies, CCE etc., are available in the SCERT website www.apscert.gov.in.

Presently evaluation system being followed is the CCE system.

Hence the lessons to be taught should be planned keeping in mind the topic, followed by the pre-requisite knowledge to learn that particular concept, the method and steps to be followed to transact that particular lesson (preferably keeping in view the ability and learning styles of the Learner) Subsequent to this is practice exercise to be provided to the learner to ensure optimum learning followed by evaluation column with suggestive questions to assess the level of learning that has taken place in the child.

The template of lesson plan with the explanation of the suggested fields is presented below.

4.1 Suggestive Template for Lesson Plan (VI to X)

Teacher's Name:

Subject:

Class:

No. of periods required:

Competencies to be achieved after teaching the lesson:

- 1.
- 2.
- 3.

Period wise details

Period Number	Content/Activity/Competency to be achieved in first 45 minutes	Teaching Strategy	Required TLM	Exercises to be given to students in next 45 minutes

Teacher Preparation & collection of Additional Information:

Reflections of the Teacher

In Constructivist Approach. (Where lessons are in activity form in the method section we may use these steps and write down in small and crisp points)

First divide the class into small working groups and entrust the activity to construct knowledge.

- **Engage:** This step briefly tells how you would engage the children in learning activities; say by giving a set of questions or take them to library and give books to gather information, or browsing through the net or group discussions or brain storming any other activity.
- **Explore:** How would you enable the child explore the learning material and draw inferences. For this, the students may use the following table to record their observation.

Template for recording observations in Constructive Approach

S. No	Activity done	Observations	Inference	Remarks
1				
2				

- **Explain:** After the inferences are made the group members pool up their observations and consolidate them, later, one member from each group will come and present his/her observations before the class.
- **Elaborate:** The teacher then listens to all the group members and then may add few points missed out by the children and clarify doubts that arise.
- **Evaluate:** The teacher will evaluate by way of questioning or checking their observation records or any other mode to ensure that learning has taken place.

To keep track of their day to day activities teachers may maintain a teachers dairy in the

4.2 Teacher's Diary (Intermediate)

Date

Day

Period	Class	Class - Work	Home - Work
1			
2			

Teacher's Signature

Principal's Signature

For a child to acquire optimum learning some steps need to be followed to keep track his/her learning experiences

1. Classroom daily dairy
2. A log book to be maintained before exam to ensure the child's level of preparedness for the exam and take suitable action to improve.

The daily dairy will guide the child to plan his study and acquire optimum learning and the log book will help to monitor the level of preparedness of the child for the examination.

4.3 Log Book

Name of the Student:

Class

Examination Portion Details

S. No.	Subject	Portion for the Examination	Notes Completed	Teacher's sign
1				
2				

Remarks of the teacher:

Parent's Signature

Next for enabling the smooth functioning of the teaching learning processes in school Educational Supervision is very essential. The Principal should be a friend, Philosopher and guide to the teacher and work for quality improvement in the school.

Educational Supervision is the process of looking into the quality of educational activities going on in the school. A supervisor shall look into the teaching and its related components.

4.4 Modalities of Teaching

In Scholastic areas, Approaches that are student centric is preferred over other methods which provide no motivation to learn.

The topics may be divided for applying different Approaches. For instance we can have:

- Classroom Instructions
- Projects
- Dramatization
- Seminar and Presentations

- Extension Lectures
- ICT Enabled Lessons

In Co – Scholastic areas Club Activities and other group activities may be carried out as a modality of teaching.

4.5 Suggestive Time Table

Work load teacher-wise & Subject wise, both for VI to IX classes and Intermediate sections

- For VI to IX classes, time table includes both curricular, co-curricular and remedial activities.
- For Intermediate sections time table includes both curricular, remedial activities -Coaching for Common Entrance Tests and Competitive Examinations
- Teacher wise work load: Every teacher of model school is allotted 36 teaching periods per week.
- Principal of Model School should handle a minimum of 6 to 8 periods per week.
- Subject Wise: Number of periods allotted per week subject wise for various classes is as follows –

SUBJECT	VI & VII CLASSES	VIII & IX CLASSES
TELUGU	6	6
HINDI	4	4
ENGLISH	6	6
MATHEMATICS	8	8
GEN. SCI/ PHY. SCI	6	4
BIO. SCI	0	4
SOCIAL STUDIES	6	6
LIBRARY	2	1
COMPUTER EDN	2	2
PHYSICAL EDN	2	2
VALUE EDN	1	1
ARTS & CRAFTS	1	1
REMEDIAL WORK	4	3

- MASS DRILL may be conducted once in a week during the last two periods.
- Subject wise work load for Intermediate (per week) –

SUBJECT	M.P.C	Bi.P.C	M.E.C	C.E.C
ENGLISH	6	6	6	6
SL (TELUGU)	6	6	6	6
MATH – A	9	0	9	0
MATH – B	9	0	9	0
PHYSICS (Including	9	9	0	0

Practicals)				
CHEMISTRY (Including Practicals)	9	9	0	0
BOTANY (Including Practicals)	0	9	0	0
ZOOLOGY (Including Practicals)	0	9	0	0
ECONOMICS	0	0	9	9
COMMERCE	0	0	9	9
CIVICS	0	0	0	9

- NOTE: Students of C.E.C group may be allotted additional classes for remedial work based on the need and availability of teachers.
- Each practical class will be of 1 ½ hour duration and will be conducted twice a week.
- Out of 9 periods allotted per subject, 6 periods are for IPE, 2 periods are for Competitive Examination coaching and 1 period may be utilized for remedial work.

MODEL TIME-TABLE FOR 2014-15

CLASS - PERIO D			RECESS			LUNCH			RECESS		
	I	II		III	IV		V	VI		VII	VIII
VI -B											
VII -A											
VII -B											
VIII -A											
VIII -B											
IX -A											
IX -B											

JR MPC BI PC											
JR MEC / CEC											
SR MPC / BI PC											
SR MEC / CEC											

School Timings

- 9:00 a.m. to 9:20 a.m. - **ASSEMBLY**
- 9:20 a.m. to 10:10 a.m. - 1st Period
- 10:10 a.m. to 10:55 a.m. - 2nd Period
- 10:55 a.m. to 11:05 a.m. - **RECESS**
- 11:05 a.m. to 11:50 a.m. - 3rd Period
- 11:50 a.m. to 12:35 p.m. - 4th Period
- 12:35 p.m. to 1:20 p.m. - **LUNCH**
- 1:20 p.m. to 2:05 p.m. - 5th Period
- 2:05 p.m. to 2:50 p.m. - 6th Period
- 2:50 p.m. to 3: 00 p.m. - **RECESS**
- 3:00 p.m. to 3:45 p.m. - 7th Period
- 3:45 p.m. to 4:30 p.m. - 8th Period
- 4:30 p.m onwards - Club activities/Remedial teaching

4.6 School Assembly

The morning assembly motivates and sets the right direction for all the activities of the day. It should enhance the enthusiasm of the school leading for concentration, dedication, acquiring knowledge and information, creativity and aesthetics.

It is mandatory on the part of the Principals, Vice Principals and all the teachers to attend the morning assembly on time. All the students must invariably attend the assembly. As the morning assembly is the first meeting of all students and staff, it is to be conducted very effectively and it should be made a good learning experience. The students may be formed into suitable no. of houses named after scientists/patriots/Nobel laureates etc.,

4.6.1 Structure of Assembly

Activity	Duration (in min)
Prayer	2
Pledge (4 days in English and Telugu and Hindi on one day each)	1
Thought for the day	1
Short Skit on the theme (once in a week)	3
Poem/Song/Rhyme on the theme	2
Student talk on the theme	3
News	3
GK questions (One questions for each class related to the theme)	3
Principal/Teacher talk	2

Assembly should be conducted by each House per week taking turns. House In charges are to make sure of the participation of as many students as possible. House In charge teachers are required to train the students on their Assembly Presentations. Schedule on the Presentations and the Presenters of the Assembly for the forth coming week should be submitted to the Principal by the House In charge on the last working day of the week. The following grid can be used.

4. 6.2 Assembly Presentations

..... House
Week from to

Date & Day	Name and class of the student					
	Thought for the day	Poem/Song/Rhyme	Student talk	News	GK Questions	Any other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Short Skit Participants and the Theme:

All the Assembly activities should reflect the MONTHLY THEMES.

4.6.3 Monthly Themes

In order to promote and support positive behavior and awareness on the important traits to be inculcated among students, the monthly themes can be

introduced. School wide themes are a powerful way to build a common language of character, as the whole school focuses on the same character quality throughout each month. Themes can be taught and reinforced through a variety of activities in the assembly and displaying the relevant material in display boards. Each month will have a different theme and the specified theme should be reflected in the School Assembly, Display Boards, Co-curricular activities and the in any kind of competitions conducted during the month.

Suggested Themes

- July My Earth Green Earth
- August I love myself and my country, Patriotism
- September I Care and Share, Compassion
- October Me and My Health
- November Positive Attitude
- December Getting along with others
- January Co operation
- February My Family

Suggested Activities

To reinforce the monthly themes, the following activities are suggested.

My Earth Green Earth

- a. Poster making competition
- b. Painting of saplings in and around the school
- c. Talk on global warming in the assembly
- d. Display of the articles related to the Environment throughout the month
- e. Elocution/Essay writing competitions on the topic related to Environment
- f. A rally can be conducted in the vicinity of school exhibiting slogans related to the protecting Environment
- g. All "Thought For the Day's in the assembly should comprise the words/sayings related to the environment
- h. A small skit in the assembly on the feelings of a tree when it is being cut.
- i. Poem writing/caption writing competitions
- j. Save water

NOTE: Principal can think and plan many number of activities based on the theme and the motive of this is to bring awareness among children on protecting their environment.

Patriotism

Every Indian should love their country and the great culture and heritage it presents to the people. Students need to be made understand the importance of strengthening themselves in order to strengthen their country.

- a. Singing competition (Patriotic songs only)
- b. Talk by the Principal in the Assembly
 - i. Make children feel that India means people
 - ii. Strengthening themselves would strengthen the country
 - iii. Emphasize on the self-development of students
- c. Portrait competition (only of national leaders)
- d. Gandhi – the great leader (Essay Writing competitions)
- e. Teach Sare Jahaan Se Achaa and make students sing the same in the assembly at least twice in a week for this whole month
- f. Fancy dress competitions (of famous personalities of India)
- g. A skit on the social issues and their solutions in the School Assembly
- h. Importance and the significance of the National Flag through an activity in the School Assembly.

4.6.4 House System

Great care and consideration is taken to welcome new students and to ensure that they have an identifiable and secure place within the school community. It is our aim that we give pupils the opportunity to make happy relationships and be secure, in order that they make the best progress in their learning. To support this aim the school has put in place a vertical House system which has three core values: Raising aspirations, healthy competition and developing community values.

From very early on, pupils are encouraged to show responsibility and leadership and to express their views confidently. Student Voice is very important to us and we listen to ideas that pupils have that might help us to improve the running of the school.

To promote this aim of the school, all the students need to be divided in four groups. Each group would comprise of students of different age groups and abilities.

These Houses can be named ideally reflecting the local values.

All the competitions conducted in the school should be Inter House and at the end of the Academic Year Best House can be declared.

All the School Assembly activities also can be judged and at the end of each month House of Best Performance can be awarded.

5 BRIDGE COURSE (FOR 30 DAYS)

Introduction:

Bridge course is essential for the students admitted in Model Schools. This course is conducted for class VI, VII, VIII IX and XI classes in their respective subjects. It is necessary to carry out the bridge course as the medium of instruction is English for the students who want to pursue their education in Model schools and Junior colleges.

5.1 Concept:

As the name indicates Bridge course fill up the gap between the present learning needs and previous knowledge related to the present studies. It is a fine link between preceding class of study and next higher class of study. Bridge course trains the student's knowledge in all domains so as to equip them for the present system of education in AP Model schools and Junior colleges.

Bridge course helps the student to acquaint him/ her to the present position. As the most of the students are from vernacular medium back ground. Bridge course facilitate them to learn terminology and theories in English. Bridge course supports students to improve their learning levels. This also facilitates smooth sailing of learning process in the class rooms and enhances effectiveness and quality.

Bridge course will be organized in such a way that at the end student should express himself with ease and confidence. Learners must become performers after bridge course. Bridge course must be a platform for conducive learning environment. Bridge course is intended to make student to recall the fundamental aspects of their subjects, Bridge course encourages voluntary participation of students.

5.2 Need of the Bridge course

Most of the students belong to rural back ground. Most of them have illiterate parents who cannot judge the minimum levels of learning of their children. Children are from Telugu medium back ground. Compared to the boys, girl's education is lagging behind in some places. They lack proper encouragement from parents.

According to national survey on education every student of a particular class is lagging behind by two or three classes. Bridge

course should fill this gap. Bridge course will assess the minimum levels of learning of students in the form of pretest and post test. At the end of the course it help us to assess their level of improvement and ensure readiness for English medium education.

Imparting life skill oriented Bridge course will enable the children to prepare for future. Social skills will be developed because of joyful learning. Improvement of language skills particularly communicative English is the main objective of bridge course. Above all bridge course will introduce the concept of Model schools and promotes inquisitiveness among students. Bridge course builds confidence to face new challenges.

5.3 Bridge Course- A Note to Teachers

‘A teacher is a true text book of a student’ said Mahatma Gandhi. Teacher must nurture good academic and individual behavior.

- Student friendly nature is expected from teacher.
- Teachers must have empathy, positive attitude towards the students who have minimum levels of learning.
- Teacher must descend to the level of students.
- Teachers must be very patient in dealing with slow learners.
- They must assist students in articulating their thoughts and ideas clearly.
- Help the students in developing problem solving skills.
- Teacher should always encourage the students.
- Teachers must promote creative and critical thinking skills.
- Teacher should find out new methods while training students.
- Teacher should apply the principles of psychology in assessing development of the child.
- Teachers are expected to use educational technology where ever necessary

5.4 A word to Principals

- As principal is a person with principles they are accountable to the success of any program. Within their purview, Principals must be proactive in organizing various academic and co scholastic activities

- Principals must promote role integration. Principals are requested to organize bridge course program at institutional level with utmost care regular and continuous supervision is required. Participative leadership is expected from them. Regular supervision builds rapport with teacher's .Time to time feedback should be given to teachers after constant objective observation. Progress of the child should be intimated after posttests. Data should also be maintained in the Principal's office.

5.5 Modalities of Bridge course

- During thirty days program pretest to be conducted for all class students
- Pretest can be conducted for 1 hour with 60 objective type questions
- Multiple choice, odd man out fill in the blanks, naming parts, mapping are the suggestive areas
- Basing on the performance of the students they can be divided into groups
- Fast learners can be made team leaders to provide peer tutoring.
- Class room instructional activities are for 30 minutes and student assessment activities are for 15 minutes.
- Activity based learning is the main criteria for bridge course
- Daily tests can be conducted to asses students pace of learning
- Student friendly behavior is expected from teachers
- Class room seminars can be conducted to encourage student participation and to improve the pace of learning

5.6 Objectives of bridge course

- The main objective of Bridge course is to fill up the gap between the learning levels
- To equip the student's to cope up with English medium.
- To make them to understand the simple terminology in different subjects
- To promote minimum levels of learning among students
- To encourage students for voluntary participation in various activities
- To create conducive learning environment for English medium
- To build good rapport among students

- To develop good teacher pupil relationship
- To promote higher order thinking skills
- To extend teachers cooperation in all learning activities
- To generate curiosity towards educational technology
- To sustain inquisitiveness in English language learning
- To create interest towards new approaches in learning
- To persuade them for self-learning
- To draw the attention of public regarding the bridge course of Model Schools.

5.7 Action Plan of Bridge course

The concrete program of Bridge course is discussed here

- Conducting of Pre test
- 30 days course material for bridge course
- Entry level test or pretest for VI, VII.VIII IX and XI classes
- First level test –End of the second week
- Second level tests at end of third week
- Posttest at the end of fourth week
- Time tables and schedules

5.8 Suggestive activities for Bridge course

- Preparation of Scrap books
- Preparation of subject glossary
- Collection of related pictures, posters for various topics
- Use of teaching learning material
- Organization of quizzes and puzzle rounds
- Preparing role plays in concern subjects
- Identify community related projects
- Giving chance for interactions with MEO, DYEO, MRO, Doctor, Lawyer, Post master, police personnel and others holding high postions.
- Preparation of picture albums
- Arranging nearby field trips
- Organizing co-curricular activities
- Dramatization can be made as a part of class room activity
- Match stick diagrams can be drawn for easy understanding

- Power point presentations
- Inculcating habit of referring newspapers and library books
- Theme writing, collage activities and caption writing
- Art education collections
- Organizing wall news papers
- Performing arts such as singing, dancing, mono action, mimicry etc.,
- Group discussions, debates and elocution programs
- Guest lectures
- Preparation of school magazines or news letter

Note: Class wise, day wise activities (VI to VIII & Inter I year) to be taken are appended. On the similar lines prepare the sheets for class IX & Inter II year at respective school level.

6. CCE (CONTINUOUS AND COMPREHENSIVE EVALUATION)

6.1 Introduction:

The very essence of introducing CCE (Continuous and Comprehensive Evaluation) by CBSE in School education is to create good citizens possessing sound health appropriate skills and desirable qualities besides academic excellence. CCE comprises of three areas viz.,

a) continuous b) comprehensive c) evaluation

- Continuous - Assessment is regular and periodical. Evaluation of students growth and development is continuous process rather than an event, built into the total teaching learning process and spread over the entire span of academic session.
- Comprehensive - is a holistic approach, covers both scholastic and co- scholastic areas. It provides ample opportunity for the child to grow in all areas.
- Evaluation - is assessment of child in all aspects. The emphasis shifted to testing of holistic learning

6.2 Need:

It has been realized by many prominent educationalists that the traditional method of assessing any child based on the marks/grades obtained by him in his class tests and terminal exams is not appropriate. Every child has some or the other innate talent and the true self of any child cannot be expected to be exposed through any sort of pen paper test.

