

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela



केन्द्रीय विद्यालय संगठन नई दिल्ली

Kendriya Vidyalaya Sangathan
New Delhi

हिन्दी
सुनना कथन
बोलना श्रवण
लेखन वाचन
लिखना व्याकरण
लय पढ़ना वर्तनी
सूचनात्मक लेखन
पद्यभंडार



प्रधानाध्यापक हेतु

‘10 दिवसीय सेवाकालीन प्रशिक्षण शिविर’- द्वितीय सत्र

24 दिसम्बर 2016 से 02 जनवरी 2017 तक

10 - Day In-service course for HMs – Spell II

24th December 2016 to 2nd January 2017

आंचलिक शिक्षा एवं प्रशिक्षण संस्थान मुंबई

Zonal Institute of Education & Training Mumbai

Education is what remains after one has forgotten what one has learned in school.

Albert Einstein

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education. Martin Luther King, Jr.

Tell me and I forget. Teach me and I remember. Involve me and I learn. - Benjamin Franklin

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GALLERY



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COURSE DIRECTOR'S MESSAGE

The second spell of the 21 day in-service course for Headmasters was like meeting old friends. All the participants of the first spell turned up along with six friends from the Atomic Energy Central Schools. We also got an unexpected entrant from the ZIET Mysore group.

The main focus of this spell was on preparing detailed lesson plans which could act as a guide for new entrants into the field of teaching. Along with general objectives, specific objectives as well as necessary work sheets and teaching aids were listed out. The participants were asked to discuss their lesson plan and take suggestions from the Resource Persons as well as their fellow participants.



The second highlight of the second spell was the Action Research papers submitted by the participants. Of course much more planning, discussion and detailing is required to make researchers out of teachers. But it was gratifying to see that all had put in efforts and done something original, focusing on the needs of the students or that of their schools. In some cases the Action Research was taken up with the team spirit of a Project. The Principal, the other teachers and many students chipped in with their contributions.

Sessions were conducted on current issues like the POCSO Act, Gender Sensitization, Corporal Punishment and Safe Schools. The difference between Action Research and Project Based Learning was also discussed. The headmasters were given an awareness session on First Aid too.

My request to the headmasters and through them to the teachers of the Primary, is to plan lessons meticulously, bring in the outside world to the class through socially relevant projects and activities and to encourage and build up an atmosphere of enquiry and enthusiasm among all so that education in the true sense will flourish within the walls of our Vidyalyayas.

Remember the future of the world is in our hands, literally and figuratively. So join hands and work towards achieving the goal of enthusiastic, enlightened and exemplary citizens of the future who have not only an intellect but also a heart and a soul.

Wishing you all the very best in your careers as (wo)man-makers.

USHA ASWATH IYER

COURSE DIRECTOR

KVS ZIET MUMBAI

Words from Associate Director.....

I feel very proud and elated at the accomplishment of the second spell of In-service course for Head Masters. It has been a truly enriching experience not only for the participating HMs but also resource persons as well as me as an Associate Director.



Being HM is a pivotal task as you have to play multiple roles. You are a teacher, a guide, a motivator as well as an administrator. Therefore all HMs are gems of multifaceted qualities who need to sharpen themselves to retain their glow & remain alive to the demands of society by putting in their best efforts.

As the 2nd spell of this course comprising 10 wonderful days concludes, I am confident that everybody has benefitted a lot from it & in turn you will let others benefit from your experiences. I owe my sincere thanks to Hon'ble Usha A Iyer, Director, ZIET, Mumbai for taking me aboard on this 10 day memorable journey and would also like to congratulate all resource persons & participants for making this programme remarkably successful.

**Deepak Ahire
Vice Principal
&
Associate Course Director**

सूची / Index

| Sl.No. | Content | Page No. |
|--------|-------------------------------------------------------------------------------------------------------------------------------|----------|
| 01. | प्रतिभागियों की सूची / List of Participants & Contact details | क |
| 02. | समय सारणी / Time Table | ड |
| 03. | समूह / Groups | च |
| 04. | प्रतिवेदन / Day wise Report | 01 |
| 05. | Art Of Questioning Course Director: Ms.Usha Aswath Iyer | 07 |
| 06. | Corporal Punishment Asso.Course Director Mr. Deepak Ahire , VP KV Devalali, | 13 |
| 07. | Leave Rules, Asso.Course Director Mr. Deepak Ahire , VP KV Devalali, | 17 |
| 08. | Designing Learning Activities in EVS R.Jayalakshmi , HM & Faculty, ZIET Mumbai | 20 |
| 09. | Specific Objectives in EVS Theme wise and Class wise: R.Jayalakshmi , RP & faculty ZIET Mumbai | 29 |
| 10. | Designing Activities in English & Mathematics | 35 |
| 11. | Assertive Communication: Ms. Mitali Rudra | 41 |
| 12. | Nonverbal Communication - Body Language Ms.Mitali Rudra | 45 |
| 13. | POCSO by Dr. Nayreen Daruwalla , Program Director, Program on Prevention of Violence against Women and Children, | 53 |
| 14. | हिंदी में शिक्षण गतिविधियों की रूप रखा श्रीमती अंजली ताम्हनकर प्राथमिक शिक्षिका के. वि. भांडुप | 60 |
| 15. | स्वरचित बाल योग्य कविताएँ श्रीमती अंजली ताम्हनकर प्राथमिक शिक्षिका के. वि. भांडुप | 62 |

| | | |
|-----|----------------------------------------------------------------------------------------------------------------------------|-----|
| 16. | GENDER SENSITIZATION Compiled by: Mrs. Radha Subramanian , PGT Biology ZIET Mumbai | 70 |
| 17. | Identifying the Research Topic and Focusing the Question, Prepared by M.GOPALA REDDY P.G.T (PHY) ZIET, MUMBAI | 72 |
| 18. | INCOME TAX ON SALARIED PERSONS by S.K. Singhal , PGT Commerce ,ZIET Mumbai | 80 |
| 19. | Safe Schools, by S.K. Singhal , PGT Commerce ,ZIET Mumbai | 88 |
| 20. | Sample Lesson Plans by Participants | 96 |
| 21. | Few Samples of Action Research Papers | 254 |
| 22. | Specific Objectives in Mathematics Theme wise and Class wise: R.Jayalakshmi, RP & Faculty, ZIET Mumbai | 305 |
| 23. | Mid – test & Post – test Question Papers | 314 |
| 24. | Photo Gallery – Sessions of Guest Artists, KVS Lecturers & In- House Faculty | 320 |

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Time Table
24 DECEMBER 2016 to 2 JAN 2017