CCE can be used as a tool to make the student as well as the teacher aware of the strengths and weaknesses of a child and help him to build up his/her personality so as to have a successful relationship with the society.

6.3 Importance:

- It shifts the focus of the child from the need of learning to love of learning
- It helps the students to establish/incorporate a positive image and sound career perspective.
- It helps to nurture and promote the talent and creativity of the students by providing them best opportunities and resources to make them more resourceful, innovative, creative, competitive and adoptive/adaptive and adept also.

- It can be used successfully to achieve the objectives of teaching.
- Reducing burden of studies on students and also percentile of suicide.
- It is a process to provide holistic profile of the learner through continuous assessment of scholastic and co-scholastic domains of education.
- Here it helps in identifying/discovering the innate talent possessed by the child as he may not excel in academics but at the same time he may be an active participant in other co-scholastic areas.
- The most striking feature of CCE is it focuses on regularity and continuity in assessment.
- It also provides non-threatening and supportive environment for learners.

6.4 Implications:

- To analyse the information and experience in an objective manner.
- Critical thinking can contribute to recognize and assess.
- It can teach pupils how to actively make decisions about their actions.
- Pupils are able to express themselves, both verbally and non-verbally.
- It provides an excellent strategy for practicing skills.
- Helps students hear and learn from their peer groups.
- It helps the pupils to learn to discover healthy solutions for each problem.
- It helps the student to prepare himself to face all challenges in his life as CCE provides the student to discover in himself the ability to think creatively and find solutions too many unanswered queries of life.
- **What is to be assessed?**

The total feedback on child's learning includes:

- The child's learning and performance in different subject domains.
- The child's skills, interests, attitudes, motivation etc.
- The changes that are happening in the learning process and behaviour of the child and the developments that have occurred in a stipulated period of time.
- The reaction of the child to the different contexts and opportunities in and out of the school

6.5 Concept of Evaluation & Types of Evaluation

Evaluation is a continuous process of evaluation. It is a qualitative judgment. It is valid and reliable as the results are determined by qualitative parameters.

Usually two types of evaluation approaches are being followed they are:-

6.5.1 Formative Assessment:

Formative evaluation / assessment occurs over a period of time and monitors students' progress. It is easy to administer and provide mid-course feedback.

Formative Assessment is a assessment conducted during the process of teaching. It is through observation of student responses, student engagement, student notebooks, assignments and other written works.

Formative Assessments will be conducted by the teacher during instructions. The teacher observes and record the children progress and as well as learning gaps. FA is Assessment for Learning and Assessment of Learning.

Features:

- Is diagnostic and remedial and in the form oral, written and performance.
- Makes the provision for effective feedback.
- Enables teaches to adjust teaching to take account of the results of assessment.
- Recognizes the need for students to be able to assess themselves and understand how to improve.
- Builds on student's prior knowledge and experience in designing what is taught.
- Encourages students to understand the criteria that will be used to judge their work.
- Offers an opportunity to students to improve their work after feedback.
- Helps students to support their peers.
- Formative Assessment is **Assessment for Learning and assessment as learning.**

The techniques and tools for formative evaluation:

The children's learning process is continuously checked and monitored and formative evaluation. Different kinds of tools and techniques must be used to observed and record the different types of behaviour. These are as follows:

- Daily observations and Oral work (questions and answers, reading aloud, speech and conversation, role playing, interview, group discussions, etc). 10 Marks
- Projects and experiments 10 Marks
- Slip Test (unannounced informal test) 20 Marks
- Children written works 10 Marks

Children written works means

- Notebooks (Class work and Home work),
- Assignments,
- Portfolios,
- Children diary etc.
-

FA – Operational Strategy:

- Techniques of Assessment – Classroom observations, Oral examinations, Written examinations, Participation in group work, Practicals etc.
- Tools of Assessments – Children self-writing of exercises given at the end of the each lesson and other written works, Projects, Anecdotal records, Rating scales, Checklists etc.
- Periodicity – Continuous observation, however recording may be once in about two months period.

6.5.2 Summative Assessment:

Summative assessment takes place after a period of instruction and requires making a judgment about the learning that has occurred. This is through using paper pencil tests. It is to takes place at end of term semester or school year. Special learning outcomes and standards are reference points, and grade levels may be the bench marks for reporting. This is assessment of learning.

It is conducted at the end of the unit course, after completion of course. It gives final states of the learners. It is done at the end of the course. Annual feedback will be provided.

- The extent to which objectives are being attended.
- The effectiveness of the teaching –learning experience provided in the class rooms.
- How well the goals of education have been accomplished.

In short the basic functions of evaluation are:--

- i) Educative
- ii) Diagnostic
- iii) Prediction

- iv) Guidance
- v) Counseling
- vi) Grading
- vii) Selection
- viii) Feedback
- ix) Modification

Tools and techniques for Summative Evaluation

Summative Evaluation should be based on the written and oral tests.

Following are the tools for summative evaluation

- Oral work (questions and answers, reading aloud, reading comprehension, speech and conversation, role playing, interview, group discussions, etc).
- Written Test – Pen Paper test

The questions must be qualitative i.e., open ended, analytical in nature, drawing conclusions, giving reasons, evaluating and interpreting in nature. They must discriminate children based on their intelligence and creativity.

Assessment of Co-curricular areas – Operational strategy

- **Techniques of Assessment** – Observation in the classroom and outside and during the course of participation in various activities.
- **Tools of Assessment** – Anecdotal records, Rating scales, Checklists etc.
- **Periodicity of Assessment** – Once every term based on classroom and outside behaviour (quarterly assessment)

6.6 When to Assess? – Periodicity

- **Base line test – June (Baseline)** – A baseline test which is diagnostic in nature to be conducted at the beginning of the academic year to understand how far the children possess expected competencies to follow the regular syllabus of the class. In case if the children do not possess required basic competencies a remedial teaching shall be planned by the concerned teachers.
- **Formative Assessments:** This is a part of teaching learning process the teacher observes performance of the children through questioning, observation of children notebooks, assignments, class works, projects, children participation in the learning process, group

works etc., The teacher has to record in the following months for Formative Evaluation against the given tools i.e. Observations, Written works, Project works, Slip tests.

- **FA1 – July**
- **FA2 – September**
- **FA3 – December**
- **FA4 – February**

- **Summative Assessment:** Summative Assessment is a terminal tests in nature and shall be conducted thrice in a year viz.,

- **SA1 – September**
- **SA2 – December**
- **SA3 – April**

The subject wise question papers should be developed by the teachers based on the Academic Standards and it's weightages.

6.7 Who will assess?

- School based assessment by the concerned teachers.
- Test papers must be teacher made and never from external sources.
- Memorized answers from textbooks, guide books are strictly prohibited and teachers must discourage by giving zero score for such answers. Encourage the children for their own and original expression, whatever may be the mistakes children commits (committing mistakes is ok)

6.8 Recording Children Performance

- Marks based grading system will be followed
- Five point scale grade – A+, A, B+, B and C.

Marks Range	Grade
91 – 100	A+ Grade
71-90	A Grade
51-70	B+ Grade
41-50	B Grade
40 and Below	C

6.8.1 Records and Registers

- Every teacher must maintain a register viz., CCE showing the progress of children against subject specific learning indicators over base line.

- Recording Formative and Summative Evaluation details in the child's progress card.
- Every child completing his elementary education shall be awarded a certificate.
- A cumulative achievement record at two levels will be used i.e., a) for primary (1-V classes) and b) Upper Primary (VI-VIII).

A. Formative Assessment - Recording

Class

Subject.....

S. No.	Name of the Child	Observations/ Classroom processes (10M)	Written works (10M)	Project works (10M)	Slip Test (20M)	Total Marks (50M)	Total Marks (50M)
1	Rajani	8	8	7	16	39	A
2							

B. Summative Assessment - Recording

Class: VI

Subject: Telugu

S. No.	Name of the Child	Listening & Speaking (10M)	Reading (20M)	Writing (30M)	Creative Expression (20M)	Vocabulary (10M)	Grammar Items (10M)	Grammar Items (10M)	Grade
1	Siva	8	16	22	14	6	8	74	A
2									

C. Other curricular activities - Health & Physical Education

Class: VI

S. No.	Name of the Child	Participation in Games & Sports (10M)	Yoga & Meditation (10M)	Health & Personal Hygiene, Healthy Habits (10M)	Environmental Hygiene & First Aid (10M)	Health & Personal Hygiene, Healthy Habits (10M)	Total (50M)	Grade
1	Raju	8	6	8	7	6	35	B+
2								

D. Subject wise weightages (for Summative Evaluation)**Languages (VI to VIII Classes)**

Academic Standards	Weightage (100%)	Marks (100 M)
Listening, Speaking	10%	10
Reading	20%	20
Writing	30%	30
Creative expression	20%	20
Vocabulary & Grammar	20%	20

Mathematics (VI to VIII Classes)

Academic Standards	Weightage (100%)	Marks (100 M)
Problem Solving	40%	40
Reasoning & Proof	20%	20
Communication	15%	15
Connections	10%	10
Representation & Visualization	15%	15

Science (VI to VIII Classes)

Academic Standards	Weightage (100%)	Marks (100 M)
Conceptual understanding	40%	40
Questioning and Hypothesis	10%	10
Information skills	15%	15
Experiments and Field Investigations	10%	10
Drawing, Graphical Representation	10%	10
Appreciation and Values, Application in daily life	15%	15

Social Studies (VI to VIII Classes)

Academic Standards	Weightage (100%)	Marks (100 M)
Conceptual understanding	40%	40
Reading and Interpretation	10%	10
Information skills	15%	15
Reflection on Contemporary Issues	15%	15
Mapping skills	10%	10
Appreciation and Values	10%	10

Anecdotal Record

Name of the student:..... **Class:** **Session:**

Occasion and Place	A Factual account of the incident or situation as observed	Teachers comments or suggestion

Teacher’s Signature & Date

Checklist and Rating scales

Checklists		Rating Scales	
Performance	Grade	Performance	Grade
Outstanding	A+	<u>Always</u> takes initiative	A+
Very Good	A	<u>Mostly</u> takes initiative	A
Good	B+	<u>Normally</u> takes initiative	B+
Average	B	<u>Rarely</u> takes initiative	B
Below Average	C	<u>Never</u> takes initiative	C

6.8.2 Implementation of CCE- Roles and Responsibilities

i. Principal:

- Principal is the first level supervisory officer to ensure proper implementation of curricular and co-curricular activities, teacher preparation, lesson plans, teaching learning process and conduct of exams properly by all the teachers.
- Identify and encourage teachers and children for their best efforts and talent and take it to the notice of higher officials and SCERT.
- Using of guides and study material by the children and memorizing the finished answers will damage the children’s thinking capacities and self expression. Therefore, guides and study material shall not be used. HM should ensure this.
- Allotment curricular and co-curricular subjects to the teachers available and see that all these areas must be transacted.
- Principal must check the evidences for internal exams i.e. proper conduct of formative and summative assessments at school level and offer suggestions on the records and registers prepared by teachers and children. He should verify all the children and teacher records on FA and SA and satisfy himself before placing it to the moderation committee.
- Principal should follow the schedule for the conduct of internals and other exams and maintenance children cumulative records

and communicating the progress to the parents at regular intervals.

- Principal must ensure for quality classroom transaction by utilizing available TLM, equipment and library books in the schools.
- Principal should conduct monthly review on the performance of the teachers and children and record in the minutes book along with suggestions for each teacher and review follow up action on the minutes of the earlier meeting. Arrangements for proper feedback to the children and their parents on children performance and school activities.
- Principal is the first teacher and must be sound in academic knowledge by way of reading teacher handbooks, new textbooks and other source books and conduct frequent sharing workshops within the school on teacher readings and other academic issues and concepts.
- Principal should observe the classroom transactions of each teacher and offer further suggestions and guidance for improvement.

ii. Teachers:

- Teachers are responsible for the proper implementation of new textbooks i.e. activities, projects, experiments, field investigations, information tasks etc.
- The exercises given under each unit/ lesson are analytical and thought provoking in nature and children should think and write on their own. There shall not copy of answers from the guides, study materials, copying from other children notebooks etc.
- This is one of the items under formative assessment with appropriate interest and care. Teachers should not encourage purchasing and using of guides, study materials etc.
- Questions in the box items are meant for discussions in the classrooms where children express and share their thinking and ideas. The box items are on the contemporary issues and situations

where children are expected to reflect their experiences and prior ideas. This is helpful for application of textbook knowledge in their daily life situations.

- Teachers prepare and implement curricular and co-curricular subjects assigned to them and transact in a qualitative way with a focus on interactive teaching, discussions with active participation of children. Read resource books and additional reference material to get more clarity on concepts and develop teaching notes on each lesson. Thus, add value to the textbooks.
- Teachers conduct formative assessments (internals) and summative assessments and value the children notebooks and other records on regular basis. Give marks and grades based on children performance and maintain evidences of children performances in the form of children notebooks, records and keep ready for the observations of headmaster and moderation committee. The teachers shall take up remedial teaching and support children based on the gaps identified through formative and summative assessments.
- Teachers keep and read the teacher handbook, modules provided during training programmes and take up follow up action. Teaching is a profession and teacher is a professional and constant updating of knowledge and skills is a must for any profession.
- Therefore, the teachers efforts for self development through reading resource books, magazines, journals, attending seminars/trainings, visiting subject specific websites, sharing in teacher meetings etc.
- Teachers develop and use annual and lesson/unit plans.
- Teachers furnish children and teacher records pertaining to FA and SA to Principal for his verification and for further guidance and suggestions.
- Teachers encourage children for their initiatives and attempts to improve and support them.

- Teachers develop competency based test items/ question papers with open ended, thought provoking, application oriented questions and take up school based assessment.
- Teachers take up necessary diagnostic and remedial measures for low achievers and identify areas where student needs additional practice
- Teachers take up observations, anecdotal records
- Teachers demonstrate the performance of the children in the SMC/ Parent's Meeting
- Teachers maintain CCE Register

6.8.3 CCE and New Textbooks

- The new textbooks are based on academic standards and supports CCE.
- The textbook supports for undertaking Formative Assessment i.e. projects, experiments, field investigations, research/ information and other academic tasks.
- Syllabus and appropriate material for under taking co-curricular areas and their assessment.

6.9 Curricular Areas for Assessment

Upper Primary / High Schools

- Mother tongue - (Telugu / Urdu / Hindi)
- Second Language
- Third Languages – English
- Mathematics
- Science
- Social Studies
- Art and Culture Education (Arts, Crafts, Theatre, Music and Dance)
- Health and Physical Education, Yoga & Meditation
- Work Experience, ICT
- Ethics and Values, Attitudes & Life Skills

6.10 Academic Standards and Subject specific attainment targets

6.10.1 Languages:

- Listening comprehension and speaking with thinking, confidence
- Fluent Reading and Reading comprehension, Reflection
- Writing – Self expression
- Creative Expression
- Vocabulary
- Language Elements – Grammar
- Reading habits and Appreciation

6.10.2 Mathematics:

- Conceptual Understanding & Problem Solving
- Reasoning with Proof
- Communication
- Connection
- Representation
- Appreciation

6.10.3 Science:

- Conceptual Understanding
- Asking Questions and making Hypothesis
- Experiments and Field Investigations
- Data Handling, Analysis and Projects
- Communication through Drawing, Graphs and Models
- Appreciation and Aesthetic Sensitivity
- Application in daily life and concern towards Bio-Diversity

6.10.4 Social Studies:

- Conceptual understanding
- Reading the text and Interpretation
- Information skills
- Reflection on Social and Contemporary issues and Questioning
- Mapping Skills
- Constitutional Values, Appreciation of Cultural diversity and Aesthetic Sensitivity

6.10.5 Other Curricular Areas

Arts and Cultural Education

- Colouring, drawing, decoration, Making models and toys
- Origami, Tongramme, Tailoring, Embroidery
- Action, Drama, Role plays, Choreography
- Singing and Playing Musical Instruments
- Dance and Demonstrating local Art forms

Health and Physical Education

- Interest and Participation in Sports and Games, Following Rules And Regulations
- Special Skills, Yoga and Meditation, Scouts and Guides, NCC
- Personal Hygiene and Healthy Habits
- Environmental Hygiene and First Aid
- Health, Nutrition and food habits

Work and Education, ICT

- Skills in making use of tools and material / goods and making articles
- Participation in programmes, festivals and taking the responsibilities
- Utilizing the computer and Computer aided learning (internet, e-mails etc.
- Gardening, Growing plants and trees
- Community work and Shramadaan

Ethics and Values, Attitudes and Life Skills

- Discriminatory knowledge of good and bad, moral and immoral
- Observation of Constitution values and Human Rights
- Individual values – Patience, Kindness, Compassion, Empathy, Honesty, Equality and Brotherhood etc.
- Life Skills – Communication, Social and Emotional skills
- Attitude towards teachers, Schoolmates, School and public property

6.11 Project Works & Assignments

6.11.1 Concept of Projects Works and Assignments

Project Works:

Project works involves a variety of interrelated tasks to be performed in order to achieve a particular aim.

Assignments:

Assignments are focused on specific pre-defined tasks. The approach of Central Board of Secondary Education has always been inclusive of the views expressed by its important stake holders in initiatives taken from time to time. Continuous and Comprehensive Evaluation (CCE) is an education system newly introduced by Central Board of Secondary Education in Education in India, for students of VI to X grades. The main objective of Continuous and Comprehensive Evaluation (CCE) is to evaluate every aspect of the entire child during their process at the school. The Continuous and Comprehensive Evaluation (CCE) method is claimed to bring enormous changes from the traditional chalk and talk method of teaching provided it is implemented accurately.

6.11.2 Need and Importance of Projects work & Assignments

- School Teachers have been requested to follow a circular approach in case of Projects.
- The number of Project works and assignments should be made specific and tangible.
- The transfer of knowledge from one subject from other can most effectively be demonstrated and strengthened through multidisciplinary projects.
- Theories of Social learning from the basis of assigning group projects to students.
- Students while working group learning, to share, compromise and to resolve issues with their peer and teachers.
- Team of Teachers may formulate in-school, inter-school, inter-subject projects and rubrics required to assess by incorporating inputs from different subjects.

- Learner and teacher both should work to build a relationship based on mutual trust and respect.
- Ensuring that learning is shifted away from rote methods and the focus should be on interactions, project work, and analysis etc. what they are learning at school should have relevance to their lives.
- Teachers as a senior partner must take a lead in establishing a positive environment for the students.
- Teachers must also bear in mind that the ultimate success at learning is determined by an emotional reaction of students to the assessment.

6.11.3 An overview of various Project works and Assignments given to the students.

- School Teachers are there advised to assign a maximum of two comprehensive group projects (one is to be evaluated with SA-1 and the other with SA-II) covering each of the give major subjects i.e.- English, Hindi, Math, Science, Social Science.
- The target and of assessments must be shared with the group of students beforehand.
- Effective monitoring and objective assessment of interdisciplinary group projects must be implemented by all the schools.
- When children are engaged in activities they feel like participating in the assessment process, watching themselves grow, feeling in control of their success, and believing that continued success is within their reach if they keep trying.
- It is therefore, once again highlighted that multiple modes of assessment such as, quizzes, debates, group discussions, cross curricular group projects can be used while doing formative assessments.
- Lastly, it must be clearly communicated to all the teachers that activities, assignments and cross curricular group projects must be done in the class and within school duration under the direct supervision teachers only.

6.12 Conducting of Co-Scholastic Activities

Before going into the details of various co-scholastic activities, it is desirable to enumerate the concept of the terms co-scholastic, scholastic. According to the RTE act of 2009 enriching the curriculum to provide for overall development of children rather than remain textbook centric (curricular & co-curricular activities).

Co-scholastic activities include life skills, attitudes and values and other co-curricular activities.

Co-scholastic assessment addressed to the following areas:

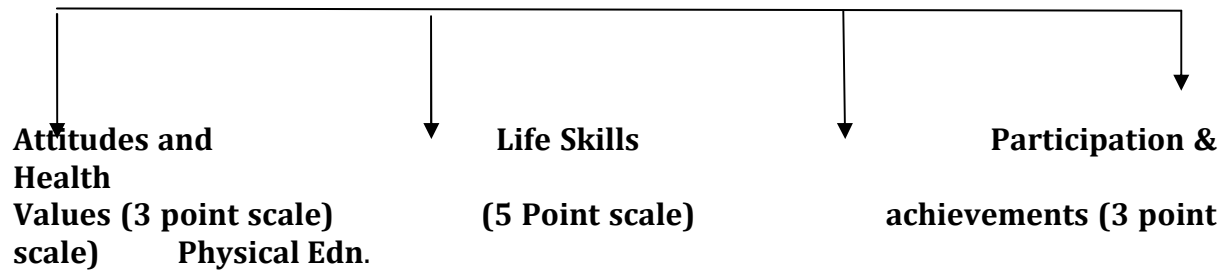
- i. Life skills
- ii. Attitudes and values
- iii. Wellness & holistic exercise
- iv. Co-curricular activities.

6.12.1 Need and importance of co-scholastic activities

- **Sublimation of instincts:**
Co-Scholastic activities meet the needs of learners and sublimate their instincts. Co-scholastic activities give a healthy outlet to various instincts like gregariousness, assertion and curiosity. They will provide them a field for doing something socially worthwhile through group activities.
- **Physical Development:**
The physical activities like athletics game and sports promote physical development of children. They are very helpful for motor and sensory development of children they contribute to the sound physical health, body development, endurance, stamina and strength. They also develop healthful habits.
- **Social training:**
By participation in co-scholastic activities pupils learn valuable lessons in practical co-operation and the habits of team work, they realize the relation of the society to the individual and the individual to the society.
- **Moral training:**
Co-scholastic activities are also helpful in giving moral training. Moral qualities such as honesty, truth & justice are put to best.

- **Development of Discipline:**
Discipline becomes self-discipline students remain busy with different kinds of activities and develop their talent in different directions.
- **Development of Aesthetic tastes:**
The students should present plenty of experience to develop the aesthetic tasks of students. Activities like drawing and painting, sculpture, clay-modeling, preparation of charts and models develop aesthetic sensibility of students.

An overview of various co-scholastic activities in school Co-scholastic Areas:



Attitude and Values:

- Attitude of teachers
- Students / peers
- School property
- School programmes
- Environment

Life Skills:

- Emotional skills
- Thinking skills
- Social skills

Participation & Achievements

- Clubs
- Scientific
- Creative
- Aesthetic

Health & Physical Education

- i) Swimming
- ii) First Aid
- iii) NCC/NSS
- iv) Yoga

→ Activities should be started in a small way and developed gradually.

→ The success of each activity must be evaluated. This will help the teachers to make research in the educative value of the various so-scholastic activities.

6.13 Examinations:

a) Source of question papers:

Question Papers for Summative Assessments of VI to IX classes may be obtained from RVM (SSA).

Question Papers for Intermediate are to be prepared at the Institution level on the following lines:

b) Pattern of the Question Papers:

Unit Test – INTERMEDIATE

Mathematics IA, IB, IIA, IIB

Max. Marks :35

VSAQ:	3 OUT OF 3 (ALL)	3*2=6M
SAQ:	2 OUT OF 3	2*4=8M
LAQ:	3 OUT OF 4	3*7=21M

Physics, Chemistry, Botany, Zoology:

Max. Marks :30

VSAQ:	3 OUT OF 3 (ALL)	3*2=6M
SAQ:	2 OUT OF 3	2*4=8M
LAQ:	2 OUT OF 3	2*8=16M

Economics, Commerce, Civics:

Max. Marks :50

VSAQ:	5 OUT OF 5 (ALL)	5*2=10M
SAQ:	4 OUT OF 6	4*5=20M
LAQ:	2 OUT OF 3	2*10=20M

English:

Max. Marks :50

Annotations:	3 OUT OF 4	3*4=12M
Q & A:	3 OUT OF 4	3*4=12M

Grammar:

26M

Telugu:

max. Marks: 50

Poem completion:	1 OUT OF 2	1*5=5M
Annotations:	3 OUT OF 4	3*4=12M
Q & A:	3 OUT OF 4	3*4=12M
Letter / Essay:	1 OUT OF 2	1*5=5M
Grammar:		16M

QUARTERLY, HALF YEARLY, PRE-FINAL Question Papers are to be prepared as per IPE Pattern.

Marking Schemes / Principles of valuation are to be prepared along with each and every question paper.

6.14 Preparation of Question Papers – Modalities to be followed

In simple terms the construction of scholastic question paper innovates the following steps:

- a) Weightage to academic standards/ skills
- b) Weightage to the content
- c) Weightage to form of questions
- d) Weightage to difficulty levels
- e) Blue print of the test papers
- f) Construction of test items and preparations of question bank.
- g) Assembling test items as per blue print.

a) Weightage to Academic standards;

Note: Discussed under CCE

b) Weightage to the content:

It means proper coverage of units (content) of the syllabus and importance given to different units / topics because it is through the content / syllabus medium objectives are achieved. Weightage should be in the form of numerical weightage.

Table showing weightage to content:

S. No	Units /Topics	Marks	Percentage (%)
1	Unit - I		
2	Unit - II		
3	Unit - III		
4	Unit - IV		
5	Unit - V		

c) Weightage to the form of questions;

There should be a balanced selection of easy short answer and objective type questions to enhance validity. Reliability of the test papers.

Table: showing weightage given to form of questions:

S. No	Forms of questions	Marks	Percentage (%)
1	Essay (E)		
2	Short Answers S.A		
3	Objective type (O)		

The numerical weightage should be given to each form of questions. However, each essay type question should be allotted 5 marks and above. Short answers 2-3 marks and objective type questions one mark each

only. Further, while giving weightages to the form and number of questions duration (time) required to answer for that form of question should be kept in mind. According the number of items should be decided.

d) Weightage to difficulty level:

The difficulty level of test items is an essential factor and it should be planned as per the normal distribution with 50% of questions average and 25% easy and 25% difficult. This ensures proper evaluation of the three categories of students in the class.

Table showing difficulty level of questions:

S. No	Level of difficulty	Marks	Percentage (%)
1	Difficulty	25%	
2	Average	50%	
3	Easy	25%	

e) Blue print of the test paper:

- Objectives have two dimensions, namely behaviour part and the content part, a test based on objectives should necessarily have two dimensions – coverage of behaviours implied by objectives and coverage of content syllabus.
- To ensure proper coverage, it is necessary to empty a graphical representation of two-dimensional chart which would bring out the objectives. On one hand and that content on the other, each column of objective is further divided to indicate the form of questions and marks assigned by the test designers.
- Marks and numbers of questions different cells is such a way that the blue print reflects the design of the question paper. All the rows and columns are to be balanced the blue print becomes the basis for writing items, which also gives a total picture of the test that is going to be prepared.

f) Grading system:

There are mainly four tools for formative evaluation:

- Children participation – reactions
- Written items (Home works, Note Books)
- Project Works
- Slip tests
- 10 marks will be allotted for the above first three items and 20 marks for further items in formative assessment

7. IMPLEMENTATION OF MID-DAY MEAL PROGRAMME

7.1 Rationale for the programme

The National Programme of Nutritional support to primary Education also known as the Mid-Day Meal (MDM) scheme is one of the largest welfare programmes in India and the only one aimed at reducing Childhood hunger in the 6-14 years age group. It seeks to improve the nutritional status of primary school students and to encourage attendance in the primary education system

7.2 Background

The **Mid Day Meal Scheme** is a multi-faceted programme of the Government of India that, among other things, seeks to address issues of food security, lack of nutrition and access to education on a pan nation scale. It involves provision for free lunch on working days for children in Primary and Upper Primary Classes in Government, Government Aided, Local Body, Education Guarantee Scheme (EGS) and Alternate Innovative Education (AIE) Centres, Madarsa and Maqtabs supported under Sarva Shiksha Abhiyan and National Child Labour Project (NCLP) Schools run by Ministry of Labour. The primary objective of the scheme is to provide hot cooked meal to children of primary and upper primary classes. With other objectives of improving nutritional status of children, encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities, thereby increasing the enrolment, retention and attendance rates. According to the government, it is the world's largest school feeding programme, reaching out to about 120,000,000 children in over 1,265,000 schools and Education Guarantee Scheme (EGS) centres across the country.

World Bank report states that India has 42 percent of the world's underweight children. According to the studies by National Nutrition Monitoring Bureau (NNMB), National Institute of Nutrition (NIN) and Indian Council for Medical Research (ICMR), 58.6 percent of the children of the age group 6-9 years and 77.9 percent of the children of the age group 10-13 are underweight. If the mild under nutrition is added to underweight, this number increases to 94.1 percent and 96.4 percent

respectively. 30.1 percent of all children of 10-13 age group are severely underweight. The school dropout rate is as high as 60 percent.¹⁵¹ Under Article 24, paragraph 2c of the Convention on the Rights of the Child to which India is a party, India has committed to providing "adequate nutritious foods" for Children. It was basically started in 2001 and implemented in 2004 and till 2013 lot of amendments and changes is being done.

7.3 Objectives

- To avoid classroom hunger
- To increase school enrolment
- To increase school attendance
- To reduce gender gap
- To foster social equality
- To address malnutrition
- To promote community participation
- Women empowerment

7.4 Menu:

Menu is flexible, with cooked rice, dal and vegetables, Sambar, "Pulihora" being generally the main menu, with egg twice a week and banana to students who do not eat eggs.

Sl.No	Items	Quantity per day per child	
		Primary	Upper Primary
1	Food Grains	100 gms	150 gms
2	Pulses	20 gms	30 gms
3	Vegetables	50 gms	75 gms
4	Oil & Fat	5 gms	7.5 gms
5	Eggs/Banana	Twice a week	Twice a week
	Day		
	Menu		
	Monday	Sambar	
	Tuesday	Vegetables	
	Wednesday	Dal and vegetables	
	Thursday	Sambar	
	Friday	Vegetables	
	Saturday	Dal and vegetables	
	Egg/banana	Twice a week	

7.5 Entitlements

Subsequent to the Supreme Court orders, and various guidelines of MDM, the current calorific and nutrition value and food norm per child per day are

Entitlement norm per child per day under MDM

Item	Primary (Class I to V)	Upper Primary(Class VI to VIII)
Calories	550	700
Protein (in Grams)	12	20
Rice / Wheat (in Grams)	100	150
Dal (in Grams)	20	30
Vegetables (in Grams)	50	75
Oil and Fat (in Grams)	5	7.5

In case of Micro nutrients (Vitamin A and Iron-Folate) tablets and de-worming medicines, irrespective of the Primary or Upper Primary, the student's entitlement is in convergence with school health programme of NRHM

7.6 Critical issues in the implementation of MDM

Issues to be addressed

Irregularity in serving meals
Irregularity in supply of food grains to schools
Caste based discrimination in serving of food
Poor quality of food
Poor coverage under School Health Programme
Poor infrastructure (kitchen sheds in particular)
Poor hygiene
Poor community participation

7.7 Precautions to be followed for MDM

i. Sanitation and Hygiene

- i. Ensure the place is clear and away from rodents and insects.
- ii. Ensure that rice and other items are kept on an elevated platform.
- iii. Ensure that the store room is locked and is under safe custody.
- iv. Utensils should be thoroughly cleaned before and after cooking
- v. The place of MDM must be cleaned before and after MDM every day
- vi. All vegetables and rice particularly leafy vegetables must be thoroughly washed before cooking.
- vii. Only pure drinking water must be used for cooking

viii. Children must wash their hands before MDM. It is suggested to provide a soap for this purpose

ii. Cooks and helpers

- i) Cooks and helpers must wear apron, gloves and proper head gear while cooking and serving.
- ii) They must be educated and encouraged to maintain personal hygiene
- iii) They must wash their hands before cooking serving with proper cleaning agent.
- iv) Discourage them from attending nature calls during the process of cooking and serving

iii. Distribution of MDM

- i. Only hot cooked food must be served in MDM
- ii. Potable drinking water must be provided for children
- iii. No item should be repeated twice in a week.
- iv. The entire process has to be strictly monitored by two staff members along with principal
- v. Parents of SMDC should be made part of the monitoring committee.
- vi. The cooked food must be tasted by two staff members or parents before serving to students.
- v. MDM menu chart must be displayed and should not be deviated at any cost.
- vi. The quantity of food and nutritional value laid down by the GOI must be compiled.
- vii. It is suggestible to get the cooked food tested in a laboratory time to time.

iv. Accountability

Failure by the service provider to supply cooked food or replace unsuitable food on the same day attracts a penalty of Rs.4 per child in the primary section present on that particular day, and Rs.5 per child enrolled in the upper primary section present on that particular day, which is deducted from the bill by the Head of the school/Principal of that concerned school

v. Monitoring

The SMDC/SMC is responsible for receiving and monitoring the distribution of the MDM daily. The committee's tasks include

- Ensuring compliance with all the general instructions
- De-sealing of food containers in its presence
- Ensuring that only fresh, clean, hygienic and ready to eat food, which meets the standards specified in the Memorandum of Understanding, is served to the children. At least two committee members and one teacher are expected to taste the food before distribution
- Ensuring that service providers do not deviate from the pre-specified menu. No item is allowed to be repeated within the span of one week
- If something wrong is found with the food or it is stale it is returned to the service provider. As per the MoU the Principal of the school is vested with the right to take action, via a written memo to the service provider, with copies to the Zonal Education officer and the MDm department at headquarters

vi. Management at School Level

Principal:

- Certifies attendance of students.
- Supervises quality of food
- Ensures Hygienic conditions

Teachers:

- Inculcate good habits
- Hygiene of students
- Taste the Food before serving

Parents:

- Observe cleanliness of vessels, Kitchen shed, Process of Cooking, verify Serving Egg / Banana twice in a week.

Community:

- Supervision of Cooking
- Observation of cleanliness and nutritional values.
- Food norms / menu implementation.

8. MAINTAINING THE ACADEMIC RECORDS AND REGISTERS

Before going into the details of various academic records and registers, it is desirable to enumerate the concept of the terms records and registers, which form an integral part of any school setup. They play a pivotal role in maintaining the record of the school particulars. Teachers are the key persons who have to maintain the necessary academic records and registers. Though the teachers working in AP Model schools are maintaining certain records, it is assumed that are not completely aware of all the records to be maintained. Therefore this session discusses the concept, need and importance of maintaining various academic records and registers. The teachers will also be given a clear idea of the importance of each record and its format.

8.1 Concept of Records and Registers

Document that memorializes and provides objective of activities performed, events occurred, results achieved, or statements made. Records are created/received by an organization in routine transaction of its business or in pursuance of its legal obligations. A record may consist of two or more documents. Generally speaking, records function as evidence of activities, whereas documents function as evidence of intentions.

School records are books, documents, diskettes and files in which are embodied information on what goes on in school (e.g. social, academic and nonacademic activities, important events etc), the school plant as well as other relevant information focusing on the growth and development of the school (Olagboye, 2004).

School records are official transcript or copies of proceedings of actions, events other matters kept by the school manager, school records could be viewed as authentic register or instruments or documents of official accounts of transaction or occurrence which are preserved in the school's office.

8.2 Need and Importance of maintaining records and registers

Some general reasons or importance of keeping school records are as follows

- tells the history of the school and are useful historical sources.
- facilitate continuity in the administration of a school
- facilitate and enhance the provision of effective guidance and counseling services for pupils in the social, academic career domains.

- provide information needed on ex-students by higher and other related institutions and employers of labour for admission or placement.
- facilitate the supply of information to parents and guardians for the effective monitoring of the progress of their children/wards in schooling or performance.
- provide data needed for planning and decision making by school heads, ministries of education and related educational authorities
- provide a basis for the objective assessment of the state of teaching and learning in a school, including staff and student performance by supervisors and inspectors.
- provide information for the school community, the general public employers as well as educational and social science researchers for the advancement of knowledge
- enable school heads to collate information on pupils and staff for decision making by higher authorities, the law courts security agencies and other related government agencies when occasion demands
- provide a mechanism such as the school timetable for the productive management of time and coordination of school work and activities.
- serve as data bank on which both the school head and staff and even students can draw on.