| | | | Session-1 | | Session-2 | | Session-3 | | Session- 4 |
|-----|-------------|------------------------------------------|--------------------------------------------------|-----------|-----------------------------------------------|-------------|----------------------------------------------|-----------|------------------|
| Day | | 9.00-9.30 | 9.30-11.00Hrs | 15 min | 11.15-12.45Hrs | 1 Hr | 13.45-15.00 Hrs | 15 min | 15.15 TO 17.30 |
| 1 | 24 DEC 2016 | Registration / Inauguration/ICE-BREAKING | | Tea Break | ART OF QUESTIONING-UAI (CD) | Lunch Break | COMMUNICATION SKILLS –GL-1 (Ms Mitali Rudra) | Tea Break | LESSON PLANNING |
| 2 | 25 DEC 2016 | Prayer / Report | DESIGNING ACTIVITIES-ENGLISH-(H CHHURA-HM) | | STRESS MANAGEMENT & YOGA-GL-MR SINGH | | LESSON PLANNING | | LESSON PLANNING |
| 3 | 26 DEC 2016 | Prayer / Report | DESIGNING ACTIVITIES – EVS (R JAYALAKSHMI-HM) | | GENDER SENSITISATION – RADHA S-PGT BIO | | ICT | | LESSON PLANNING |
| 4 | 27 DEC 2016 | Prayer / Report | READING-GL2 – (A DIDI) | | COMMUNICATION SKILLS – GL-3 (Ms Mitali Rudra) | | SERVICE MATTERS MR.D.Ahire (ACD) | | ICT |
| 5 | 28 DEC 2016 | Prayer / Report | DESIGNING ACTIVITIES – HINDI-A TAMHANKAR, PRT-GL | | MID TEST | | CORPORAL PUNISHMENT-Mr D Ahire (ACD) | | ICT |
| 6 | 29 DEC 2016 | Prayer / Report | EDUCATIONAL TOUR | | EDUCATIONAL TOUR | | EDUCATIONAL TOUR | | EDUCATIONAL TOUR |
| 7 | 30 DEC 2016 | Prayer / Report | DESIGNING ACTIVITIES – MATHS -(H CHHURA-HM) | | DEMO | | DEMO | | DEMO |
| 8 | 31 DEC 2016 | Prayer / Report | READING-GL4 (A DIDI) | | DEMO | | DEMO | | DEMO |
| 9 | 1 JAN 2017 | Prayer / Report | Post TEST | | SAFE SCHOOL – S SINGHAL-PGT COMM | | ACTION RESEARCH-M G REDDY-PGT PHY | | GROUP WORK |
| 10 | 2 JAN 2017 | Prayer / Report | SERVICE MATTERS-INCOME TAX S SINGHAL PGT COMM | | POCSO-GL 5 Ms. Nayreen Dharuwala | | FIRST AID-GL 6 Dr. Ravi Lawankar | | Valedictory |

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| 3 | Mrs.Sunita Tripathi | AFS Thane Shift-1 | Mumbai |
| 4 | Ms.Deepa Upadhyay | Dantewada | Raipur |
| 5 | Mr.Chakradhar Dehury | Jagdapur | Raipur |
| 6 | Mrs. Tulika Mohan Gogoi | Duliajan | Tinsukia |

Group 6 Vega



| | | | |
|---|-----------------------|----------------|----------------------|
| 1 | Smt.Sudha Bedi, HM | 1 STC Jabalpur | Jabalpur |
| 2 | Shri Trilok Chand | No.1, Ajmer | Jaipur |
| 3 | Smt. Champa D. Bhatia | KV AFS Ojhar | Mumbai |
| 4 | Mrs. P.K. Chand | Koraput | Raipur |
| 5 | Mr. D.N. Jarika | Bondamunda | Ranchi |
| 6 | Smt. Usha Vallabhan | AECS-4 | AECS - 4 - Mumbai |
| 7 | Smt. DVS Padmalata | AECS-6 | AECS- Mumbai |

Group 7 Pleiades



| | | | |
|---|------------------------|-----------------|---------------------|
| 1 | Sh. Hem Raj Naval | Ahmedabad Cantt | Ahmedabad |
| 2 | Mr Satender Pal Singh | Hisar Cantt | Gurgaon |
| 3 | Mr.Jajju Singh Bhatia | O.F. Bhandara | Jabalpur |
| 4 | Mrs. Surjit Kaur Makan | CME Pune | Mumbai |
| 5 | Mrs. Maria Ngoruh | Langjing | Silchar |
| 6 | Smt. Sudha.S | AECS | AECS- Mysore |
| 7 | Shri. B.D Joshi | AECS-3 | AECS - 3- Mumbai |

Group 8 Antares



| | | | |
|---|------------------------|----------------|--------------------|
| 1 | Smt. Sapna Singh | CRPF Amerigog | Guwahati |
| 2 | Mr. S K Raju | Sonpur | Patna |
| 3 | Shri B. Pandey | Danapur (SS) | Patna |
| 4 | Mr. Sharad Sahu | Chirimiri | Raipur |
| 5 | Mr. Hari Om Pandey | CRPF Allahabad | Varanasi |
| 6 | Shri. Akhilesh Gujrati | AECS-1 | AECS-1, Tarapur |

Reports:

Day 1 : 24 - 12- 2016

The day started with prayer and lighting of the lamp by our worthy Course Director Ms. Usha Aswath Iyer, Associate Course Director , Mr.Deepak Ahire, Resource persons Ms.Jayalakshmi , Mr.Harman Chhurra and participant representative. There after Ms.R.Jayalakshmi, Resource person conducted an interesting activity to allot groups to the participants. Madam Usha Aswath Iyer, our course director enlightened us with the art of questioning . We were exposed to the nuances of questioning skills.

Post Lunch session by Mrs.Mitali Rudra was an eye-opener to our communication skills when we were exposed to the fact that 7% words, 55% facial directed expressions and 38% pitch of voice affects a person's communication skills. Post tea in the afternoon took us to the world of Period Wise Lesson Planning with well-defined specific learning objectives for that particular activity. Director Madam and our resource person Ms.R.Jayalakshmi guided us to design the same for the lesson/unit chosen by the participants. It was collaborative work in group but individual activity.

Day 2 : 25-12-2016 SIRIUS GROUP

The second day of the 10 day In Service Course of 2nd spell for HM s at ZIET Mumbai started with the morning assembly conducted by Polaris group. The course Director Mrs. Usha Iyer and all other learned resource persons extended their elaborate greetings to the participants on the occasion of Christmas. The Christmas spirits were lifted up when all the participants were bestowed with gifts from Santa Claus.

Mr. Herman Churra, HM and Resource Person, started the day's proceedings with a role play and a worksheet .He proceeded with his topic on Designing Activities in English Language by elaborately discussing Method of Planning, steps required for effective organization and role of a teacher on effective conduct of the activities.

Post Tea break session started with a guest lecture on Yoga and Stress Management by Shri SK Singh. He, in his demo cum practical presentation, vividly explained different kinds of yoga, and how yoga promotes development of physical, mental and spiritual wellbeing.

The post lunch session ended with group activity and all the groups got engaged in preparation of lesson Plan in the computer lab.

Day 3: 26/12/2016

The day began with prayer followed by a number informative and value oriented items presented by Sirius group. The centre of attraction was the skit based on Gender Sensitization appreciated by each and every official present and lauded by the Course director.

Designing of Learning Activities conducted by our resource person, Ms.R.Jayalakshmi showed us the easy, elemental and down to earth method of conducting child centred activity and provided hands on experience to the learner. This was an integrated learning activity with co-operative, collaborative learning experiences. Each and every participating HM had to contribute to this activity. No one was left behind. Every participating HM decided to guide their teachers in a similar fashion.

Post tea in the morning sensitized us towards Gender issues. Smt.Radha Subramanian, PGT Bio & faculty ZIET Mumbai highlighted the discrimination of gender in the present scenario. It is the need of the hour to create awareness among the children & stakeholders to root out such social evils. Charity begins at home. So the school/vidyalaya must shoulder the responsibility to bring about social change.

After Lunch, participating HMs were engaged in preparing the Lesson Plans as per the directives specified. The day came to an end with lots of enthusiastic learning experiences.

Day 4: 27.12.2016

The fourth day of the in-service course for HMs started with the morning assembly by ALPHA CENTAURI group. It was highly appreciated by the Course Director as all the participants who took part with zeal. The news item was highly appreciated as it included a show of the media as well. The morning assembly was followed by lecture by Associate Course Director Mr. Deepak Ahire on SERVICE MATTERS. He appraised us on our service book and leave rules. He emphasised that we must see our updated service book every year at least once. He also made us aware of Dies non. After a short tea break Ms. Mitali Rudra gave a lecture on communication skills laying great stress on being a good listener. She gave tips on anger management and thoroughly explained four types of behaviour. She also stressed if we wish to have good result from a task then we should delegate work as per SMART i.e. specific, measurable, action oriented, realistic and time bound. Post lunch the participants were directed for the ICT and group work. After tea break all the participants assembled for a lecture in teaching of English by Ms. Anupma Diddi. She conducted an activity wherein the participants enacted as timekeeper record keeper and moderator in the learning process. The day came to an end with hopes for good preparation for the mid test planned for today. I wish best of luck to all participants

Day 5: 28.12.2016

The fifth day of the in service course for HMs 2nd spell 2016 -17 started with the morning assembly being conducted by the BETEL GUESE who conducted the same in a befitting manner .The special item conveying the message 'ped bachhao jeevan bachhao' depicted through a PUPPET SHOW was appreciated by one and all. Our Associate Course Director further

stated that the efforts taken and hard work put in for the same by this group and other earlier groups was praiseworthy.