8.3 An overview of various academic records and registers

The following is the list of academic records and registers to be maintained in the schools.

1. Admission and Withdrawal Register
2. Scholastic Record
3. Progress Report
4. Lesson Plan folder
5. Pupils attendance Register
6. Annual Plan Register
7. Unit Plan Register
8. Substitution Register
9. Pupils Diary(School Diary)
10. Exam Duty Register
11. Absentees Follow up Record

12. ECA Register
13. General Attendance Register(Consolidated Register)
14. Annual Result Register
15. Inter Marks Register
16. Teacher's Diary
17. Academic Guidance Register

8.4 Detailed description of format and procedure for maintaining various Academic records and registers

1. Admission and Withdrawal Register

This is a permanent record book into which is entered information regarding the entry and exit, including the details of the education and progress of each pupil that ever passes through the school.

The importance includes

- i. Student who withdraw from the school.
- ii. Serves as a historical document or reference with detailed records of every child who was admitted into the school.
- iii. The admission register is a reference for tracing the entry progress and exit of any student admitted into the school
- iv. It is useful in supplying information on the personal and family background of student.
- v. It becomes a vital document for the settlement of legal controversies and claims.
- vi. Yielding reliable data which may be needed for the planning and administration of the educational system.
- vii. Showing Promoting accountability as well as enhance planning.

2. Scholastic Record (Cumulative Record)

Students' cumulative record is a storehouse of information on student cognitive, affective and psychomotor development. The CCE records given by RVM to ZP Schools can be used.

Its importance includes the following

- i. It reflects continuous assessment on student's educational or academic progress.
- ii. It also reflect students performance in extra-curricular activities

iii. It could be useful by researchers on both child development study and School management.

i. Progress Reports

The CCE Progress Reports given by RVM to the ZP Schools can be used.

i. It keeps data on student’s academic performance in term basis.

ii. It assists in monitoring student’s academic progress.

- It is a compliment to cumulative record folders.

ii. Pupils attendance Register

An attendance register is a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school. This record is kept on individual class basis. The class teacher is the custodian of this record. Standard Attendance Register which is available in the market could be used.

Its importance includes:

i. Providing necessary data that may be requested from time to time either by researchers, planners or ministry officials.

ii. Information from it could assist considerably in determining the amount of grant to be given to a particular school.

iii. It could be used to identify a child’s interest and problems and to take administrative decisions.

iv. It is also helpful in identifying sick students, truants, absentees and students who attend school regularly.

iii. Absentees follow up record

S.No	Class	Name of the Class teacher	Roll	No. Present	No. of absentees With names	Steps taken
1	VI				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	

iv. Pupils Diary

Date	Day		
Period	Subject	Class - Work	Home - Work
1			
2			
3			

Teacher's Signature
Signature

Parent's

v. Substitution work register/ Acting working Register

Name of the teacher on leave: _____

Period	Class	Name of the teacher allotted	Signature of the teacher
1			
2			

Signature of the principal

vi. Examination duty register

Name of the examination:

Date:

S. No	Name of the teacher	Room Allotted	Class								Total
			VI		VII		VIII		IX		
			Allotted	present	Allotted	present	Allotted	present	Allotted	present	
1											
2											

Principal

vii. Teacher's Diary

A carefully kept record of work is a strong stimulus to dutiful and progressive work. Pertinently it shows the ability of the teacher to organize the work, his resourcefulness and enthusiasm regarding teaching. It reflects estimate of academic work which a teacher expects to accomplish in each subject based on number of periods he will have each day.

- i. It assists head teachers or educational administrators to know what is being taught in school.

ii. It assists in enforcing accountability and continuity in the work of school.

iii. It clearly shows teacher adherence to the syllabus and how and when the work is done.

iv. It is a means of evaluating teacher's competency and efficiency.

viii. Intermediate Marks Register: Standard Inter marks register which is available in the market can be used.

ix. Academic Guidance Register

x. CCA Register

xi. Annual Result Register

xii. General Attendance Register(Consolidated Register)

9. COMPLETE GUIDE TO TALENT SEARCH EXAMINATIONS FOR SCHOOL STUDENTS IN INDIA

Just until about 10 years ago, NTSE or National Talent Search Examination, used to be the only prestigious and India wide talent exams for school going kids in India. Things are different now. There are 20+ talent search exams across subjects, classes and boards including NTSE, SSTSE, KVPY, NCO, NSO, RMO and more. School Country presents a complete guide on these talent search exams, when they are conducted, what the syllabus is, how to get the form, who is eligible to appear and what the exam date for each year is.

The exams can be classified by subject matter

- General talent search exam (NTSE)
- Science talent search exam (KVPY, NSEJS, SSTSE, NSTSE, NSO, SLSTSE, IOS)
- Maths talent search exam (RMO, IMO, IOM)
- English talent search exam (IOEL, IEO)
- Informatics or computer talent search exam (NCO, UCO, ZIO, IIO)
- Other subjects talent search examinations such as physics, astronomy etc (NSEA, NSEP, NSEB, NSEC)

Below, you will find details about each of these talent search examinations for Indian school students.

9.1 NTSE or National Talent Search Examination:

NTSE is by far the most prestigious of all the talent search examinations conducted in India for school students.

- Syllabus and subjects: NCERT prescribed syllabus covering Science, Maths, Social science and mental ability. General awareness becomes an important factor during interview stages
- Medium of examination: English and Hindi
- Conducting body: SIERT
- How to apply: Forms are available in schools or can be downloaded from the NCERT websites.
- Exam date: Usually, 1st round of the written exam is conducted on 3rd Sunday of November every year.
- Eligibility: Students of Class-8 in recognized schools can appear in the exam

You can read more about NTSE, how to prepare for NTSE and solve sample papers in our upcoming research articles.

9.2 NCO or National Cyber Olympiad:

NCO is a newly started by hugely popular examination conducted by SOF on a national level.

- Syllabus and subjects: It is an international level competition focusing on mental ability, logical and analytical reasoning in computers and IT.
- Medium of examination: English
- **Conducting body:** SOF or Science Olympiad Foundation
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools
- **Exam date:** Usually, 2nd week of September every year. For academic year 2012, NCO, national cyber Olympiad will be conducted on 8th September 2011.
- **Eligibility:** Students of Class-2 to Class-12 in recognized schools are eligible to apply. Usually the schools have to register with SOF
- Website: Sofworld

9.3 NSO or National Science Olympiad:

NSO, as the name suggests is science focussed talent search examination conducted on a national level by SOF

- **Syllabus and subjects:** It is an international level competition focusing on mental ability, logical and analytical reasoning in computers and IT.
- **Medium of examination:** English
- **Conducting body:** SOF or Science Olympiad Foundation
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools
- **Exam date:** Usually, 3rd week of November every year. For academic year 2012, NSO or National Science Olympiad will be conducted on 17th November 2011.
- **Eligibility:** Students of Class-2 to Class-12 in recognized schools are eligible to apply. Usually the schools have to register with SOF
- Website: Sofworld

9.4 IMO or International Mathematics Olympiad:

IMO, as the name suggests is maths focussed talent search examination conducted by SFO on a pan India basis.

- **Syllabus and subjects:** It is an international level competition focusing on enhancing creative thinking in Mathematics. The subject followed is common to CBSE, ICSE and IB boards of education
- **Medium of examination:** English
- **Conducting body:** Mathematical Olympiad Foundation
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools
- **Exam date:** Usually, 2nd week of December every year. For academic year 2012, IMO or International Mathematics Olympiad will be conducted on 8th December 2011
- **Eligibility:** Students of Class-2 to Class-12 in recognized schools are eligible to apply. Usually the schools have to register with SOF
- **Website:** Sofworld

9.5 IEO or International English Olympiad:

- IEO is a one-of-a-kind English language testing exam in India. It is conducted by SFO on a pan India basis.
- **Syllabus and subjects:** It is an international level competition focusing on enhancing creative thinking in English. The subject followed is common to CBSE, ICSE and IB boards of education
- **Medium of examination:** English
- **Conducting body:** IEO
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools.
- **Exam date:** Usually, 3rd week of January every year. For academic year 2012, IEO or International English Olympiad will be conducted on 19th January 2012
- **Eligibility:** Students of Class-2 to Class-12 in recognized schools are eligible to apply. Usually the schools have to register with SOF.
- **Website:** Softworld

9.6 NSTSE or National Science Talent Search Examination:

- As per Unified Council which conducts this exam, NSTSE is a diagnostic test that actually helps students improve. They will give detailed feedback based

on their assessment of what and how much have students understood and thus help remove phobia of the subject

- **Syllabus and subjects:** The subject followed is based on CBSE prescribed curriculum of Science
- **Medium of examination:** English
- **Conducting body:** Unified Council
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. It can also be downloaded from the website of Unified Council
- **Exam date:** Usually, 1st week of December every year. For academic year 2012, NSTSE or National level Science Talent Search Examination will be conducted on 4th December 2011
- **Eligibility:** Students of Class-2 to Class-12 in recognized schools are eligible to apply. Usually the schools have to register with Unified Council
- Website: Unified Council

9.7 UCO or Unified Cyber Olympiad:

- As per Unified Council which conducts this exam, UCO is a diagnostic test that helps students improve their mental ability, logical reasoning and computer skills. They will give detailed feedback based on their assessment of what and how much have students understood and thus help remove phobia of the subject
- **Syllabus and subjects:** The subject or exam content is more generic in nature and is suitable for CBSE, ICSE, IB boards
- Medium of examination: English
- Conducting body: Unified Council
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. It can also be downloaded from the website of Unified Council
- **Exam date:** Usually, 2nd week of September every year. For academic year 2012, UCO or Unified Cyber Olympiad, will be conducted on 7th September 2011
- **Eligibility:** Students of Class-3 to Class-12 in recognized schools are eligible to apply. Usually the schools have to register with Unified Council

- **Website:** Unified Council

9.8 SLSTSE or State Level Science Talent Search Examination:

- In order to assess scientific talent and temperament in students and reward the distinguished students, Unified Council conducts SSTSE. It is similar in nature to NTSE. However currently it is only conducted in the state of Andhra Pradesh
- **Syllabus and subjects:** The subject or exam content is focused on Science. No specific board is specified by the conducting authorities
- **Medium of examination:** English
- **Conducting body:** Unified Council
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. It can also be downloaded from the website of Unified Council
- **Exam date:** Usually, 1st week of February every year. For academic year 2012, SSTSE or State level Science Talent Search Examination, will be conducted on 6th February 2012
- **Eligibility:** Students of Class-4 to Class-10 in recognized schools are eligible to apply. Usually the schools have to register with Unified Council. Currently it is only conducted in state of Andhra Pradesh
- **Website:** Unified Council

9.9 KVPY or Kishore Vaigyanic Protsahan Yojana:

- This is an ongoing program conducted by the Department of Science and Technology, Government of India. The objective is to encourage students of basic Science, Engineering and Medicine to take up careers in research in these areas
- **Syllabus and subjects:** The subject or exam content is focused on Science. CBSE, ICSE board students will find the course content similar to their curriculum
- **Medium of examination:** English and Hindi
- **Conducting body:** Department of Science and Technology, Government of Rajasthan

- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website of KVPY
- **Exam date:** Usually, last week of October every year. For academic year 2012, KVPY or Kishore Vaigyanic Protsahan Yojana's exam will be conducted on 30th October
- **Eligibility:** Students of Class-11 and Class-12 in recognized schools are eligible to apply
- **How to prepare:** You can read about preparation for KVPY interviews here
- **Website:** KVPY

9.10 NSEA or National Standard Examination in Astronomy:

- NSEA is the first of the five stages of Astronomy Olympiad program. NSEA is jointly conducted by two very prestigious bodies namely IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **Syllabus and subjects:** The subject or exam content is focused on Science and content is more aligned to CBSE prescribed curriculum
- **Medium of examination:** English
- **Conducting body:** Jointly conducted by IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, last week of November every year.
- **Eligibility:** All Indian students of Class-9-12 in recognized schools are eligible to apply.
- **Website:** IAPT and HBCSE

9.11 NSEJS or National Standard Examination in Junior Science:

- NSEJS is the first of the five stages of Junior Science Olympiad program. NSEJS is jointly conducted by two very prestigious bodies namely IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education

- **Syllabus and subjects:** The subject or exam content is focused on Science and content is generic in nature. So students across CBSE, IB, ICSE boards can easily appear for this exam
- **Medium of examination:** English
- **Conducting body:** Jointly conducted by IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, last week of November every year. For academic year 2012, NSEA or National Standard Examination in Astronomy will be conducted on 28th November 2011
- **Eligibility:** All Indian students of Class-10 or lower and born after 1st January 1996 are eligible to apply.
- **Website:** IAPT and HBCSE

9.12 NSEP or National Standard Examination in Physics:

- NSEP is a very prestigious exam conducted for students of class 11 and class-12 by IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education. Successful students are given scholarships and are also invited for a training camp for International Physics Olympiad.
- **Syllabus and subjects:** The subject or exam content is focused on Physics and is more CBSE aligned. However, given the nature of exam, students of other boards can also appear without many issues
- **Medium of examination:** English
- **Conducting body:** Jointly conducted by IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, last week of November every year.
- **Eligibility:** All Indian students of Class-11 or Class-12
- **Website:** IAPT and HBCSE

9.13 NSEC or National Standard Examination in Chemistry:

- NSEC is a very prestigious exam conducted for students of class 11 and class-12 by IAPT or Indian Association of Physics Teachers, Association of Chemistry Teachers and HBCSE or Homi Bhabha Centre for Science Education. This is first of the five stage examination in Chemistry, culminating in participation in International Chemistry Olympiad or IChO.
- **Syllabus and subjects:** The subject or exam content is focused on Chemistry and is more CBSE aligned. However, given the nature of exam, students of other boards can also appear without many issues
- **Medium of examination:** English
- **Conducting body:** Jointly conducted by IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, last week of November every year.
- **Eligibility:** All Indian students of Class-11 or Class-12
- **Website:** IAPT and HBCSE

9.14 NSEB or National Standard Examination in Biology:

- NSEB is a very prestigious exam conducted for students of class 11 and class-12 by IAPT or Indian Association of Physics Teachers, Association of Biology Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **Syllabus and subjects:** The subject or exam content is focused on Biology and is more CBSE aligned. However, given the nature of exam, students of other boards can also appear without many issues
- **Medium of examination:** English
- **Conducting body:** Jointly conducted by IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, last week of November every year.
- **Eligibility:** All Indian students of Class-11 or Class-12

- **Website:** IAPT and HBCSE

9.15 RMO or Regional Mathematics Olympiad:

- RMO is a very prestigious exam conducted for students of class 11 and class-12 by IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **Syllabus and subjects:** The subject or exam content is focused on Maths and is more CBSE aligned. However, given the nature of exam, students of other boards can also appear without many issues
- **Medium of examination:** English
- **Conducting body:** Jointly conducted by IAPT or Indian Association of Physics Teachers and HBCSE or Homi Bhabha Centre for Science Education
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, first week of December every year
- **Eligibility:** All Indian students of Class-11 or Class-12
- **Website:** IAPT and HBCSE

9.16 IIO or International Information Olympiad:

- IIO is conducted every year in the month of September - October to test competence and proficiency in the field of computer science. It is held annually at national and international level
- **Syllabus and subjects:** The subject or exam content is focused on CBSE, ICSE and State Board syllabus
- **Medium of examination:** English
- **Conducting body:** CLF or Computer Literacy Foundation
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, the exam is held in the month of September or October every year.
- **Eligibility:** All Indian students of Class-1 or Class-12
- **Website:** Silverzone

9.17 IOM or International Olympiad in Mathematics:

- IOM is conducted every year in the month of November-December to test competence and proficiency in the field of Maths. It is held annually at national and international level
- **Syllabus and subjects:** The subject or exam content is focused on CBSE, ICSE and State Board syllabus
- **Medium of examination:** English
- **Conducting body:** MOF or Mathematics Olympiad Foundation
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, the exam is held in the month of November or December every year.
- **Eligibility:** All Indian students of Class-1 or Class-12
- **Website:** Silverzone

9.18 IOS or International Olympiad in Science:

- IOS is conducted every year in the month of December to test competence and proficiency in the field of Science. It is held annually at national and international level
- **Syllabus and subjects:** The subject or exam content is focused on CBSE, ICSE and State Board syllabus
- **Medium of examination:** English
- **Conducting body:** SSE or Society for Science Education
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, the exam is held in the month of December every year.
- **Eligibility:** All Indian students of Class-1 or Class-12
- **Website:** Silverzone

9.19 IOEL or International Olympiad of English Language:

- IOEL is conducted every year in the month of December-January to test competence and proficiency in the field of English. It is held annually at national and international level

- **Syllabus and subjects:** The subject or exam content is focused on CBSE, ICSE and State Board syllabus
- **Medium of examination:** English
- **Conducting body:** CLF or Computer Literacy Foundation How to apply: Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, the exam is held in the month of December-January every year.
- **Eligibility:** All Indian students of Class-1 or Class-12
- **Website:** Silverzone

9.20 ZIO or Zonal Information Olympiad:

- ZIO is a nationwide computing contest organized annually by IARCS in coordination with CBSE. The goal is to identify school students with outstanding skills in algorithms and computing. The finalists represent India at International Olympiad for Informatics (IOI). IOI is one of the 6 science Olympiads held annually at international level
- **Syllabus and subjects:** The subject or exam content is focused on CBSE
- **Medium of examination:** English
- **Conducting body:** IARCS or Indian Association for Research in Computing Science
- **How to apply:** Forms are available in schools and must be filled in the prescribed format and submitted back through schools. You can also download the form from the website
- **Exam date:** Usually, the exam is held in the month of November-December every year
- **Eligibility:** All Indian students of Class-8 to Class-12
- **Website:** IARCS

9.21 Other Exams and Tests

The some other group of talent tests are under practice to bring out a self-evolved student to face this competitive world.

Name of the Exam	Exam Conducted by
National Talent Search Examination (NTSE)	NCERT
National Level Science Talent Search Examination (NLSTSE)	Unified Council
State Level Science Talent Search Examination (SLSTSE) - AP	Unified Council
National Science Olympiad	Science Olympiad Foundation
National Cyber Olympiad	Science Olympiad Foundation
Science Talent Search Examination (STSE) for students of AP	Dr AS Rao Awards Council (ASRAC)
Assessment of Scholastic Skills through Educational Testing (ASSET)	Educational Initiatives Pvt. Ltd.
Nationwide Biotechnology Olympiad (NBTO)	Eduheal Foundation
Math Olympiad (NIMO)	Eduheal Foundation
Certificate of Brilliance	International Children's Equity Fund

10. IMPORTANT DAYS TO BE CONDUCTED

Learning at school must be a complete process .Education becomes boring if it is monotonous .It must provide a wide range of opportunities to the students to enjoy and sharpen their minds.

Most of the important days including national festivals, religious festivals are celebrated in schools to encourage the students for active participation in a variety of activities.

JUNE

- 5 -World Environment Day
- 12-World day against child labour
- 21-World Music Day

JULY

- 11-World Population Day
- 12-Malala Day

AUGUST

- 9-Quit India Movement Day
- 12-International Youth Day
- 15-India's Independence Day
- 19-World Humanitarian Day
- 29-National Sports Day

SEPTEMBER

- 5-Teachers Day
- 8-International Literacy Day
- Hindi Diwas
- 18-World Ozone Day
- 27-World Tourism Day

OCTOBER

- 1-International Day for the Elderly
- 2-Gandhi Jayanthi ; International Non-violence Day
- 3-World Nature Day
- 4-World Animal Day
- 8-Indian Air force Day
- 9-World Postal Day
- 11-International Day of the Girl Child
- 16-World food Day
- 21-Global Iodine deficiency disorder Day
- 24-United Nations Day

NOVEMBER

- 14-Childerens Day
- 26-Constitution Day; Law Day
- 30-National Flag Day

DECEMBER

- 1-World AIDS Day
- 2-World Computer Literacy Day
- 3-World Disability Day
- 10-World Human Rights Day
- 14-World Energy Day
- 22-National Mathematics Day
- 23-Kisan Diwas (Farmers Day)

JANUARY

- 1-Global Family Day
- 10-World Laughter Day
- 12-National Youth Day
- 15-Army Day
- 23-Netaji Subhash Chandra Bose's Birth Anniversary
- 26-Republic Day
- 28-Birth Anniversary LalaLajapatRai
- 30-Martyr's Day

FEBRUARY

- 13-Sarojini Naidu's Birth Anniversary
- 22-World Scout Day
- 28-National Science Day

MARCH

- 3-National Defence Day
- 4-National Security Day
- 8-International Woman's Day
- 15-World Consumer Day
- 16-National Vaccination Day
- 19-World Disabled Day
- 21-World Forestry Day
- 22-World Water Day

APRIL

- 7-World Health Day
- 18-World Heritage Day
- 22-World Earth Day
- 23-World Books Day

The following days can be celebrated in the school in a grand manner by organizing variety of activities.

10.1 World population Day, 11th July

World population Day is an annual event, observed on July 11 every year. It seeks to raise awareness and focuses attention on the importance of global population issues in relation to development goals , poverty ,family planning and

quality of life for all the world citizens .The world population as of January 1,2014 is estimated to be 7,137,661,030.

In schools following activities can be planned out on population related theme, like

- Debate(Population- an asset or a curse)
- Poster making
- Community projects(Data collection from the residing area and preparing comparative statistical report)
- Elocution
- Slogan Writing

10.2 Independence Day,15th August

Independence Day is observed annually on 15 August. It is a national holiday in India commemorating the nation's .Independence from British rule on 15 August 1947.

The day is observed throughout India with flag hoisting ceremonies, parades and cultural events with great enthusiasm and patriotic fervour.

Agenda of Independence Day can include.

- Unfurling of tricolour national flag.
- Speeches paying homage to countless freedom fighter.
- Colourful presentation of cultural events including dances and songs(filled with essence of patriotism)
- Melange of patriotic activities that create an atmosphere of national pride (like fancy dress competition)

10.3 National Sports Day,29th August

India celebrates its National Sports Day every year on 29 August .The day is celebrated to honour the legendary hockey player ,Major Dhyan Chand Singh,who won gold medals for India in year 1928,1932 ,1936 and made India proud by his extra ordinary sporting skills.

National sports day is celebrated in schools to inculcate interest in sports, games, team spirit and competitive spirit among the students.

Activities

- Intra and inter sports meet can be planned out.
- Sports related competitions like elocution quiz can be organized to update the students' knowledge.

- A variety of games can be conducted.

10.4 The Teachers Day, 5th September

In India, 5 September is celebrated as Teachers 'Day'. The date has been selected because 5 September marks the birthday of Dr .Sarvepalli Radha Krishnan the first Vice President of India and a great teacher it is said "A teacher is a candle who burns himself to enlighten the life of the other". Perhaps this is the reason why teachers hold a special place in the heart and lives of the student's .On this day the students grab the opportunity to show their immense respect and love for their teacher on 5 September by organizing grand teacher day celebrations, with a variety of programmes.

- Felicitation of the teacher
- Speeches by students and teachers
- Games for teacher
- Cultural Events
- Students can play the role of teachers

10.5 International Literacy Day, Sept 8th

September 8 was proclaimed international literacy day by UNECSO on November 17,1965.It was first celebrated in 1966.It's aim is to highlight the importance of literacy to individuals , communities and societies and raise people awareness and concern for literacy issues in the world .

Activities

- Taking School to community(Identify the educationally backward areas and send volunteers on literacy mission
- Organize debates(Topic-Should elderly people be educated/Should girl child be educated)
- Elocution contest

10.6 World Food Day, 16th Oct

Food Day is celebrated every on 16 October in honour of date of the founding of Food and Agriculture Organization (FAO) of the United Nations in 1945.

Activities

- Food courts can be installed by students
- Project works can be given on healthy food habits , nutritional value of food , balanced diet , vitamins and mineral deficiency disorder

- Competitions like Poster making contest ,vegetable carving and fruit carving can be conducted
- Debate competitions(Homemade food Vs Junk food)

10.7 National Mathematics day

Mathematics is forever an integral part of life and is known as the mother of all sciences. December 22 has been declared as the national Mathematics day to mark the anniversary of Srinivasa Ramanujan,the Indian mathematical genius. The idea behind the celebration is to give an opportunity to the students to enhance their numerical & thinking skills

- Mental Mathematics competition
- Math Quiz
- Display of various Puzzle
- Mathematical Rangoli

10.8 Republic Day Celebrations

The students take pride in glorifying and celebrating the spirit of unity. To mark the importance of the day, a grand celebration can be held in the school. Many activities can be planned in the school premises centred on the theme to instil the spirit of national pride and love for the country.

Activities

- March Past
- Singing patriotic songs
- Paintings , drawings creating awareness of national symbols and preamble
- Speeches on Republic day related topics

10.9 National Science Day Feb' 28th

National Science Day is celebrated all over India with great enthusiasm on 28 of February every year in order to commemorate the invention of the Raman effect in India by the Indian physicist sir Chandra SekharaVenkata Raman on the same day in year 1928.For his great success in the field of science in India .Chandra Venkata Raman was awarded and honoured with the Nobel prize in physics in the year 1930.

Activities

- Quiz competition on science related themes
- Debate (Science a boon or a bane)
- Elocution
- Talks related to science themes

10.10 World Water Day,22nd March

World Water Day is a day to celebrate the significance of the most important source of life –Water is life! Water is one of the valuable natural asset, without which life is unimaginable. To create awareness among the students, schools take up initiative to observe world water day on 22 March every year.

Activities

- Painting contest(topic ‘ Save water secure feature)
- Elocution

10.11 World Health Day,7th April

Every year on 7 April, the world celebrates World Health Day. The main aim of the event is to provide health information and awareness about health .It is sponsored by the WHO. Many events are arranged to mark the importance of health for a productive & happy life.

Activities

- Poster Making Contest
- Organize talks related to theme

10.12 Earth Day 22ndApril

Earth Day is an annual event, celebrated on April 22 on which events are held worldwide to demonstrate support for environmental protection .It was first celebrated in1970 and is now coordinated globally by the earth day network and celebrated in more than 192 countries each year. But the question arises as to why we celebrated earth day? It’s because we seem to have forgotten what a beautiful gift we have been given in the form of planet earth. We also seem to have forgotten that this is our home and we need to keep it in order to stay healthy and alive

Activities

- Slogan writing contest
- Poster making competition
- Painting contest
- Elocution
- Plantation
- Collage Work

10.13 Children's Day, 14th Nov

Children are our most valuable assets –The future citizens of Tomorrow.

Children's Day is celebrated in India to commemorate the birth anniversary of Pandit Jawaharlal Nehru, Independent India's first prime minister .The occasion is celebrated on 14 November every year with great splendour and grandeur the day marking childhood, children's day celebrations focus on children and their enjoyment.

Activities

Schools organize different cultural programs and events. Variety of activities such as Singing, dancing, Painting Drawing, Storytelling, Elocution, Debates, Speeches, Quiz and so on can be conducted.

11. SALIENT FEATURES OF THE RIGHT TO INFORMATION ACT, 2005

- The short title of the legislation has been changed from 'The Freedom of Information Act' to 'Right to Information Act'.
- Provides a very definite day for its commencement, i.e.120 days from enactment.
- It shall apply to "Public Authorities" which means any authority or body or Institution of self-government established or constituted by or under the Constitution; by any law made by the appropriate Govern mentor, any other body owned, controlled or substantially financed directly or indirectly by the appropriate Government, and includes non-government organizations, substantially financed by the Government.
- The ambit covers the two Houses of Parliament State Legislature, the Supreme Court/High Court/ Subordinate Courts including their administrative offices, Constitutional Authorities like Election Commission, Comptroller & Auditor General, and Union Public Service Commission etc.
Only domestic and foreign private bodies working within the country have been excluded from the purview of the Act.
- All citizens shall have the right to information, subject to the provisions of the Act.
- It casts an obligation on Public Authorities to grant access to information and to publish certain categories of information within 120 days of the enactment. The responsibility about suo-moto disclosure/publication by public authorities has been considerably enlarged..
- A time limit of 30 days has been prescribed for compliance with requests for information under the Act, which, can be extended to 40 days where third-party interests are involved.
- Fee to be reasonable. Also, no fee to be charged from persons who are below poverty line. Further, information to be provided free of charge where the - limit is not adhered to.
- Subject to 3 exceptions; the Act contains a provision for reveal of information, which is otherwise, exempted form disclosure under section 8 on completion of 20 years after the completion of the event.

- Legal frame work of exercise of powers by the Commission defined in the Act.
- The Act also provides a two-tier Appellate Forum. Appeal to departmental officer senior to the Public Information Officer. The second appeal to be made to Commission.
- Intelligence and security agencies specified in Schedule-II to the Act have been exempted from being covered within the ambit of the Act. However, the exemption is not absolute; agencies shall have the obligation to provide information in matters relating to corruption and human rights violations.

12. SALIENT FEATURES OF RIGHT TO EDUCATION 2009 ACT

The salient features of the Right of Children for Free and Compulsory Education act are -In 2002, education was made a fundamental right in the 86th amendment to the Constitution. Six years after an amendment was made in the Indian Constitution, the union cabinet cleared the Right to Education Bill.

- The Right to Education Bill is the enabling legislation to notify the 86th constitutional amendment that gives every child between the age of six and 14 the right to free and compulsory education.
- Free and compulsory education to all children of India in the six to 14 age group;
- The government will reimburse expenditure incurred by schools; no donation or capitation fee on admission; and no interviewing the child or parents as part of the screening process.
- The Bill also prohibits physical punishment, expulsion or detention of a child and deployment of teachers for non-educational purposes other than census or election duty and disaster relief. Running a school without recognition will attract penal action.
- No child shall be held back, expelled, or required to pass aboard examination until completion of elementary education;
- A child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time- limits, as may be prescribed :Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.
- **Proof of age for admission:**

For the purposes of admission to elementary education. The age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1856 or on the

basis of such other document, as may be prescribed. No child shall be denied admission in a school for lack of age proof.

- Calls for a fixed student-teacher ratio;
- Will apply to all of India except Jammu and Kashmir;
- Provides for 25 percent reservation for economically disadvantaged communities in admission to Class One in all private schools;
- Mandates improvement in quality of education;
- School teachers will need adequate professional degree within five years or else will lose job;
- School infrastructure (where there is problem) to be improved in three years, else recognition cancelled;

13. GIRLS HOSTELS

Andhra Pradesh is the fifth largest State in India having 23 Districts, 1128 Mandals/Blocks, 28,124 Villages. As per 2011 Census total population is 8,46,65,533, out of which Male are 4,25,09,881, Female are 4,21,55,652. Sex Ratio 992, Population Density 308 and Decadal Growth over 2001 is 11.1. Literacy rate of the State is 67.7 %, of which Male is 75.6%, Female is 59.7 with a gender gap of 16.9. Based on the female literacy rates GoI identified 737 Educationally Backward Blocks (EBBs)/Mandals. To improve the girls' literacy rates and enrolment in this EBBs, GoI introduced "***Scheme for Construction and Running of Girls Hostels***".

13.1 Objectives of the Scheme:

- The scheme envisages setting up of hostel facilities in the Educationally Backward Blocks (EBBs).
- To make Secondary and Senior Secondary education accessible to girl students.

13.2 Target group:

- The girl students in the age group 14-18 studying in classes IX to XII belongs to SC, ST, OBC, Minority communities and BPL families will be the target group of the scheme.
- At least 50% of the girls admitted to the hostels should belong to SC, ST, OBC, Minority communities.

13.3 Strategy for Construction of Girls Hostels:

State Government submitted proposals to GoI

- To construct one hostel with the capacity of 100 girls.
- To attach these hostels to the 355 Model Schools already sanctioned in the EB blocks.
- The minimum living space available to each inmate shall be 62.5 sq. feet excluding kitchen, toilet and other common space.
- The financial norms are, non-recurring is Rs 142 Lakhs and recurring is 14.27 Lakhs for each hostel.

14. DUTIES & RESPONSIBILITIES OF MODEL SCHOOL PRINCIPALS AND TEACHERS DUTIES & RESPONSIBILITIES OF A MODEL SCHOOL PRINCIPAL

14.1 Principal

- The Principal shall function as the academic, administrative head of the Model School and to act as the Drawing and Disbursing Officer (DDO) of the staff.
- To act as Liaison Officer between District and State authorities.
- To implement the instructions and policies of the State in respect of curricular and co-curricular activities and to ensure healthy development of the Model School in all fields.

1. To look into the day-to-day activities of the school like;

- Attendance of the teachers & the students
- Follow up of the timetable
- Discipline
- Classroom dynamics
- Co-curricular activities
- Assignments/homework

2. Lesson Plans of Teachers

- To guide the teachers in planning their lessons effectively
- Going through the lesson plans regularly and follow-up the progress of the lessons in the class.
- Keep track of the notes of the lessons taught in that week.
- Ensure the correction of notes by every teacher.
- Ensure error free corrections.
- Ensure that all the students have completed their notes and initiate suitable action on the erring students.

3. Evaluation

- Performance appraisal of the teachers to be done and reported to the principal.
- Scrutiny of the examination question papers.
- Scrutiny of teacher evaluation.

- Keeping track of the performance of the students and planning remedial and enrichment programmes.

4. Human resource management

- Planning and organizing workshops etc., for quality improvement
- Training for new skill development.
- Selecting the suitable teachers for the remedial teaching programme and giving them suitable training to deal with slow learners.
- Keep track of educational courses etc., for improving the academic qualifications of self and the other staff members.
- Offer guidance and counseling to staff and students to maintain a healthy atmosphere in School.
- Carryout action research for improving the standards

5) Administration Monitoring:

- Maintenance of attendance registers by teachers
- Completion of syllabus in time
- Correction of the notes, assignment etc.
- Preparation and submission of question papers in time
- Preparation of progress reports and submitting them on time
- The distribution of progress cards to the students
- Collection of progress reports, duly signed by the parents, in time.
- Help teachers to deal with the erring students by initiating suitable action on students who don't submit reports, notes etc on time
- Handling parents and giving feedback about their child's performance and do the necessary follow up
- Conduct staff meeting to discuss the various activities in school and give feedback to teachers about the parents meeting (in case teachers are not allowed to meet the parents or a particular teacher is absent for the parent teachers meet)
- To promote healthy teacher pupil relationship.
- To ensure the maintenance of accounts, registers, service – books of staff, returns and statistics as prescribed by the State Office.

- To make purchase of equipment/material required for the Model School in accordance with the prescribed procedure and enter such purchases in Stock Register.
- To ensure the conduct of annual stock verification of the Model School property and to verify the stock registers occasionally, to ensure their proper maintenance in accordance with the existing rules.
- To make arrangements for supply of basic amenities to the pupils and staff.
- To ensure that the school building and its fixtures and furniture, office equipment, laboratories, play grounds, school gardens etc. are properly and carefully maintained.
- To supervise and guide the work of the teaching and non-teaching staff of the Model School.
- To be the overall in charge of admissions in the Model School, preparation of school time table, allocation of duties to teachers, provision of necessary facilities to them in the discharge of their duties and conduct of examinations and tests in accordance with the rules prescribed by the State Office from time to time.
- To plan the year's academic activities as per the state academic calendar in consultation with colleagues and to hold subject committee and staff meetings at least once a month to review the work done during the month and to assess the progress of the pupils.
- To submit the monthly report of activities - academic and administrative to the State Office.
- To help and guide teachers and encourage their participation in professional development programmes.
- To promote self-improvement of teachers and encourage them to undertake innovative practices.
- To encourage teachers to analyse the curriculum and to make them use local specific learning resources.
- To ensure that Lesson Plan/ Teacher's diary is maintained.