The first session of the day was taken up by Mrs. Anjali Tamhankar, PRT K.V. Bhandup on 'Designing activities for teaching of Hindi '. With her innovative approach and self composed poems, she involved each and every participant very actively.

Grammatical concepts such as kaamvale shabd, naamwaale shabd,kryia, vyaktivaachak sangya, jaativaachak sangya were taught through various interesting and innovative activities.

Thereafter the participants dispersed for a short tea break to assemble again for the MIDTEST.

The MIDTEST was conducted for one hour duration.

Post lunch the participants assembled for a session on a very important and sensitive issue 'CORPORAL PUNISHMENT' by the Associate Course Director Mr. Deepak Ahire. He initiated the class with experiences by participants. Thereafter he laid stress on the fact as to 'Why Corporal Punishment should not be imposed on children'. Moreover we were made aware about the LEGAL GROUNDS and section 17 regarding the Prohibition Of Physical and Mental Harassment To A Child and its Consequences. Further he suggested various ALTERNATES to CORPORAL PUNISHMENT in order to instill discipline among our students .Many positive steps to deal with this issue and dos and don'ts for teachers as well as administrators were discussed with the participants.

Thereafter the participants proceeded for a short tea break which was followed by preparation of lesson plan through ICT .

The day ended on a positive and fruitful note.

Day 6: 29.12.2016

The sixth day of the Second spell In service Course for H.Ms was much awaited and the most eventful one. All the participants were given an opportunity to go on an Educational tour .The participants assembled in the ZIET Building at 8.30 am and proceeded for the tour. Our Resource person Mr. Harman Chura accompanied and guided us through the city.

Our first halt was at the Majestic Gateway of India. The participants enjoyed the grand view of the tranquil Arabian sea waters located in Colaba, built in 1924 which overlooks the playful sea. After a brief stint at the Gateway of India the participants headed towards India's Premier Art and History museum 'Chattrapati Shivaji Maharaj Vastu Sangrahalaya'.The Museum created an awareness and sensitivity towards our culture and heritage.

Perched at the top of the Malabar hills was Pheroze Shah Mehta Gardens, commonly called hanging garden, was our next destination. The participants enjoyed their lunch in the serenity of the lush green garden away from the hustle and bustle of the city. The participants were blessed

by goddess Lakshmi in the Mahalakshmi temple which is one of the most famous temples in Mumbai. Since our belief is alike the participants grabbed the opportunity to visit Haji Ali which is located on the islet on the coast of Worli. The participants then reached Juhu Beach via Rajiv Gandhi Sea link. The participants enjoyed a lot in the Beach and then we started our return journey.

Exemplary delegation and sense of responsibility was exhibited by our dynamic Resource person and the enthusiastic group leaders.

Thus the fun filled education tour has come to an end at the scheduled time.

Day 7: 30.12.2016

The assembly on the 7th day of this 2nd Spell of In-service Course for HMs was conducted by Rigel group.

The special item during the assembly depicted Mumbai Meri Jaan. It was a humorous parody on life in KVS versus life in ZIET.

The first session, 'Designing Activities in Mathematics' was handled by Resource person Mr. Harman Chhurra. He demonstrated designing learning activities from child's experience. Previous day's Mumbai Darshan experiences were converted into mathematical concepts. In the same manner children's experiences can be converted into permanent mathematical learning experiences.

After tea break, we returned to the hall where we started with the most awaited demonstration of lesson plans. First 4 participants presented their lessons in front of the whole group. Post lunch break, the participants were divided into two groups for the demo lessons to be conducted in Sahayadri and Shivaji Halls.

Variety of lessons were presented by the participants. Planning and conducting of related activities were explained. There after director, associate course director, resource persons and participants gave their suggestions to make the planning more effective.

Day 8 : 31-12-2016

'Actions told me to delete the adjectives and I'd have the facts.

Harper Lee in 'To Kill a Mocking Bird'

All you have to do is write one true sentence. Write the truest sentence that you know.

Earnest Hemmingway

Keeping the sentences stated above in mind, here's the report of **31st December 2016.**

The day began with prayer session by Vega group.

Smt. R . Jayalakshmi HM & Faculty, ZIET Mumbai analyzed the assembly programme and lauded the participants for their good work. She gave

valuable tips to the participating HMs on developing and managing a healthy relationship with the teachers. She made a request to everyone to keep away anger and keep a pleasant smile.

Shri Deepak Ahire appreciated the morning assembly and said that the quiz was unique.

The morning session was taken up by Mrs. Anupama Diddi on language and pronunciation. It was a very stimulating session as she took pains to see that the words which came into discussion were pronounced properly.

The activity on rating 'reading 'fluency' was indeed very interesting. Doubts on correct pronunciation of certain words were cleared.

The fact that fluency in reading leads to better comprehension was driven home very effectively with the help of a figure titled 'Decoding'.

It was felt by many participants that one such teacher should have been our teacher during school days. Nevertheless, it was better late than never.

The sessions after tea were earmarked for the remaining lesson plans' demo which were held in two venues- Shivaji and Sahyadri halls. The sessions came to a close at 6 pm.

Day-9: 01-01-2017 द्वारा - ज्येष्ठा समूह (ANTARES)

वर्ष के प्रथम दिन का आगाज सप्तऋषि समूह (pleiades group) द्वारा प्रभावशाली प्रार्थना सभा के प्रस्तुतिकरण के साथ हुआ । समूह के सदस्यों ने पारंपरिक ढंग से हटकर कार्यक्रम प्रस्तुत कर सभी का मन मोह लिया । प्रार्थना सभा के समस्त कार्यक्रम उच्चस्तरीय रहे तथा सभी सदस्यों की सक्रिय सहभागिता रही । तत्पश्चात पाठ्यक्रम सह निदेशक श्री दीपक आहिरे जी ने अपने उद्बोधन का आरंभ नव वर्ष की शुभकामनाओं के साथ किया । तदुपरांत पाठ्यक्रम की निदेशिका एवम् उप-आयुक्त महोदया सुश्री उषा अश्वत्थ अय्यर जी ने प्रतिभागियों को प्रार्थना सभा की बारीकियों एवम् उपयोगिता के विषय में संक्षिप्त मार्गदर्शन दिया । इसके बाद प्रातःकाल के प्रथम सत्र में पाठ्यक्रम उपरान्त परीक्षा (पोस्ट टेस्ट) का आयोजन हुआ ।

चाय काल उपरान्त पूर्व निर्धारित योजना अनुसार श्री एस . के . सिंघल स्नातकोत्तर शिक्षक वाणिज्य द्वारा सुरक्षित विद्यालय (safe school) प्रकरण पर पीपीटी के माध्यम से आधुनिक परिवेश में विशेष कर प्राथमिक कक्षाओं के विद्यार्थियों की सुरक्षा के उपायों पर विस्तार से प्रकाश डाला ।

भोजनावकाश के पश्चात के सत्र का आरंभ श्री एम . गोपला . रेड्डी स्नातकोत्तर शिक्षक भौतिकी ने क्रियात्मक अनुसन्धान विषय पर

विस्तृत एवं रोचक ढंग से अपना प्रस्तुतिकरण दिया । उप-आयुक्त महोदया सुश्री उषा अश्वथ अय्यर जी ने प्रतिभागियों को क्रियात्मक अनुसन्धान हेतु बहुमूल्य सुझाव दिए एवं इस हेतु प्रेरित भी किया ।