- To supervise classroom teaching, secure cooperation and ensure coordination amongst teachers of the same subject area as well as of other subjects.
- To ensure timely scrutiny of pupils' written work and home assignments so as to provide written or oral feedback to individual students or to the entire class followed by appropriate remedial instruction.
- To develop and organize the library resources and reading facilities in the Model School so as to develop healthy study habits among children and teachers.
- To form parent teacher association and ensure their cooperation.
- To keep the parents regularly informed about the progress of the students.
- To promote trust and understanding and build partnerships with parents and school community.

14.2 Roles and duties of PGTs, TGTs/ TEACHERS

- Sign 10minutes before the session begins.
- Need to remain in the school at least 10minutes after session ends.
- Attend assembly when it held
- Treat all students fairly and equally.
- Update information and particulars of students at any given time.(Address, parent names etc.)
- Class teacher and subject teachers should go to the assigned class 2 minutes before the students enter the class at the beginning and after interval , first period and leave the class room after the students, two ensure the daily smooth running of classes
- Cleanliness of the class rooms should be maintained throughout the day, specially the classes shared by another grade. All teachers are responsible for this.
- Teachers need to be well prepared daily with their subject lesions.
- Prepare the examination papers, conduct the examinations.
- Prepare the reports, analyze the reports and maintain them accordingly.

- Make sure that all lights and fans are switched off especially at the end of the day and all desk drawers are kept clean.
- Should go to the class on time and not leave the class during a lesson. If it is an emergency take the permission of Principal.
- Remain even when the period is over (especially if the next period is free) for a few minutes till the next teacher comes.
- Corporal punishment is not permitted at any time.
- Should be punctual for relief work (supervision) whenever relief work is given.
- Should speak in English to the students (with the intention of improving their English) at all times.
- Speak politely, yet firmly and use good vocabulary with students at all time. Refrain from discussing personal, political or religious matters not consider relevant.
- Make an entry in the short leave book kept in the office before leaving the school premises during session and make re-entry on return.
- All teachers should work for the common good of the school. In doing so teachers need to complete the assigned tasks given by the management on schedule
- Dress smartly and neatly.
- The record book and register should be completed daily.
- Students exercise books/ home works / class work assignments and tests should be marked correctly, comments should be written neatly and signed without delay
- Students exercise books should not be kept with teachers for more than two days
- Teachers are also responsible for the safety of students and school property under their immediate supervision at all times.
- Attend staff meeting, parent teacher meetings and other meetings of functions where the presence of the teacher is essential.
- Do not send students outside the class room without exit permission.

- In taking students outside the classroom, teachers must see to the overall discipline of the students also remember to inform the supervisor before going and after returning.
- Attend coordination meetings when held and submit notes of lessons weekly to the required management personnel.
- Need to involve in the community programmers of the school.
- Need to assist health education program me of the school.
- Need to identify gifted and weak students and take enrichment/remedial sessions.
- Attend and supervise the assigned curricular, co-curricular and extracurricular programs.
- Follow the library rules. Cooperate the librarian when you take the students for the library period to maintain the silence inside the library.
- Be willing to give time to this noble profession.
- Be good role model in and out of school.
- Must respect one another and work towards enhancing professionalism individually and collectively
- Work towards developing a conducive learning environment.
- Work towards building motivation and creativity
- Work towards self-improvement
- Work towards the betterment of the school and building the image of the school
- Attend to any task that requires your assistance, even if it does not concern your students

14.3 Responsibilities of class teacher

- Class teachers should attend their classes before the students enter the class for the session
- Class teachers should accompany the students in a line to the assembling
- Class teachers should make sure that all students are in line before the assembly bell rings.

- Class teachers should stand in front of their classes during the assembly.
- If their class students make noise , the class teacher should make them silent
- Class teachers should accompany the student when they return from assembly in a line to their classes
- If a class teacher does not attend the class in the mentioned time, he /she should be responsible for the thing happening in the class During the that time
- Class teachers have to mark the register during the first period before the lesson starts
- Class teachers should take the responsibility of safe keeping the class registers and records
- Class teachers should regularly update the class registers and submit them to the supervisors on every Thursday
- Class teachers should check whether the subject teachers write the particulars in the class record book.
- Class teachers should keep the class registers and record books neatly.
- If a student comes after a leave, the reason should be communicated through the Parent Teacher Communication Book or according to the school rules.
- Class teacher should check every day whether the students have their PTC book with them, and that there is any message communicated in it.
- Students who do not dress properly, they should be sent home to dress properly with the permission of the supervisors.
- Boys who have unshaven moustache and beard and improper hair styles with long hair should be reported to the supervisor.
- It is the responsibility of the class teacher to enter the marks in the pupils' Report Books on time.
- It is the responsibility of the class teacher to make sure that the class is kept clean.

- Class teacher should look after the students when students are in extra -co curricular activities.
- Class teachers should guide the students in all aspects.

15. EXTENSION LECTURERS & RESOURCE MOBILIZATION

As a regular feature AP Model Schools have taken up the initiative to organize extension lecturers with eminent personalities in various fields .This helps the students to experience what it is like to take a real course lecture at the school & college level.

15.1 For XI & XII

- *Career Guidance
- *Time Management
- *Stress Management
- *Way to improve effective communication
- *Personality development

15.2 For Schooling

- *Ethical Values & Morals
- *Health and Nutrition
- *Safety and Security
- *Social issues (Girl child education)
- *Importance of Computer Education
- *Culture-Taking pride in one's own culture
- *Environment-Focus on conservation of energy
- *Importance of Mathematics
- *Ways to improve Spoken English

15.3 Resource mobilization

Resource mobilization stresses the ability to acquire resources (physical, fiscal, or material) and to mobilize people towards accomplishing the organization or community goals.

- Identify and analyses the institutional needs
- Identify the necessary stake holders & potential donors or contributor sand try to analyses how you are going to convince them to support your projects.
- Do mapping of potential supporters. List all the potential contributors and analyses their ability (in terms of skills, financial & material) to contribute towards the achievement of the program
- Formulate a resource mobilization theme .The theme should be touchy , appealing that enters in the contributors mind and emotion , so that he/she contributes

16. GUIDANCE AND COUNSELING

16.1 Need of the Hour

The student life is getting complex day by day, students in the twenty first century are facing many perplex and difficult situations i.e. to make wise curricular and other curricular choices, to acquire basic study skills for optimum achievement, adjustment with peers, etc. The research based on the need analysis of the students in the schools shows that there is a need of guidance and counseling services in the schools in the areas such as education, profession, vocation, social, health, moral and personal etc. Problems and needs in the society are not new, but today they seem to be proliferated at an unprecedented rate, due to the unique problems in the changing family system, cities, and conflicts in values. Attitudes, morals, the new cynicism about politics, economic factors, the changing role of work, new pressure and demands in school, and the problems of youth, all points out the need for the counseling services, Guidance and counseling have a challenging role to play in every day to day life of individuals.

16.2 Over view of Guidance and Counseling

It is true that a very minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others. We find that majority of the people do not have either confidence or insight to solve their problems. There have always been people in the past who need occasional help from older or more experienced associates in meeting with their problems of daily life in the society. Hence Guidance and Counseling can be understood as a planned and organized work aimed at assisting the individual to understand himself and his abilities and develop his potentialities in order to solve his problems and achieve psychological, social, educational and professional compatibility.

Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work.

Counseling is a personal and dynamic relationship between two individuals in which an experienced person gives certain kind of assistance to the person who is in need of help to solve his problem

16.3 The basic aim of guidance and counseling include the following:

- To help students understand the self in terms of their personal ability, interest, motivation and potentials.
- To help students gain insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over their feelings and actions.
- To alter maladaptive behaviors
- To assist students in moving towards the direction of fulfilling their potentials or in achieving an integration of previously conflicting parts of themselves.
- To provide students with skills, awareness and knowledge which will enable them to confront social inadequacies?
- To help students gain some insight into the world of work, the realities therein and the relationships to their education and specialization
- To help students develop decision making skills

16.4 Role of school in Guidance and Counseling

The role of the teacher is changing; teacher is not only the transactor of the curriculum but also friend, philosopher, mentor and a guide. Sometimes the teacher has to go beyond the call of the duty to guide the students in his educational, career and personal problems. There are hardly any schools which employ trained guidance personnel to meet the needs of the students. Hence it is the duty of every teacher to take up the responsibility to be guidance personnel and the head of the institution to see that all the teachers are assigned a group of students to help and guide them in all walks of their school life.

16.5 Types of guidance

Guidance is of three types, they are

1. **Educational Guidance** – Educational guidance is the assistance given to the pupils in their choices and adjustments with relation to school, curriculum, courses and school life

2. **Vocational Guidance** – is the process of assisting the individual to choose an occupation, prepare for it, and enter into the profession and progress in it.
3. **Personal Guidance** – is the help given to an individual towards a better adjustment in the development of attitudes and behaviour in all areas of life.

16.6 Problem areas of the students:

The general problems faced by the students are : Absenteeism, frequent ill health, academic pressure, exam phobia, isolated behaviour, lack of concentration, lack of confidence, low self-esteem, physiological changes, temptations, disappointment, rejection, peer pressure, societal pressure, maladjustment, bad home life, lack of proper care at home, stress, slow learning, specific learning problems, lack of communication skills, poor study habits, bullying, problem in choosing a course, orphans, single parents, emotional imbalances.

16.7 Career Planning

The culture worships planning. Everything must be planned in advance. The days, weeks, years, our entire lives. The diaries, schedules, checklists, targets, goals, aims, strategies, visions even. In reality, people frequently doesn't know what they want that's why career planning, or at least just deciding what you're going to do next, is so unpleasant. It's no fun at 18 years when people ask what one wants to do. There seem to be so many different options, each with myriad branching possibilities, many of which lead in opposite directions, but all equally tempting, where career planning plays a very important role in one's life. As one can see that there are a wide variety of opportunities in view of the new developments primarily triggered off by the information technology and globalization of the economy. In this world of competition one needs to remember the old adage the "survival of the fittest", in order to survive in a profession, as there are now more options than even before, one has to look for these options which needs a careful planning and decision making.

Many a times Individuals are forced to take a particular career because most of our family members are in it since several generations. There are

also many people who opt for a career because of family pressure or because it was the most sought after career among peers.

When should one begin the career planning? The age that could be considered appropriate for making a start is at the age of 14-15 years when one enters the Ninth Class under the 10 + 2 pattern of education. This is the formative age to shape the career. Much more important reason, however, is that it is after the 10 + 2 level that a wide variety of course options are available to choose from. This means that as the first step one has to choose from the three streams viz., science, arts and humanities, and commerce and the appropriate combination of subjects, when they enter the 10+2 level.

It is important to consider two issues before planning ones career, they are

1. Do they need an immediate job because of some adverse family circumstances
2. Is the family financially sound enough to support your preferred course

Career planning is quite a laborious task and it requires systemic planning and execution.

It involves the following steps

1. Know yourself
2. Goal Setting
3. Explore Academic/Career Fields
4. Plan of action
5. Learn Universal Knowledge and skills
6. Catch hold of Opportunities

16.8 Opportunities after X standard

1. Polytechnic
2. Diploma Courses
3. ITI Course
4. Intermediate
5. Govt. Jobs

Polytechnic	Diploma Courses	ITI	Intermediate	Govt. jobs
Civil Mechanical Electrical & Elec. Engineering Automobile Architectural Computer Commercial & Computer Eng.	Pharmacy Interior designing Printing Plastic Leather Diary management Animal Husbandry Stenography	Mechanical Motor Vehicle Electronic Mechanic Fitters Mechanist Electrician Computer operating and programming Assistant	Science Mathematics Arts and Commerce	RRB Grop - IV Constables Staff Selection Commission

16.9 After Intermediate

Science Stream	Mathematics Stream	Arts and commerce	Others	Govt. jobs
Medicine Dental Science Pharmacy Nursing Agriculture Para medical B. Sc Degree Physiotherapy	Engineering Architecture B. Pharmacy B.Sc with different combinations	ICWA CA Accountancy Degree B.A., B.Com.,	Diploma in Education NDA Diploma in Health and Nutrition SCRA - Special class railway apprentice Fashion Technology	Teaching Staff Selection Commission Rail way recruitment Banking

16.20 Opportunities after Degree

Post Graduate Courses	Professional Courses	Govt. jobs
Life Sciences Mathematics Statistics Arts and Commerce Law	MBA MCA B.Ed. BL B.P.Ed. B.L. Sc MHRM	UPSC – IAS, IFS, IPS Bank officers APPSC Groups Railways Postal Aviation

After Post Graduation

- Research / PH.D
- Teaching in universities
- Consultants
- Managers

16.21 Life Skills Education

With the introduction of Continuous and Comprehensive Evaluation at the school level by CBSE, the focus on co-scholastic skills of students have become an integral part of the student evaluation system in CBSE schools from upper primary. The key component of co-scholastic skills assessed under CCE is development of life skills of students, which is targeted at adolescent students.

The World health organization considers “adolescence” to be the period between 10 and 19 years of age, the beginning of adolescence is marked by puberty, an increase in biological events leading to an adult sized body and sexual maturation, it is also a period of “storm and stress” for many adolescents. Though, biological forces play a significant role in the physical changes that takes place during the transition period from a child to an adult, a combination of

biological, psychological and social forces influence an adolescent's development. It is a time when young people drift away and distance from parents spending more time with peers and conforming to the ideas and judgments of their peers are common during this period. This transition is so crucial that adolescents face problems in certain areas of life such as parent-child conflicts, risky behaviors and mood changes. If these issues are not resolved the individual suffers role diffusion or negative identity, which results in mismatched abilities and desires, directionless and is unprepared for the psychological challenges of adulthood. These internal stress and social expectations lead to moments of uncertainty, self-doubts and disappointment in adolescents. It is these situations when the young persons have risk taking behavior. For these reasons, life skills education is important to help young people to cope with challenges that they face in their day to day lives.

Life Skills are defined as **“abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”** – World Health Organization (1997). Moreover, based on this definition a working definition was formed by South East Asian Region (SEAR) as “abilities for adaptive and positive behavior that enable them to deal with the demands and challenges within the family, community and cultural context of SEAR countries. According to the manual developed by CBSE, life skill education for adolescent students is crucial for developing psychological competencies and interpersonal skills, and helps them in making informed decisions, problem solving, critical thinking, effective communication, building healthy relationships and managing their lives in a healthy productive manner.

The four basic components for imparting life skill training through participatory learning are practical activities, feedback and reflections, consolidating and reinforcement and practical application of day to day life challenges.

There are a large number of life skills emanating from various sources, for practical purposes and for feasibility, the following life skills are chosen.

1. **Self-awareness:** having a deep understanding of one's emotions, strengths, weakness, needs and drives.
2. **Problem Solving:** helps us to deal constructively with problems in our lives.

3. **Decision making:** helps us to deal constructively with the decisions of our lives.
4. **Critical thinking:** is an ability to analyze information and experiences in an objective manner.
5. **Creative thinking:** is a novel way of seeing or doing things that is characteristic of four components - fluency, flexibility, originality, and elaboration.
6. **Interpersonal relationship:** skills help us to relate in positive ways with people we interact with. Means being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being.
7. **Effective communication:** the ability to express our selves, both verbally and non- verbally, in ways that are appropriate to our cultures and situations.
8. **Empathy:** is the capacity to understand another person's experience from within that person's frame of reference.
9. **Coping with stress:** recognizing emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions.
10. **Dealing with stress:** recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or life style and learning how to relax.

17. TO INCULCATE ENGLISH COMMUNICATION SKILLS AMONG STUDENTS

Government has taken a gigantic task to bridge the gap between the rural and urban and facilitated to impart the education to all through medium of English even for the economical backward, by establishing the AP MODEL SCHOOLS in 2013.

Academicians of the Model Schools have examined the reasons for the existing gap between the teaching and learning process of communication skills of English and proposed to design a course to develop the communication skills of learners as English is window open to the world.

In the wake of the new phenomenon called globalization, there is a great need of spoken skills at academic, as well as professional levels.

The inadequate standards of spoken English of the users of English have resulted in inadequate oral skills even after completion of their academic education or at the advanced levels. It is not just correct English, but effective English that is needed at all the stages and levels. So, there is an increasing need for redefining the concept of teaching and examining the teaching of the communication skills of English.

English teaching done at school and college levels imparts certain basic skills in reading and writing. Though these skills are not acquired to a satisfactory level in proportion to the time and energy spent in the English classes, the heavily content based teaching and testing do force these learners to acquaint themselves with a certain chunk of vocabulary. As the changed scenario is demanding a higher level of proficiency in oral communication, the attention is now focused totally to the imparting of spoken skills of English. The present course is designed for two levels i.e. 6, 7 & 8 and 9 & Inter I year classes. It also recommends to teach the language as language with concrete examples giving more scope for practice to the learners and not to teach the language component as a subject.

17.1 Objectives

- To inculcate basic language communication skills
- To develop oral production, listening perception, interactive conversation
- To understand the pace and rhythm of English speech
- To develop confidence to learn L2 (English) on par with L1 (Mother tongue)
- To facilitate to learn English with ease
- To build vocabulary
- To empower students living in the rural areas with necessary communication and nonverbal skill.

17.2 Course Design

•The teaching hours allotted to teach the prescribed syllabus is 90 minutes per day for six day in a week for 40 days which is approximately 60 hours. Out of 90 minutes, 20 minutes for teaching, 40 minutes for practice/self-learning and 30 minutes for presentation.