वर्ष के प्रथम दिन का समापन सामूहिक क्रिया कलाप के उपरान्त हुआ।

Day -10 02/01/2016

दि . 02/01/2017 का आरंभ एंटेरीज़ समूह द्वारा प्रस्तुत शानदार प्रार्थना सभा के साथ हुआ। जिसमें प्रस्तुत कार्यक्रमों का प्रतिभागियों ने खूब आनंद उठाया तथा सभी ने समवह स्वर में प्रार्थना सभा की प्राशनशा की, मुख्य रूप से विशेष कार्यक्रम 'बालसभा' की। प्रार्थना सभा के दौरान पाठ्यक्रम निदेशिका व उपायुक्त सुश्री उषा अश्वथ अय्यर , सह निदेशक श्री दीपक अहिरे तथा दोनों संसाधक उपस्थित रहे और प्रतिभागियों (समूह सदस्यों) का उत्साहवर्धन किया।

प्रातः काल के प्रथम सत्र में श्री शशी कान्त सिंघल, स्नातकोत्तर शिक्षक वाणिज्या, तथा संकाय सदस्य ने 'आकार गणना' तथा 'नियमों' के विषय में विस्तृत जानकारी उपलब्ध करायी तथा प्रतिभागियों की शंकाओं का समाधान किया।

चाय काल के पश्चात नाइरीन दारुवाला , जो स्नेहा संसदन से हैं ,ने 'POCSO' एक्ट के संधर्भ में विस्तृत जानकारी उपलब्ध करायी । भोजनावकाश के उपरांत प्राथमिक चिकित्सा विषय पर आधारित सामूहिक क्रिया कलाप का आयोजन किया गया। दिन का एवं 10-दिवसीय सेवा कालीन प्रशिक्षण शिविर का समापन समारोह कार्यक्रम प्रतिभागियों को प्रमाण - पत्र वितरण द्वारा किया गया ।

Session by Course Director: Ms.Usha Aswath Iyer

ART OF QUESTIONING

When asking questions in class, the teacher usually focusses on the 'content' of the text. Most questions asked are of the 'Wh' variety and focus on knowledge and comprehension. As per the Constructivist Theory of learning, the questions which test analysis, synthesis and evaluation or creativity are the higher order type. Such questions promote self-learning and students will not be able to rely on rote memory.

Why do we ask questions?

- To introduce a topic by raising the students' curiosity.
- to check the previous knowledge of the student.
- to develop critical thinking in the student.
- to revise, clarify how much learning has taken place.

1. Rhetorical- No answer is expected

2. Direct- Asked To an individual by name

3. Overhead- Asked to the whole group and then to an individual.

4. Leading- Question itself suggests the answer.

Some principles to be kept in mind while framing questions are:

- a) Ask the question to **all the students**.
- b) Go from simple, text based questions to evaluative and critical questions.
- c) Give 'Think time', i.e. give a ten second pause (or more) before asking for an answer.
- d) Allow the student to answer, and don't interrupt or complete the answer for him/her.
- e) Accept partial answers and praise the effort of the student.
- f) Ask supplementary questions so that detailed answers can be got. For ex: Why do you think so? To what extent...?
- g) Use simple, clearly-worded questions suitable to the child's understanding, knowledge of the language etc.
- h) Avoid 'yes' 'no' questions.
- i) Don't allow a few students to dominate the class.
- j) Never make fun of a child trying to answer.
- k) If a student asks a question, ask other students to answer it. Don't straight away give the answer yourself.
- l) **PREPARE** your questions that is write it out in full. Check if the question is clear.
- m) Another important technique that a teacher will have to learn is how handle the answers, and build up on the answers with further questions.
- n) Finally, encourage your students to ASK questions

Read the following poem and attempt the questions given below:

DON'T GIVE UP

If you keep on going
And never stop,
You can keep on going,
You can make it to the top.
Life is full of mountains,
Some are big and some are small,
But if you don't give up
You can overcome them all.
So keep on going
Try not to stop,
When you keep on going
You can make it to the top.

1. Frame 3 questions on the poem.
2. Frame two more questions without using why, what, where, when and how.

The trainer lists out the questions framed by the participants. This is followed by a set of questions, all related to the poem given above, and covering the six levels of questions given in Bloom's taxonomy:

- a) Knowledge: (Remembering previously learned material and involves recall of appropriate information.)**
 - (i) What is life full of?
 - (ii) How can you reach the top?
- b) Comprehension: (Understanding (Choose the correct option.) (It is the ability to grasp the meaning of material and involves summarizing information or explaining it.)**
 - (i) If you keep on going and never stop means:-1) keep walking without stopping (2) keep exercising © keep trying
 - (ii) Life is full of mountains means:- (1) you live in a hilly area. (2) You have to face difficulties. (3) You are a mountaineer.
- c) Application: (The ability to use learned materials in new and concrete situations as in Grammar exercises.)**
 - i) If you stop trying, what will happen?
 - ii) To reach the top of a mountain, what should you do?
- d) Analysis: (Break into the different components for organization (The ability to break down material into its component parts so that relationships of the various parts may be understood.)**
 - i) Find the rhyme scheme of the poem.
 - ii) 'Mountain' in this poem stands for _____
 - iii) 'Reaching the top' stands for _____.

e) Synthesis: Creativity (The ability to put together different parts to form a new whole. It could be production of a speech or parsing of a sentence.)

- i) Give an example of a small difficulty you face. How can you try to overcome it?
- ii) How will you feel when you overcome the difficulty?

f) Evaluation: The ability to judge the value of a material for a purpose. Such questions also involve value judgments by the student)

- i) Compare the poem 'Don't Give Up' with Helen Keller's life.
- ii) What were Ms Sullivan's 'mountains'? What qualities did she have that helped her overcome Helen's mountains?
- iii) How would you help a physically/ visually/ hearing impaired student of your class?

EVS-CLASS IV

AMRITA AND THE TREES

Knowledge:

1. What do trees give us?
2. How did Amrita save the trees?

Comprehension

1. List the difference between trees and bushes or trees and animals.

Application

1. Why can't trees grow in a pot?

Analysis

1. The neem tree is considered holy. Why?

Synthesis

1. If trees are replaced by bushes, what could be the effect?

Evaluation

1. Deforestation leads to destruction. Justify.
2. Prepare a speech on 'One Tree-Many Lives; NO Trees, No Life'

1. Arrange the following questions set on the lesson 'Who Will Be Ningthou?' (English Class V) as per the difficulty level starting from most simple to most difficult or complicated.

- a) Where is Manipur?
- b) Why were the ministers shocked?
- c) What did the king and queen think about their people?
- d) The three sons jumped over the banyan tree. What quality does this act show?

- e) The eldest son pierced the tree. What qualities of his are seen by this act?
- f) How many children did the king and queen have?
- g) If you were Sanatombi, how would you have proved you were brave?
- h) How did the king decide to select the future king?
- i) Is this a story about kings and queens of Manipur?
- j) Imagine you are a bird in the banyan tree which was uprooted. Tell what you felt when the tree fell.
- k) You are a citizen of Kangleipak. How is the kingdom after Sanatombi became Queen? Write five sentences.
- l) The three sons took part in the horse race. Should the daughter have been allowed to take part too? Why/Why not?

2. Design questions on the unit from EVS Class V titled 'No Place for Us?'

The relevant extract is given to you.

Jatrya was born in Khedi village, in the middle of thick, green jungles and hills. His people had been living here for many years-even before his grandfather was born.

There was peace in Jatrya's village, but not silence. There were so many soothing sounds- the gurgle of the flowing river, the murmur of trees and chirping of birds. People did farming. They would go to the nearby forest, chatting and singing together, to collect wild fruits, roots and dried wood. While working with elders, children also learnt many things- to dance together, to play flute and dhol, to make pots of clay and bamboo, to recognize birds and imitate their sounds, etc. People collected things from the forest for their use. Some of those they would sell in the town across the river. With that money they would buy salt, oil and some clothes.

It was a village, but people here lived together like a big family. Jatrya's sister was married in the same village. People helped each other, in good times and bad. The elders would arrange marriages and settle quarrels.

**Bloom's Taxonomy's
Model Questions and Key Words**

Based on Bloom's Taxonomy, Developed and Expanded by John Maynard

Editor's Note: Your teachers will most often use this chart when making up questions -- it would be a good idea to become familiar with the terminology yourself. A great study aid.

| I. KNOWLEDGE (drawing out factual answers, testing recall and recognition) | | | |
|-----------------------------------------------------------------------------------|--------|----------|----------------------|
| who | where | describe | which one |
| what | how | define | what is the best one |
| why | match | choose | how much |
| when | select | omit | what does it mean |

| II. COMPREHENSION (translating, interpreting and extrapolating) | | |
|------------------------------------------------------------------------|---------------------------------|----------------------------|
| state in your own words | classify | which are facts |
| what does this mean | judge | is this the same as |
| give an example | infer | select the best definition |
| condense this paragraph | show | what would happen if |
| state in one word | indicate | explain what is happening |
| what part doesn't fit | tell | explain what is meant |
| what expectations are there | translate | read the graph, table |
| what are they saying | select | this represents |
| what seems to be | match | is it valid that |
| what seems likely | explain | show in a graph, table |
| which statements support | represent | demonstrate |
| - | what restrictions would you add | |

| III. APPLICATION (to situations that are new, unfamiliar or have a new slant for students) | |
|---------------------------------------------------------------------------------------------------|-------------------------------------|
| predict what would happen if | explain |
| choose the best statements that apply | identify the results of |
| judge the effects | select |
| what would result | tell what would happen |
| tell how, when, where, why | tell how much change there would be |

IV. ANALYSIS (breaking down into parts, forms)

| | |
|---------------------------------|-------------------------------------------|
| distinguish | what is the function of |
| identify | what's fact, opinion |
| what assumptions | what statement is relevant |
| what motive is there | related to, extraneous to, not applicable |
| what conclusions | what does author believe, assume |
| make a distinction | state the point of view of |
| what is the premise | implicit in the statement is |
| what ideas apply | what ideas justify conclusion |
| what's the relationship between | the least essential statements are |
| what's the main idea, theme | what inconsistencies, fallacies |
| what literary form is used | what persuasive technique |

V. SYNTHESIS (combining elements into a pattern not clearly there before)

| | | |
|---------|------------------------|--------------------|
| create | how would you test | make up |
| -tell | propose an alternative | compose |
| make | solve the following | formulate |
| do | plan | how else would you |
| choose | design | state a rule |
| develop | | |

VI. EVALUATION (according to some set of criteria, and state why)

| | |
|-----------|---------------------------------------------------------------------|
| appraise | what fallacies, consistencies, inconsistencies appear |
| judge | which is more important, moral, better, logical, valid, appropriate |
| criticize | find the errors |
| defend | compare |

Corporal Punishment

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GUIDELINES UNDER SECTION 35(1) OF THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION(RTE) ACT,2009 FOR ELIMINATION OF CORPORAL PUNISHMENT IN SCHOOLS

Extracted from office memo of MHRD

Definition of Corporal Punishment

Physical punishment

The United Nations Committee on the Rights of the Child defines “corporal” or “physical” punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. **Examples of physical punishment include** but are not restricted to the following:

- a. Causing physical harm to children by hitting, kicking, scratching, pinching, biting, pulling the hair, boxing ears, smacking, slapping, spanking with or without any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock etc.);
- b. Making children assume an uncomfortable position (standing on bench, standing against the wall in a chair- like position, standing with schoolbag on head, holding ears through legs, kneeling etc.);
- c. Forced ingestion of anything (for example: washing soap, mud, chalk, hot spices etc.);
- d. Detention in the classroom, library, toilet or any closed space in the school

Mental harassment

It is understood as any non-physical treatment that is detrimental to the academic and psychological well-being of a child. It includes but is not restricted to the following:

- a) Sarcasm that hurts or lowers the child's dignity;
- b) Calling names and scolding using humiliating adjectives, intimidation;
- c) Using derogatory remarks for the child, including pinning of slogans;
- d) Ridiculing the child with regard to her background, status, parental occupation, caste or with regard to her health status or that of the family – especially HIV/AIDS and tuberculosis;
- e) Belittling a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement;
- f) Using punitive measures to correct a child and even labeling him/her as difficult; such as a child with attention deficit hyperactivity disorder who may not only fare poorly in academics, but also pose a problem in management of classroom behavior;
- g) “Shaming” the child to motivate the child to improve his/her performance
- h) Ridiculing a child with developmental problems such as learning difficulty or a speech disorder, such as, stammering or speech articulation disorder.

Discrimination

It is understood as prejudiced views and behaviour towards any child because of her/his caste/gender, occupation and region or non-payment of fees or for being a student admitted under the 25% reservation to

disadvantaged groups or weaker sections of society under the RTE, 2009. It can be latent or manifest and includes but is not restricted to the following:

- a) Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability/disability;
- b) Assigning different duties and seating in schools based on caste, community or gender prejudices (for example, cleaning of toilets assigned by caste; task of making tea assigned by gender).
- c) Commenting on academic ability based on caste or community prejudices;
- d) Denying mid-day meal, library books, uniforms, sports facilities to a child or group of children based on caste, community, religion or gender;
- e) Deliberate neglect.

Corporal Punishment

What is corporal punishment?

Physical

Causing physical harm

Making children assume uncomfortable positions

Forcing child to swallow undesirable items

Detain in a closed space

Mental harrassment

Sarcasm

Intimidation

Insulting remarks

Humiliating due to other reasons like parents' background...

Belittling child's achievements

Belittling child's behaviour

Belittling child's handicap

Discrimination

Remarks against a caste or group-

Because of income

Due to inability based on caste or gender or religion

Denying facilities such as mid day meal, books- due to caste, religion

Deliberate neglect

Why no to corporal punishment?

Can cause irreparable physical harm.

Can lead to lifelong mental scars

Children cannot protect themselves

Dehumanises child and perpetrator

Leads to a circle of violence

Legal grounds

The right of children to free and compulsory education (rte) act, 2009, which has come into force with effect from 1 april 2010, prohibits "physical

punishment” and “mental harassment” under section 17(1) and makes it a punishable offence under section 17(2).

Legal grounds

Section – 17

Prohibition of physical punishment and mental harassment to child – (1) no child shall be subjected to physical punishment or mental harassment.

(2) whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

Child Rights

Four core principles:

1. Non-discrimination
2. Best interests of child
3. Right to life, survival and development
4. Respect for the views of the child.

Convention on the rights of the child

Un adopted crc on september 2, 1990.

India signed in 1992

It is now an international law.

Legally binding on the countries who have signed and agreed.

Alternates to corporal punishment.

Praise good behaviour.

Praise effort even if result is not satisfactory.

Give dos rather than dongs.

Give acknowledgement of good behaviour.

Use humour instead of sarcasm.

Alternates to corporal punishment...

Discuss problem behaviour and agree to punishment.

Involve student council.

Involve parents.

Involve whole school community

For the teacher

Don't lose your temper.

Don't abuse or insult.

Don't compare with other students.

Observe behaviour changes in students.

Talk to the child and listen when he talks.

For the administrators

Discuss problem behaviour in staff meetings and pta.

Have clearly laid out methods for handling problem behaviour.

Discuss with students what is accepted and unaccepted behaviour.

Decide with students what punishment is acceptable too.

Positive steps

Have life skills education.

Build empathy.

Teach anger management

Develop critical thinking, decision making skills through class and through outside efforts.

IS THIS CORPORAL PUNISHMENT?