•Teacher should act as a facilitator to the learners to improve their skills and is free to choose their method/approach to teach the syllabus in the time allotted to them. This 60 hours syllabus is divided into three chunks. The first chunk should be taught during the first 15 days. The second chunk should be taught for 20 days and the third chunk should be taught for 5 days. The syllabus which should be included in this three leveled course is as follows:

First level: (15daysx1hr.30mints=22 1/2 hours)

VOCABULARY

Second level: (20 daysx1hr.30mints=30hours)

EVERY DAY EXPRESSIONS

Third level: (5daysx1hr.30mints=7 1/2hours)

NONVERBAL COMMUNICATION SKILLS

FOR CLASSES VIII, IX AND INTER

FIRST LEVEL – VOCABULARY

A

a, able, about, account, acid, across, act, addition, adjustment, advertisement, agreement, after, again, against, air, all, almost, among, amount, amusement, and angle, angry, animal, answer, ant, any, apparatus, apple, approval, arch, argument, arm, army, art, attack, above,

across, act, active, activity, add, afraid, after, again, age, ago, agree, air, all, alone, along, already, always, am, an, and, another, answer, any, anyone, anything, anytime, appear, apple, are, area, arm army, around, arrive, art, as, ask, at, attack, aunt, autumn, away, attempt, attention, attraction, authority, automatic, awake

B

Baby, back, bad, bag, balance, ball, band, base, basin, basket, bath, be, beautiful, because, bed, bee, before, behaviour, belief, bell, bent, berry, between, bird, birth, bit, bite, bitter, black, blade, blood, blow, blue, board, boat, body, boiling, bone, book, boot, bottle, box, brain, brake, branch, brass, bread, breath, brick, bridge, bright, broken, brother, brown, brush, bucket, building, bulb, burn, burst, business, but, butter, button , bank, base, bean, beer, begin, behave, behind, bell, below, besides, beside, best, better, between, big, bleed, block, borrow, bridge, bus, buy, by

C

Cake, call, can, candle, cap, car, card, care, careful, careless, carry, case, cat, catch, central, century, certain, chair, chance, change, chase, cheap, cheese, chicken, child, children, chocolate, choice, choose, circle, city, class, clean, clear, clever, climb, clock, close, cloth, clothes, cloud, cloudy, coat, coffee, coin, city, cold, collect, colour, comb, come, comfortable, common, compare, complete, computer, condition, contain, continue, control, cook, cool, copper, corn, corner, correct, cost, count, country, course, cover, crash, cross, cry, cup, cupboard, cut, camera, canvas, cause, chain, chalk, change, cheap, cheese, chemical, chest, chief, chin, church, circle, clean, clock, cloth, collar, comfort, committee, comparison, competition, complex, curtain, cruel, crush, crime, crack cushion, cut, cry, cup

D

Damage, danger, dark, daughter, day, dead, dear, death, debt, decision, deep, degree, delicate, dependent, design, desire, destruction, detail, development, different, digestion, direction, dirty, discovery, discussion, disease, disgust, distance, distribution, division, do, dog, door, down, doubt, drain, drawer, dress, drink, driving, drop, dry, dust

E

Ear, early, earth, east, edge, education, effect, elastic, electric, end, engine, enough, equal, error, even, event, ever, every, example, exchange, existence, expansion, experience, expert, eye ,each, earn, easy eat ,egg, eight, either, electric, elephant, else, empty, end, enemy enjoy, enough, enter entrance, equal, escape, even, evening, , everybody, everyone, exact, examination, example, except, excited, exercise, expect, expensive, explain, extremely

F

Face, fact, fall, false, family, far, farm, fat, father, fear, feather, feeble, feeling, female, fertile, fiction, field, fight, finger, fire, first, fish, fixed, flag,

flame, flat, flight, floor, flower, fly, fold, food, foolish, foot, for, force, fork, form, forward, fowl, frame, free, frequent, friend, from, front, fruit, full, future, fail, false, famous, father, fault, fear, feed, feel, female, free, few, fill, film, find, finger, finish, fire, first, fit, five, fix, float, foreign, forget, forgive, fork, form, four, fox, free, freedom, freeze, fresh, friend, friendly, from, front, fruit, funny, furniture, further, future

G

Garden, general, get, girl, give, glass, glove, go, goat, gold, good, government, grain, grass, great, green grey/ gray, grip, group, growth, guide, gun, game, gate, general, gentleman, get, gift, glad, goodbye, grandmother, grandfather, grass, ground,

H

Hair, hammer, hand, hanging, happy, harbour, hard, harmony, hat, hate, have, he, head, healthy, hearing, heart, heat, help, here, high, history, hole, hollow, hook, hope, horn, horse, hospital, hour, house, how, humour, half, happen, had, heaven, heavy, height, hello, help, hen, her, here, hers, hide, hill, him, his, hit, hobby, hold, holiday, home, hope, horse, house, how, hundred, hungry, hurry, hurt, husband

I

I, ice, idea, if, ill, important, impulse, in, increase, industry, ink, insect, instrument, insurance, interest, invention, iron, island, inside, into, introduce, invent, invite, is, it, its

J

Jelly, jewel, join, journey, judge, jump, job, juice, just, joke, jug,

K

Keep, kettle, key, kick, kind, kiss, knee, knife, knot, knowledge, kill, king, kitchen, knock, know, kite

L

Land, language, last, late, laugh, law, lead, leaf, learning, leather, left, leg, let, letter, level, library, lift, light, like, limit, line, linen, lip, liquid, list, little, less, least, living, lock, long, look, loose, loss, loud, love, low, ladder, lady, lamp, large, lately, lazy, listen, lot, love, lower, luck

M

Machine, make, male, man, manger, map, mark, market, married, match, material, mass, may, meal, measure, meat, medical, meeting, memory, metal, middle, military, milk, min, mine, minute, mist, mixed, money, monkey, month, moon, morning, mother, motion, mountain, mouth, move, much, more, most, muscle, music, main, many, mark, market, marry, matter, may, me, meal, member, mention, method, moon, morning, mother, move

N

Nail, name, narrow, nation, natural, near, necessary, neck, need, needle, nerve, net, new, news, night, no, noise, normal, north, nose, not, note, now,

number, nut, nature, nearly, needle, need, neighbor, neither, newspaper, next, nice, nor, nose, not, nothing, notice

O

Observation, of, off, offer, office, oil, old, on, only, open, operation, opposite, opinion, other, or, orange, order, organization, ornament, out, oven, over, owner, obey, object, ocean, often, one, our, own, outside

P

Page, pain, paint, paper, parallel, parcel, part, past, paste, payment, peace, pen, pencil, person, physical, picture, pig, pin, pipe, place, plane, plate, play, please, pleasure, plough, pocket, point, poison, polish, political, poor, porter, position, possible, pot, potato, powder, power, present, price, print, prison, private, probable, process, produce, profit, property, prose, protest, public, put, pull, pump, punishment, purpose, push

Q

Quality, question, quick, quiet, quite, queen

R

Rail, rain, range, rat, rate, ray, reaction, reading, ready, reason, receipt, record, red, regret, regular, relation, religion, representative, request, respect, responsible, rest, reward, rhythm, rice, right, ring, river, road, rod, roll, roof, room, root, rough, round, rub, rule, run

S

Sad, safe, sail, salt, same, sand, say, scale, school, science, screw, sea, seat, second, secret, secretary, see, seed, seem, selection, self, send, sense, separate, serious, servant, shade, shake, shame, sharp, sheep, shelf, ship, shock, shoe, short, shut, side, sign, silk, silver, simple, sister, size, skin skirt, sky, sleep, slip, slope, slow, small, smash, smell, smoke, smooth, snake, sneeze, snow, so, soap, society, sock, soft, solid, some, son, song, sort, sound, south, soup, space, spade, special, sponge, spoon, spring, square, stage, stamp, star, start, statement, station, steam, stem, steel, step, stick, sticky, stiff, still, stocking, stomach, stone, stop, store, story, straight, strange, street, stretch, strong, structure, substance, such, sudden, sugar, suggestion, summer, sun, support, surprise, sweet, swim, system

T

Table, tail, take, talk, tall, taste, tax, teaching, tendency, test, than, that, the, then, theory, there, thick, thin, thing, this, though, thought, thread, throat, through, thumb, thunder, ticket, tight, till, time, tin, tired, to, toe, together, tomorrow, tongue, tooth, top, touch, town, trade, train, transport, tray, tree, trick, trouble, trousers, true, turn, twist

U

Umbrella, under, unit, up, use, university, union, uniform, united, ugly, understanding, unknown, upon, upright, uplift, undo, undertake, used

V

Value, verse, very, vessel, view, violent, voice, vote, vegetable, valve, volt, victory, volume vitamin

W

Waiting, walk, wall, war, warm, wash, waste, watch, wave, wax, way, weather, week, weight, well, west, wet, wheel, when, where, while, whip, whistle, white, who, why, wide, will, wind, window, wine, wing, winter, wire, wise, with, woman, wood, wool, word, work, worm, wound, writing, wrong

X, Y, Z

X-ray, x-max, year, yellow, yes, yesterday, you, young, zoo, zoology, zinc, zeal, zip, zebra

VOCABULARY EXPANSION**1. WORD - BUILDING**

a) Replace the first letter by another letter and make new words.

The first word is done for you

Park bark dark

Give _____

Tub _____

Hook _____

Letter _____

Rest _____

Went _____

Fill _____

Soon _____

Tell _____

b) Make as many words as you can from this word

1. Apartment

2. Interested

3. Noticed

4. Nest

5. Down

c) Word - meaning

1. Heed: _____

a. Hear b. Listen c. Care

2. Succeed: _____

a. Victory b. Win c. Kind

3. Prevail: _____

a. Jump b. Happy c. Get victory

4. Watch: _____

a. Observe b. Careful c. Patience

5. Creature: _____

a. Human being b. Birds c. Living being

d) SYNONYMS

Pick the right word from the given list to fill the blank

1. The sea is like this. _____
2. We should wash them often. _____
3. We have to brush them twice. _____
4. We feel happy to do this with our friends. _____
5. Every night we need this. _____

(sleep, deep, creep, feet, meet, teeth)

e) ANTONYMS

Write the phrases in the box using opposites of the underlined words:

1. A big house
2. A good friend
3. A long journey
4. A happy man
5. A foolish man

f) ACTION WORDS (action words in English take “r” or “er” to refer to the doer of those actions)

1. Hunt hunter
2. Teach
3. Sell
4. Train
5. buy

g) WORD MAPPING

1. Family
2. Transport
3. School
4. Relation
5. Furniture

h) PLACE THE FOLLOWING UNDER THE RIGHT HEADINGS:

Light, garden, obedience, stables, kindness, trees, loyalty, snowfall, chandeliers, throne, pearls, foolishness, humanity, mountains, diamonds

- | | | |
|----------|--------------|-----------|
| 1. Royal | 2. Character | 3. Nature |
|----------|--------------|-----------|

_____	_____	_____
_____	_____	_____
_____	_____	_____

i) Complete the family:

- | | | |
|---------|-------------|-----------|
| Male | female | offspring |
| Drake | duck | duckling |
| Tiger | _____ | _____ |
| Peacock | _____ | _____ |
| _____ | cow | _____ |
| _____ | _____puppy | |
| _____ | _____piglet | |

IV - IDIOMS

1. a fish out of water

in an awkward or uncomfortable situation

- I stopped going to German evening classes. I was the only man there and I felt like a fish out of water.

- It was his first time in a big city and he felt like a fish out of water.

2. a controversial topic

- The government decided not to try and ban public smoking - it was too much of a hotpotato.

- I wouldn't dream of discussing religion or politics with someone I met at a party - they are very hot potatoes.

3. a leading light

an important person or organization

- She's a leading light in the animal rights movement.

- I'm no leading light, but I do have an opinion and I think you should listen to it.

4. a long shot ,a small chance; little chance

- I know it's a long shot, but maybe your father will lend you the money.

- He knew it was a long shot that he would find a shop open at that time of night, but he drove around looking for one anyway.

If you shoot at a target from a long distance you have little chance of hitting it.

4. a piece of cake

- Do you think you can do it? - Yeah, it will be a piece of cake.

- I thought I'd have problems but it turned out to be a piece of cake.

6. a tough nut

a difficult problem or person

- She's a tough nut. If she doesn't want to do something, nothing you can say will make her change her mind.

- It's a tough nut to crack but if we all work together I think we can be successful.

The expression is often used with the concluding words to crack.

7. at sea

confused

- I'm still completely at sea in my new job. Nobody has time to explain what I should do.

- I had to help him set up his new mobile phone. He's at sea with anything technical.

You can also say all at sea.

8. at your fingertips

Information or facts that you know and can tell others quickly and easily

- No, I don't have the details at my fingertips, but you can look it up on the internet.

- If you need to know anything about computers, ask Judy. She's got all the information at her fingertips.

- I have everything at my fingertips and to obtain class notes I simply hit 'print'.

- Having all this information at my fingertips means I don't have to go back to the email or website to review it when I'm deciding whether or not to attend school.

9. behind the scenes

privately; away from the public eye

- The government finally announced their decision after months of discussions behind the scenes.

- One day we may know what went on behind the scenes in the decision to go to war in Iraq.

10. in a nutshell

in brief; to say it in a short way

- To put it in a nutshell: I don't want to go and I won't go.

- We've got to save money or the business will go bankrupt. That's it in a nutshell.

The shell of a nut is a small object into which not very much will fit.

11. in the nick of time

at the last possible moment

- I got there in the nick of time. The chemist was just locking up.

- She turned in her work in the nick of time. One day later and she would have failed the course.

12. not your cup of tea

you are not interested in it or don't enjoy it

- Sorry, sport is just not my cup of tea.

- I've never understood the fascination of computer games. Sitting in front of the screen for hours on end is certainly not my cup of tea.

13. on paper

in theory (but not necessarily in practice)

- It seems like a good idea on paper. But I don't think it's going to make us any money.

- He looks good on paper, but does he have any experience in this kind of work?

14. to bite your tongue

to not say what you would really like to say; to keep quiet

- I had to bite my tongue when he said he how worried he was. He's such a liar!

- You'll have to learn to bite your tongue. You can't just go shouting at the teachers every time they say something that annoys you.

- I have had to bite my tongue on so many occasions that I'm surprised it's still in my mouth at all!

- She bit her tongue rather than get right in his face and scream, "Why didn't you say so?"

15. to blow hot and cold

to keep changing your mind or opinion about something

- She's been blowing hot and cold about the idea for the last 3 months. I wish she would just make up her mind.

- The Press has been blowing hot and cold on the new president. They don't yet know what to think of him.

- I'm blowing hot and cold with it. Yesterday morning I hated it, then I loved it and now I'm just ambivalent about it.

- He blew hot and cold on network news, helping to found and develop it, but willing to cast much of that work aside to avoid controversy.

V - PHRASAL VERBS

1. ask around - To ask the same question from many people
2. blow up - To explode
3. break down - To stop functioning (usually for vehicle, machine, etc.)
4. calm down - relax after being angry
5. come forward - To support/ to take an initiative
6. cut into - To interrupt in between something or someone
7. find out - To search/discover
8. get back - To return
9. go ahead - To proceed/start/initiate something
10. put something off - To postpone
11. make out - claim, manage to see, understand
12. make of - think
13. bring down - lower
14. brought up - raise
15. take after - resemble
16. take back - withdraw
17. set aside - ignore, reserve
18. set up - establish
19. put up with - tolerate
20. put out - extinguish

ACTIVITIES

- Spell bee
- One minute word game
- Memory game

- Rapid fire
- Missing letters
- Filling the gaps
- Usage of words
- Build substitution table using the words
- Construct sentence using the list
- Cross word puzzle

USAGE OF DICTIONARY

- Pick words from daily and find meaning and usage of words
- Ask the student to write the different usage of words
- Facilitate the learner to learn the correct pronunciation and spelling of the word

SECOND LEVEL – EVERY DAY EXPRESSION BANK

1. Greeting and taking leave:

- Hi, how are you?
- Hello! What a lovely surprise!
- Hello! It's nice meeting you again.
- Hi! It's great to see you too.
- How're you and where have you been?
- Just fine, thanks. How're things with you?
- Everything's okay. Thanks
- Wish I could have stayed longer, but i must run.
- Sure, see you sometime. Bye, bye!
- Good bye/see you/ so long/ till we meet again, bye!

2. Enquiring/making requests for help, to seek directions:

- Excuse me, could you help me please?
- At what time will the show start?
- Is there a medical store close by?
- Can you tell me the departure time of the bus?
- Could I ask a favour of you?
- I'm sorry to trouble you, but I need your help.
- Would you mind helping me with this, please?
- Certainly, I shall be glad to help.
- Of course, by all means.
- Sure. I'd be glad to help.
- Thank you/thank you very much/ thanks a lot.
- You're most welcome.

3. Complaining:

- I regret to bring to your notice that some of the items supplied have been slightly damaged.
- I'm sorry to say this, but your music is too loud.
- I'm sorry to trouble you, but there's a problem i'd like to speak to you about.

- It would help if you have the leaking pipe repaired.
- That's very kind of you.
- I hope you didn't mind.
- I have a complaint to make.
- My new washing machine is not working.
- Your dealer has not responded to my calls.
- I'd like to have the piece replaced.
- Thank you for being so understanding and helpful.
- I'm afraid I have to make a complaint about the computer I bought last week.

4. Offer suggestions, to advise or to persuade:

- Stop using polythene bags immediately.
- Let's stop now.
- Why don't we stop now?
- If I were you, I'd stop now.
- I suggest you repeat these expressions twice each.
- I really advise you to repeat these expressions several times.
- I think you should repeat these expressions as often as you can.
- Let's repeat these expressions for practice.
- Why don't you try repeating these expressions?
- Could I persuade you to repeat these expressions as many times as possible?

5. Congratulate on an achievement, to express sympathy and to offer condolences:

- Congratulations!
- We are proud of you!
- You really deserve this honour.
- Very well done! Keep it up!
- I'm sorry about what happened.
- You mustn't let this depress you.
- I'm sure this won't happen again.
- I've no doubt that you'll do much better next time.
- I just got the sad news. This must be a terrible blow to all of you.
- It is a great loss indeed.
- You must be brave.
- Remember that we are all with you.

6. To extend invitations and also to accept and decline them:

- There's some good news.
- I'm so happy to hear that.
- I'll be happy if you and your family could come.