1. Suman is weak in maths. She is made to stay in class till she finishes her class work. The other students have left for their homes.
2. Chitra is weak in all subjects. She is made to sit on the last row every day.
3. Chiranjeev has one leg shorter than the other. All his teachers and his friends call him by his nickname 'langda'.
4. Mohit and Rohit are twins studying in the same class. Their teachers refer to them as 'kala' and 'gora' to identify them.
5. Mr Rana, class teacher, advised Gokul's parents to consult a doctor to cure their son's stammer.
6. Sumit is in the habit of telling lies. Though his teachers have tried their best to cure him of this habit, he has not changed. One day the principal makes him wash his mouth with soap to stop him from telling lies.
7. Arpita is a beautiful girl. Her teachers often call her 'barbie' out of affection.
8. Keshav gets angry and often kicks his classmates. One day the teacher pins the words 'I am a donkey' on his back.
9. Mr Shravan, the maths teacher, allows Sunita to solve only 3 sums whereas he makes the rest of the class solve 5 sums.
10. Mr Niranjan slapped a boy who was misbehaving with a girl.
11. Rajkumar is made to sit separately during lunch break because he often brings stale food to school. The food smells very bad and the other students have complained about it.

Leave Rules

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GENERAL POINTS:

Leave cannot be claimed as a matter of right. The sanctioning authority can refuse leave when the exigency of public service so require.

But sanctioning authority can not change the nature of leave applied for. Leave should not ordinarily be denied during last ten years of service .

GENERAL POINTS:

Conversion of one kind of leave into leave of a different kind is permissible only on the written request of the employee and at the discretion of the sanctioning authority.

Leave sanctioning authority may commute retrospectively periods of absence without leave into Extraordinary leave.

GENERAL POINTS:

Leave sanctioning authority may consider grant of leave on the basis of the medical certificate from CGHS doctor/AMA.

A govt. servant who has taken leave on medical ground may not return to duty unless he has produced a medical certificate of fitness.

GENERAL POINTS:

Willful absence from duty after the expiry of leave renders an employee liable to disciplinary action. Application for Extension of leave should reach to the sanctioning authority before the expiry of the sanctioned leave.

Absence without leave not in continuation of any authorized leave will constitute an interruption of service unless it is regularized.

Leave shall not be granted to a govt. servant whom a competent punishing authority has decided to dismiss, remove or give compulsory retirement. No leave during suspension period.

Maximum amount of continuous leave:

Maximum amount of continuous leave unless the president, in view of the exceptional circumstances of the case otherwise determines, no govt. servant shall be granted leave of any kind for a continuous period exceeding five year

Different Types of Leave available to central government employees :

Earn Leave:

Half Pay Leave:

Commutated Leave:

Leave Not Due:

Maternity Leave:

Paternity Leave:

Extra Ordinary Leave:

Child Care Leave:

Child Adoption Leave:

Casual Leave:

Half Pay Leave

Half pay leave is calculated at 20 days for each completed year of service. Half pay leave can be availed with or without MC(Medical Certificate).

From 1st January 1986, half pay leave is credited in advance at the rate of 10 days on the 1st of January and 1st of July every year.

Commutated Leave

Commutated leave not exceeding half the amount of half-pay leave, due can be taken on medical certificate.

Commutated leave may be granted at the request of the employee even when earned leave is due to him / her.

Leave Not Due

Leave Not Due is granted when there is no half-pay leave at credit and the employee requests for the grant of Leave Not Due.

Leave not due during the entire service is limited to a maximum of 360 days and due will be debited against the half-pay leave that the employee may earn subsequently.

Maternity Leave

Maternity leave is granted to women government employees during:- .

1) Pregnancy: 180 days from 1.9.2008 – Admissible only to employees with less than two surviving children.

2) Miscarriage/abortion (induced or otherwise): Total of 45 days in the entire service. Application to be supported by a certificate from AMA .

The maternity leave is not debited to leave account and full pay is granted. It may be combined with leave of any other kind and counts as service for increments and pension.

Paternity Leave

A male employee with less than two surviving children may be granted Paternity Leave for a period of 15 days during the confinement of his wife.

During the period of such leave he shall be paid leave salary equal to the pay drawn immediately before proceeding on leave.

Paternity Leave shall not be debited to the leave account and may be combined with any other kind of leave except casual leave

Extra Ordinary Leave

Extraordinary leave is granted to a Government servant :

(a) when no other leave is admissible

(b) when other leave is admissible, but the Government servant applies in writing for extraordinary leave.

Child Care Leave

Woman employees having minor children may be granted Child Care Leave by an authority competent to grant leave for a maximum period of 730 days (2 years) during their entire service for taking care of up to two children, whether for rearing or to look after any of their needs like examination, sickness, etc.

Child Adoption Leave

Child adoption leave is granted to Female employees, with fewer than two surviving children on valid adoption of a child below the age of one year, for a period of 135 days immediately after the date of valid adoption.

Leave salary will be equal to the pay drawn immediately before proceeding on leave. It may be combined with leave of any other kind. Leave not debited against the leave *account*.

Casual Leave

In a calendar year eight days of casual leave is permissible. Casual leave is not a recognized form of leave and is not subject to any rules made by the Government of India. An official on Casual Leave is not treated as absent from duty and pay is not intermitted..

Designing Learning Activities in EVS

CONTENT, APPROACHES AND METHODOLOGIES OF EVS

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26th December 2016

Environmental Studies III-V, based on the NCF, 2005, lists the following as some of the objectives of EVS.

- ***To train children to locate and comprehend relationships between the natural, social and cultural environment;***
- ***To develop an understanding based on observation and illustration, drawn from lived experiences and physical, biological, social and cultural aspects of life rather than abstractions;***
- ***To create cognitive capacity and resourcefulness to make the child curious about social phenomena, starting with the family and moving on to wider spaces;***
- ***To nurture the curiosity and creativity of the child particularly in relation to the natural environment (including artefacts and people);***
- ***To develop an awareness about environmental issues;***
- ***To engage the child in exploratory and hands-on activities to acquire basic cognitive and psychomotor skills through observation, classification, inference, etc.***
- ***To emphasize design and fabrication, estimation and measurement as prelude to the development of technological and quantitative skills at later stages;***
- ***To be able to critically address gender concerns and issues of marginalization and oppression with values of equality and justice, and respect for human dignity and rights.***

The above objectives not only provide a framework for planning and organizing learning experiences/situations at the elementary level but also for teacher preparation in transacting EVS.

The scope and potential of EVS will greatly diminish if it is regarded just like any other school subject finding its place in the time table.

EVS is a synthesis of ideas, values, actions and skills from many disciplines that can be developed through all the subjects.

Hence, its contents cut across the boundaries of sciences and social sciences and maths.

This will be the essential perspective of EVS content.

EVS through its transactional methodologies is designed to help children explore, observe, express and wonder and introduce children to their surroundings.

EVS is a training ground for developing environmentally friendly attitudes, values, skills, habits and behaviours.

One can describe EVS as a permanent investment in creating a sustainable society. Hence, the contents of EVS include learning experiences for helping children not only explore and understand their environment but also in:

- **Developing positive attitudes, values and practices such as respect and care for all life on earth, compassion, caring for self and others, protection and conservation of natural resources appreciation of cooperative learning, sense of belonging, social responsibility, etc.**
- **Generating positive and proactive actions in improving the quality of the Environment**
- **Promoting a conservation ethic and adoption of environment friendly practices and habits**
- **Appreciating the concept of interdependence in nature; the dynamic nature of environment linking individuals, their culture and the bio-physical world of nature.**
- **Valuing the importance of protecting and conserving natural resources for the needs and rights of future generations.**

Thus, EVS integrates 'Learning in the environment', 'learning about the environment' and 'Learning for the environment'. Hence EVS's content is broad and ranges from using environment as a medium of learning to what one can do to protect and conserve it.

Hence, the contents of EVS enlarge from all that a child's experiences in his/her immediate environment to the national and global (local to global), from physical dimension to aesthetic and political dimension.

Approaches: As mentioned earlier, EVS involves organizing learning experiences in, about and for the environment, in trying to achieve its various objectives. Thus, EVS deals with education that is intimately connected with the environment. These three approaches have been commonly referred to as: Education in the environment, Education about the environment and Education for the environment.