- Are you free tomorrow evening?
- Why don't you join us at a get-together?
- Thank you for the invitation. We'll certainly come.
- I'm afraid I'll not be able to come.
- It'll be a pleasure.
- Oh, sure I'd love to come!
- Thank you for inviting me. I wish I could have come.
- What a pity I won't be able to come!
- Thank you so much. We look forward to see you
- Thanks for saying yes. Be there on time.
- We'll all miss you.

7. Making apologies and responding to them:

- I must apologize for...
- I'm terribly sorry about...
- Please accept my sincere apologies.
- I hope you'll excuse me.
- Please forgive me.
- I'm so sorry.
- It won't happen again, I promise.
- I'm really ashamed of myself.
- It's quite all right.
- I really hope it won't happen again.
- No need to feel so bad about it. These things happen.

8. Introduce yourself:

- Good morning!/ Hello! My name is....
- Good morning!/ Hi! I'm....
- I have just joined...
- I have just moved in to...
- I'm from...
- I work for...

9. Asking people's opinions and giving opinions to others:

- I don't think it's possible.
- I'd say...
- I think.../ I feel.../ I believe...
- In my mind.../ In my opinion.../ In my view.../ It seems to me...
- I'm convinced....
- What would you say about...?
- What do you think of...?
- What is your opinion of...?
- What are your views on/about...?
- Are you in favour of...?

10. Asking and giving directions:

- **How do I get to...?**
- What is the best way to...?
- Where is...?
- Go straight on (until you come to....)
- Turn back/go back
- Turn left/right
- Go along....
- Cross....across
- Take the first/second road on the left/right
- It's on the left/right
- Straight on
- Opposite (it's opposite to the book store)
- Near (it's near the temple)
- Next to (next to the bus station)
- Between (between the post office and the bank)
- At the end (of)
- On/at the corner (it's on the corner of the fourth lane)
- Behind
- In front of
- Crossroads, junction

11. Ask or give opinions

- What do you think/feel about
- What are your feelings/ views about.....?
- What's your opinion/reaction/view.....?
- How would you react to
- Could I know your reaction to
- I feel/believe/think....
- As I see it,....
- In my opinion/view
- It seems to me
- As far as I'm concerned
- I'd like to say
- Don't you think.....?
- From my point of view
- To my mind
- The way I see it,.....
- If you ask me, I'd say
- I consider
- I'm of the opinion/view
- I hold the view/opinion
- I personally think
- To be honest/frank, I think

12. Ask or express one's preference

- Do you prefer.....or.....?
- Which would you have/prefer.....?
- Would you like/prefer.....?
- Perhaps you'd like/prefer/have.....?
- Which appeals more to you.....or.....?
- I'd prefer
- I'd rather have.....than.....
- I like/enjoy.....better than.....
- My choice/preference would be.....
- If you don't mind, I'd
- It would be better perhaps if.....

I- GREETINGS

Greetings are an essential part of our social interaction. They create a pleasant atmosphere and make our activities go on smoothly.

a) Very formal: used to greet highly placed persons, seniors at workplace and people in authority. Eg : Good morning, Sir

b) Slightly formal: used in a mixed group of known and unknown persons. Eg: Good evening, everybody

c) Informal and polite: used for equals who are not very close. Eg: Hello! Good to see you again.

d) Very informal: used between friends and very close persons. Eg: Hai Raghu, how are you?; Hello, Gita, how about you? ; Hai, everyone.

e) Blunt : not desirable to use, as it sounds rude. Used only to show disgust, contempt or anger. The meaning depends on the tone, here. Eg: Hi, what brings you here? Hi, why are you here?

Note: 1. The time is an important factor in greetings, say:

Good morning until about lunch time, 1 p.m.

Good afternoon till teatime, 5p.m.

Good evening till about 9p.m.

Good night while taking leave in the night or just before going to sleep.

Don't say "good morning" even if you see the person for the first time in the evening. Say "good evening".

Don't say "good night" if you meet a person at 8p.m. "Good night" is a leave taking expression.

1. Some people wrongly use the word "wish" for "greetings", as follows:

When I saw him, I wished him.

But "wish" is different; you wish something to happen as shown in the following sentence:

When I met him, I wished him good luck as he was going to attend an interview.

MODEL CONVERSATION

Good morning, Mr. Raghu, How are you?

Very well thank you, how are you?

Oh, fine, thanks.

II- INTRODUCTION

In our everyday life we come across a situation where we introduce our self to others or need to introduce two persons to each other

1. Very formal: used to introduce persons in authority or elderly people.
2. Slightly formal: used between acquaintances
3. Informal: used between friends and close relations.

A) Introducing two persons to each other

May I introduce Mr. Ravi to you?	This is Mr. Suresh
This is Mr. Praveen	This is Mr. Pranay
Please meet Mrs. Rani	This is Mrs. Geetha
Have you met Radha?	Radha, this is my friend Sarika

Note: the people who meet for the first time would say "how do you do", and the answer for "how do you do" is "how do you do".

B) Introducing guest to the audience

Ladies and Gentlemen, Professor Ram.

Ladies and Gentlemen, I've great pleasure in introducing our guest speaker Mr. Ram

C) Introducing oneself

May I introduce myself? My name is

Let me introduce myself, I am Sekhar

Hello! I'm Prem. How do you do? I'm Sangeetha

III- AGREEMENT AND DISAGREEMENT

Agreement can be readily expressed but disagreement should be expressed tactfully. One should not sound rude or abrupt. In expressing agreement or disagreement one states an opinion and not a fact

1. Agreement with positive statements

Children like chocolates. Of course, they do

It's very hot today Yes, it is.

2. Agreement with negative statements

The apples aren't good. No, they aren't

Ravi doesn't like coffee No, he doesn't

3. Disagreement with positive statements

Raghu can swim No, he can't

You are joking. Oh, no, I'm not

- Regulate the flow of communication, for example by signaling to others that they have finished speaking or wish to say something.

Non-verbal communications include facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (Proxemics).

The types of interpersonal communication that are not expressed verbally are called non-verbal communications. These include:

- Body Movements (Kinesics)
- Posture
- Eye Contact
- Para-language
- Closeness or Personal Space (Proxemics)
- Facial Expressions
- Appearance

Common nonverbal expressions used in day to day life and the meaning they symbolize

Gesture	Meaning
• Nodding the head up and down	- yes
• Shaking the head side to side	- no
• Scratching the head	-thinking or confused
• Direct eye contact	- shows attentiveness
• Tilting the head	- listening
• Winking with one eye	- sharing a secret
• Eyebrow flash (raising the eyebrows)	-surprise or astonishment
• Rolling the eyes	-amazement/incredulity
• Cupping the ear	-I can't hear you
• Holding the nose with thumb and Forefinger	- a bad smell
• Thumbs up	-approval
• Spitting	-rude, crude, insulting
• Yawning	-tiredness or boredom
• Stroking chin, tapping the head with Forefinger	-contemplation, I am thinking
• Shaking hands	- greeting
• Making a circle with thumb and forefinger-	ok
• Holding the index and middle fingers upright-	victory or peace
• Rubbing the hands together	- it's cold
• Patting the stomach with the hands	- I am hungry

- Taking the hand and making circle motion
Over the stomach - I am full (after eating)
- Folding arms - defensive,
- Shaking the fist - anger,
- resentment • Rubbing the thumb and forefinger together-asking for money
- Crossing the fingers - good luck
- Extending the hand with the index finger - pointing
- Extending the hand outward, palm down, fingers spread, and then bobbing the whole hand up and down - waving goodbye
- Using the hand motion over the throat - I am thirsty
- Turning up of the nose - dislike, rejection
- Frowning - displeasure
- Eyes wide open and lips tightly closed - aggression
- Eyes downcast with the face turned away - disinterest in a deal
- A relaxed mouth, a smile and a projected Chin - interest
- Blank face - emotionless face
- Crossed arms - defensive posture
- Clenched hands and frustration - feeling of tension
- Hand covering the mouth - lying or trying to hide a feeling
- Putting something in the mouth - nervousness, anxiety or decision
- Scratching the neck below the ear lobe - uncertainty
- Hands at the back of the head - confidence, dominance
- Crossed legs - defensive attitude
- Rubbing the eyes - trying to deceive or in doubt

FOR CLASSES VI AND VII

I – VOCABULARY

A

a, about, above, across, act, active, activity, add, afraid, after, again, age, ago, agree, air, all, alone, along, already, always, am, amount, an, and, angry, another, answer, any, anyone, anything, anytime, appear, apple, are, area, arm army, around, arrive, art, as, ask, at, attack, aunt, autumn, away

B

Baby, back, bad, bag, ball, bank, base, basket, bath, be, bean, beautiful, bed, bedroom, beer, before, begin, behave, behind, bell, below, besides, best, better, between, big, bird, birthday, bit, bite, black, bleed, block, blood, blow, blue, board, boat, body, boil, bone, book, border, born, borrow, both, bottle, bottom, bowl, box, boy, branch, brave, bread, break, breakfast, breathe, bridge, bright, bring, brother, brown, brush, build, burn, bus, business, busy, but, buy, by

C

Cake, call, can, candle, cap, car, card, care, careful, careless, carry, case, cat, catch, central, century, certain, chair, chance, change, chase, cheap, cheese, chicken, child, children, chocolate, choice, choose, circle, city, class, clean, clear, clever, climb, clock, close, cloth, clothes, cloud, cloudy, coat, coffee, coin, city, cold, collect, colour, comb, come, comfortable, common, compare, complete, computer, condition, contain, continue, control, cook, cool, copper, corn, corner, correct, cost, count, country, course, cover, crash, cross, cry, cup, cupboard, cut

D

Dance, dangerous, dark, daughter, day, dead, decide, decrease, deep, deer, depend, desk, destroy, develop, die, different, difficult, dinner, direction, dirty, discover, dish, do, dog, doo, double, down, draw, dream, dress, drink, drive, drop, dry, duck, dust, duty

E

Each, ear, early, earn, earth, east, easy, eat, education, effect, egg, eight, either, electric, elephant, else, empty, end, enemy, enjoy, enough, enter, entrance, equal, escape, even, evening, event, ever, every, everybody, everyone, exact, examination, example, except, excited, exercise, expect, expensive, explain, extremely, eye

F

Face, fact, fail, fall, false, family, famous, far, farm, fast, fat, father, fault, fear, feed, feel, female, fever, few, fight, fill, film, find, fine, finger, finish, fire, first, fit, five, fix, flag, flat, float, floor, flour, flower, fly, fold, food, fool, foot, football, for, force, foreign, forest, forget, forgive, fork, form, four, fox, free, freedom, freeze, fresh, friend, friendly, from, front, fruit, full, fun, funny, furniture, further, future

G

Game, garden, gate, general, gentleman, get, gift, give, glad, glass, go, goat, god, gold, good, goodbye, grandfather, grandmother, grass, grave, great, green, grey, ground, group, grow, gun

H

hair, half, hall, hammer, hand, happen, happy, hard, had, hat, hate, have, he, head, healthy, hear, heart, heaven, heavy, height, hello, help, hen, herr, here, hers, hide, hill, him, his, hit, hobby, hold, hole, holiday, home, hope,

horse, hospital, hot, hotel, hour, house, how, hundred, hungry, hurry, hurt, husband

I

I, ice, idea, if, important, in, increase, inside, into, introduce, invent, invite, iron, is, island, it, its

J

Jelly, job, join, juice, jump, just, joke, jug, judge

K

Keep, key, kill, kind, king, kitchen, knee, knife, knock, know

L

Ladder, lady, lamp, land, large, last, late, lately, laugh, lazy, lead, leaf, letter, leaf, learn, leave, like, look, left, leg, lend, length, less, lesson, let, library, lie, life, light, lion, lip, list, listen, little, live, lock, lonely, long, lock, lot, lose, love, low, lower, luck

M

Machine, main, make, male, man, many, map, mark, market, marry, matter, may, me, meal, mean, measure, meat, medicine, meet, member, mention, method, middle, milk, million, mind, minute, miss, mistake, monkey mix, model, modern, moment, money, month, moon, more, most, much, morning, most, mother, mountain, mouth, move, music, must, my

N

Name, narrow, nation, nature, near, nearly, neck, need, needle, neighbour, neither, net, never, new, news, newspaper, next, nice, night, nine, no, noble, noise, none, nor, north, nose, not, nothing, notice, now, number

O

Obey, object, ocean, of, off, offer, office, often, over, oil, old, on, one, only, open, opposite, or, orange, order, other, our, out, own, outside

P

Pen, pin, pot, pet, pencil, page, pain, paper, parallel, parcel, part, past, paste, payment, peace, person, physical, picture, pig, pipe, place, plane, plant, plate, play, please, pleasure, plough, pocket, point, power, polish, poor, porter, position, possible, potato, powder, power, present, push, put, pull, profit, print, price, pump, public

Q

Quality, question, quick, quite, queen

R

Rail, rain, range, rat, ray, reaction, red, reading, ready, reason, record, regular, relation, religion, road, rod, roll, roof, room, root, river, right, rice, rest, reward, run, round, rub, rule, rich, rise, rust, rent, repair, rich, rude, root, respect, ring, real, radio, race, real

S

Sad, safe, sail, salt, same, sand, say, scale, school, science, scissors, screw, sea, seat, second, see, seed, selection, self, send, seem, sense, separate,

shade, servant, shake, shame, sharp, sheep, shelf, ship, shirt, shock, shoe, short, shut, side, sign, silk, silver, simple, sister, size, skin, skirt, sky, sleep, slope, shut, side, sign, silk, silver, simple, sister, size, skin, sky, sleep, south, space, special, spoon spring, stage, stamp, star, store, story, steel, steam, step, stick, still, stomach, stone, sugar, suggestion, summer, sun support, surprise, sweet, swim, system, sudden, such, stamp, slope, stage, substance

T

Table, tail, take, talk, tall, taste, tax, teaching, test, then, that, the, then, there, thick, thin, thing, this, though, thread, throat, thumb, ticket, tight, till, time, tin, to, toe, together, tomorrow, tongue, tooth, top, touch, town, trade, train, transport, tray, tree, trick, true, turn, twist, touch

U

Umbrella, under, unit, up, use, ugly, understanding, unknown, upon, upright, uplift, undo, undertake, upright, used

V

Value, verse, very, vessel, view, voice, violent, vote, vegetable, valve, volt, victory, volume, vitamin

W

Walk, wall, war, warm, wash, waste, watch, water, wave, wax, way, week, weight, well, west, wet, wheel, when, where, while, whip, white, who, why, wide, will, wind, window, wine, wing, winter, wire, wise, with, woman, wood, wool, word, work, wound, wrong, Wednesday, welcome, without, woodwork

X, Y, Z

x-ray, x-max, year, yellow, yes, yesterday, you, young, yawn, yourself, yearbook, zebra, zinc, zoology, zip, zoo

IDIOMS/PHRASES:

A bed of roses – comfortable

Apple of one's eye – something very dear

Cut both ways – harm both parties

One's cup of tea – an act of likeness

A black sheep – a disgraceful person

Once in a blue moon – rare

Come off with flying colours – victoriously

Face the music – to face consequences of one's action

Achilles heel – weak point

Behind one's back - in one's absence

Every dog has his day – everyone will get his chance

To give up – to stop doing or having something

Rush into – to enter hastily

Rome was not built in a day – nothing great can be achieved within very short time

Moving earth and heaven – doing everything that is possible to achieve something

II- USAGE OF DICTIONARY

- Pick words from daily and their meaning and usage
- Learn correct spelling and pronunciation

ACTIVITY

- Word building
- One minute word game
- Spell bee
- Memory game
- Word mapping

II – Every day Expressions

1. Greetings and farewells

- Good morning /evening
- Hello / Hi guys!
- How do you do?
- Goodbye
- Bye, have a nice day
- Enjoy your day
- See you tomorrow
- Take care

2. Spontaneous reactions

- Thank you
- Thank you / you're welcome
- Bless you!
- Congratulations
- Do you feel well?
- Do you have the hiccups? a headache, stomach ache, a cold, the flu,...
- Sorry (apologize)
- Sorry? (Say it again)

3. Getting their attention

- Listen... Look...
- Pay attention...
- So now, listen to...
- Excuse me...
- Watch out!
- I have a question for you
- What's up?

4. Telling them to do something

- Take out your notebook/text book/pen
- Write down the following sentence
- Repeat after me...

- Can you repeat, please?
- Please, open your notebook.
- Check your answers...
- Work in groups. Work in pairs
- Get together in groups of four
- Go to the board
- Raise your hand to answer.
- Read something aloud
- Stand up / sit down
- Speak louder, please
- Speak more slowly
- Shut up!
- Stop interrupting/ Don't interrupt
- Memorize
- Can you spell it? / How do you spell it?
- Hold your horses!!

5. Encouraging expressions

- Right! / you're right
- Well done! / Very well! / Good
- Good job / Great job
- Excellent
- Fabulous
- That's fine
- Brilliant
- Go on
- Let's continue
- Go ahead

6. Organizing contents, time and places

- Let's start our class.
- Today, we are going to...
- First.... and then / next ...
- From the beginning of the page...
- We are going to review the homework
- Any questions so far?
- Volunteers, please!
- I'm going to check/count if you're all in the classroom.
- Who is not here? (checking roll)
- What date is it today?
- What's the date today?

7. Showing sympathy

- Make it simpler
- Make it easier.
- Try again

- Once more / once again
- Say it again...
- Don't get it, can you repeat, please?
- What do you mean with.....?
- It's the other way round
- Use your brains
- Relax!

8. Checking their understanding

- Do you understand me?
- Is it clear?
- What does (word) mean?
- What's the meaning of... ?
- Is this right? / Is this ok?
- May I ask... ?
- How do you say.... in English?
- Tell me the difference between A and B
- Are you ready?
- Finish?
- Any questions so far?
- Who knows the answer?
- What else?
- Does it ring a bell?

ACTIVITIES

- Role play/situational dialogue
- Jams