Education In the environment:

Gives reality, relevance and practical experience to learning through direct contact with the environment

Develops important skills of data gathering and field investigations Develops aesthetic appreciation

Education About the environment:

Provides understanding of how natural systems work, appreciates the complexity and wonder of natural systems.

Provides understanding of the impact of human activities upon these systems
Fosters environmental awareness and concerns

Education For the environment:

Develops an informal concern and sense of responsibility for the environment .
Develops the motivation and skills to participate in environmental improvement
Compatible with the wise use of environmental resources.

The integration of these approaches in EVS results in the much desired Education for Sustainability or Sustainable development, which aims at helping children

develop a knowledge about their immediate environment – natural and social – and motivated to act for its protection and conservation.

Outside the classroom experiences:

There are many ways by which classroom teaching learning can be made more exciting and participatory. However, outside-the-classroom experiences provide an altogether different experience to children. "Outside" the classroom does not necessarily mean going far away; or it does always mean a trek or nature camp, although the value of these experiences cannot be under estimated.

Properly planned, out-of-class experiences can help to enrich, vitalize and make EVS meaningful and realistic. They can provide the space for the development of several skills including observation, investigation, measuring, mapping, collecting data and analyzing it, critical thinking and problem solving. The teacher should be able to facilitate a process of self-learning in children rather than teaching; and the need for a different approach when working with 'out-of-school children'. Outdoor education

draws upon the philosophy, theory, and practices of experiential education and environmental education.

Methodologies: "Education for the environment is a process of inquiry and action on real environmental issues. Such an inquiry process demands that students actively engage in critical or complex thinking about real problems. The development of knowledge, skills and values is not only directed towards action but emerges in the context of preparing for (i.e. the inquiry) and taking action" (UNESCO- UNEP IEEP, 1996).

The several objectives of EVS elaborated earlier call for a paradigm shift from conventional transmitting/teaching strategies to contemporary transformational strategies of teaching –learning including non-formal, interactive ICT and cooperative methods.

Some of the teaching-learning methods used in EVS are listed below.

Classroom based methods- Lecture session,

Concept mapping,

Group Discussion

Problem solving, Brain storming.

Outdoor methods- Observation, Critical thinking, Demonstration,

Experimentation, Inquiry, Resource mapping, Games, Survey and interview,

Field visits, Nature Trail, EE Action Projects.

Creative expressions - Debate, Arts and Crafts, Play building, Creative writing,

Storytelling, Role play, Puppet show, Teaching media and materials.

ASSESSMENT/EVALUATION

Periodic assessment/evaluation of learning outcomes helps in deciding the attainment of students in the subject area, suitability of learning experiences provided, learning strategies adopted and the appropriateness of the curriculum in general. In this regard, it is an integral part of curriculum construction and renewal process. In EVS, evaluation concerns with objectives in cognitive, affective and psychomotor domains and hence a

teacher should make use of a range of assessment techniques for measuring these learning outcomes. The document 'Habitat and Learning' highlights this by stressing "since the development of appropriate attitudes, skills and values is to be the most significant component of EE in schools, developing a scheme to assess student's achievement on these aspects will perhaps be the most crucial in determining the success of interventions through the EE curriculum".

This brings forth the need for grounding student teachers in the use of various evaluation techniques by actually providing them with situations to understand and practice these techniques and tools as part of "continuous and comprehensive evaluation process" in EVS. This would help the student teachers understand the present learning levels of children but also how to use them in their day-to-day classroom practice.

Ref: Teaching –Learning of Environmental Studies (EVS) at the Primary School Level: A Position Paper Karnataka D.Ed Curriculum Framework

Directorate of State Education, Research and Training, Bengaluru,2012

Ravindranath M.J. 2002: "Environmental Education in Pre-service Teacher Education: Towards Development of an Environmental Education Curriculum for B.Ed colleges in Karnataka State, India". A paper published in the book "Environmental Education", Edited by Shrivastava P and Singh D.P, Anmol Publishers, New Delhi.

Sample Teaching Learning Activity in EVS:

Lesson : Seeds and Seeds in Class V EVS

General Objectives: Create environmental sensitivity, investigation, aesthetic appreciation, co-operation

Specific Objective: , characteristics of various seeds, growing plants:

ELO: The child will be able to group similar kind of seeds

The child will be able to describe and discuss the characteristics of different seeds and group them as per the criteria listed:

Eg: based on size, based on colour, based on smoothness, based on edible/non-edible etc.

Activity: sort and compare the characteristics of any 5 seeds based on their colour, roughness/smoothness, size,

Seeds that are used as spices in your home.

Seeds of vegetables.

Seeds of fruits.

Light seeds (check by blowing them).

Seeds which are flat.

Make more groups. How many groups of seeds did you make?

Do you know any games that you can play with seeds? – discuss

Method adopted: Mix at least 10 different kinds of seeds. Make as many packets of these as there are groups. Each group gets a packet of mixed seeds. In their groups, children sort these seeds and group them as per the instruction /question given to them.

Eg: I group will segregate and regroup the seeds based on their colour
 II group will segregate the seeds and regroup them as per their smoothness .
 III group will sort them based on their uses as spices
 IV group will sort as seeds of fruit plants/vegetable plants

Children are given 15 minutes to complete the task.
 Here teacher is a facilitator. Observes the children while they work in groups, guides them in their activity. Teacher interacts with the group members to assess as well as to know their thought process.
 Once completed each group presents its observations to the entire class.
 Once the presentations are completed, a worksheet to assess the pupils' learning may be given.

Activity 1

Talk with people who do the cleaning job/gardening around ZIET

Find out

1. Since when have they been doing this work?
2. How much have they studied?
3. Have they tried to look for some other work?
4. Did the elders in their family also do this work?
5. What kind of difficulties do they face in doing this work?

(above questions are a few examples)

Discuss in your group and frame few questions that you would ask these workers.

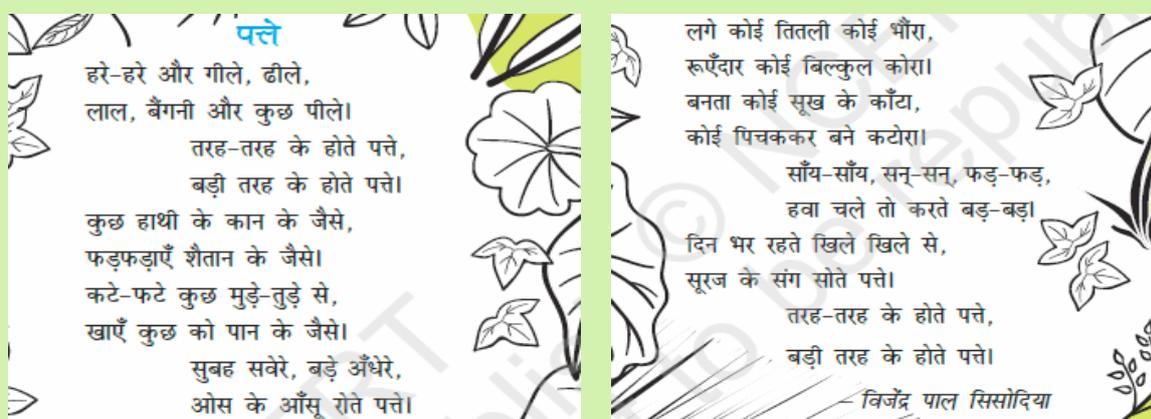
Once you have interviewed these people, describe your findings, list out your inference.

Activity II

Pick up variety of leaves that are lying on the ground.

Frame at least 10 questions that you would ask children about these leaves.

Also sing this song.



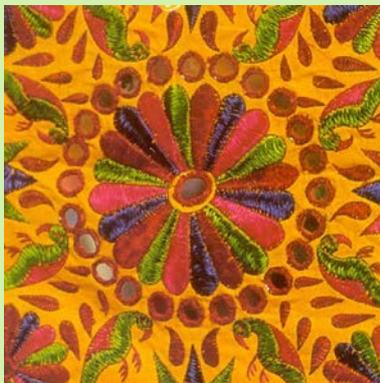
Activity III

Go around ZIET, Choose any one tree as your buddy. (Each one a different tree/plant). Now describe in detail the tree/plant. (Minimum of 4 trees and rest plants)

Clues : size, height, colour of trunk, colour of leaves , size of leaves, fruit bearing or not etc.....

Activity IV

Find the names of these embroidery works and the state they originate from.



Also find out from the members of the group the state they belong to and the type of handwork state/place is famous for?

Phulkari, Jardoshi, Chickenkari, Bagh Work Done by Women of West Punjab. Kantha work done on Saree by Craftsmen of Bengal. Traditional Kutch Embroidery done by Rabari Community of Gujrat.

Activity V

I look like a nail but a bud am I,
Chocolate brown colour and a
strong smell have I.
When your toothache
makes you shout,
I soothe the pain in your mouth.
Think and tell me who am I?
Tell me quickly, who am I?



Make your own riddle for the any other spices/5 vegetables/fruits/

Activity VI

Go around ZIET find out the places of water sources in and around. Also describe the area around Water sources.

Carefully note if water has collected anywhere, and mark ✓ where there is stagnant water.

- Pot Cooler
- Tank
- Any open space in the school ground
- Gutter
- Any other place_____

Since how many days has water collected there?

Has it caused any problem in the area?

Who is responsible for keeping these places clean?

Who is supposed to get the gutters and drains repaired?

Can any larvae be seen in the collected water?

Make a poster

In your group, make a poster with a message to keep the cooler, tank, drains and the area clean (wherever water collects). Put up your poster in and around ZIET. Find out who is responsible for keeping the area around ZIET clean. Write a letter from your group, reporting your findings and suggestions. Find out to whom the letter should be written and to which office it should be sent.

Activity VII

Find out from members of your group

If anyone has had malaria/any other illness?

How did they find out that they had malaria/illness?

What problems did they have on having malaria/illness?

What other diseases can be caused by mosquito bites/due to the cause of that illness?

In which season is malaria/illness more common? Why do you think this happens?

What do you do in your house to protect yourself from mosquitoes/germs causing that illness? Also find out from your friends about what they do.

Put all the seed collections together.

Now observe these seeds carefully – their shapes, sizes, colours, textures (smooth or rough). Make a seed chart to put up in the class. You can start with a table like this.

| Name of the seed | Colour | Shape (draw) | Texture |
|------------------|----------------------|-----------------------------------------------------------------------------------|---------------|
| <i>Rajma</i> | <i>Reddish brown</i> |  | <i>Smooth</i> |

Think

Do you have aniseed (saunf) and cumin (jeera) in your list?

Which was the smallest seed and which was the biggest seed in your collection?

Make lists of :

Seeds that are used as spices in your home.

Seeds of vegetables.

Seeds of fruits.

Light seeds (check by blowing them).

Seeds which are flat.

Make more groups. How many groups of seeds did you make?

Do you know any games that you can play with seeds?

Discuss with your friends and present before the participants.

आलू, मिर्ची, चाय जी



आलू, मिर्ची, चाय जी
कौन कहाँ से आए जी
सात समुंदर पार से
दुनिया के बाज़ार से
व्यापार से उपहार से
जंग-लड़ाई मार से



हर रस्ते से आए जी
आलू, मिर्ची, चाय जी



दक्षिण अमरीकी मिर्ची रानी
मसालों की है पटरानी
मूँगफली, आलू, अमरूद
धूम मचाते करते उछलकूद

साथ टमाटर आए जी
आलू, मिर्ची, चाय जी

भिंडी है अफ्रीका की
भूरी-भूरी कॉफ़ी भी



नक्शे में यूरोप किधर
वहीं से आए गोभी-मटर



चाय असम की बाई जी
आलू, मिर्ची, चाय जी

चली चीन से सोयाबीन
पहुँची अमरीका बजाती बीन
घूम-घाम लौटी अपने देश
उसमें हैं गुण कई विशेष



रोब जमाकर आई जी
आलू, मिर्ची, चाय जी

बैंगन, मूली, सेम, करेला
आम, संतरा, बेर और केला
पालक, परवल, टिंडा, मेथी
हैं भाई-बहन ये सब देशी



भारत की पैदाइश जी
कौन कहाँ से आए जी
आलू, मिर्ची, चाय जी



- राजेश उत्साही

चकमक, मई-जून 2002

What all was grown in India long ago? Were mangoes and bananas grown here? What came from other countries? Imagine food without potatoes or tomatoes! As also sing this song before the participants.

Assignment in EVS (for participants): Design a Teaching Learning Activity under the theme and class as mentioned.

| House | Theme & Subtheme | Class |
|------------------------------|-------------------------------------|-----------|
| Group 1 Polaris | Family & Friends Relationships | III |
| Group 2 Sirius | Things we Make and Do | Class V |
| Group 3 Alpha Centuri System | Travel | Class IV |
| Group 4 Betelguese | Water | Class IV |
| Group 5 Rigel | Food | Class V |
| Group 6 Vega | Shelter | Class V |
| Group 7 Pleiades | Family & Friends - Animals & Plants | Class III |
| Group 8 Antares | Family & Friends - Work & Play | Class III |

Specific Objectives in EVS Theme wise and Class wise:

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Themes in EVS

Family and Friends: Relationships, Work & Play, Animals, Plants

Food

Shelter

Water

Travel

Things we Make and Do

Relationships:

Class III:

Be able to discuss about their relatives who live with them

Be able to narrate about their relatives who have moved away from them / living elsewhere

Be able to describe a relatives qualities like what they like, why they like ,

Be able to describe the special skills of their relatives.

Class IV:

Be able to describe or talk about their Parents' childhood.

Be able to talk about their Parents' relatives.

Be able to narrate their parents' childhood experiences.

Be able to identify the baby animals with their mother

Be able to identify the sense of touch, smell, hearing, taste, sight

Class V:

Be able to identify the resemblances of siblings.

Be able to describe the similar features of members of same family.

Food :

Class III:

Be able to identify the food that is edible by humans, animals.

Be able to discuss/ describe who eats what.

Be able to discuss about regional food habits.

Be able to find out about the food habits of their friends/ neighbours and why?

Be able to find out and describe the food habits of people living in villages/cities/neighbouring states.

Class IV:

Be able to identify the source of food:

Be able to classify food as food from plant and food from animals.

Be able to describe the process of growing any one vegetable/fruit/grain/pulses

Be able to narrate the story of 'From Field to Plate'.

Class V:

Be able to talk about the farmer

Be able to identify who grows what?

Be able to describe ' A Day in the life of a farmer

Be able to discuss about their hard work of a farmer and the difficulties that they face

Be able to describe the process of digestion

Be able to describe the role of Saliva in digestion

Be able to talk about the importance of chewing.

Be able to identify insect eating plants.

Be able to analytically debate if plants do eat insects

Class III : Is able to "identifies names of objects, local plants, animals, means of transport, and shelters, etc., in their own language."

Class IV: Is able to "identifies various parts of plants (leaves, flowers), variations in animals bird's beak, claws, feather, and nests) mode of transports, and variation in seasons

Class V : Is able to "identifies objects, events, phenomenon in natural and social environment.

Is able to locate states on the map"

Class III: Is able to “shares brief details of plants (part), animals, food items eaten in the family, local games, local transport, nearby park, garden/field, post office, market in their own language orally”

Class IV: Is able to report information about variety of leaves, flowers, various modes of transport to peers/elders through orally as well as written forms, drawings”.

Is able to Share and reports variations in seasons, day night variations oral as well as in written form.

Class V: Is able to Collects and records the details of observed objects / phenomenon/ events of natural and social environment in an organised manner.

E.g., “while observing the sprouting of seeds (whole grain i.e. moong, channa), discussing ways how to collect and record the observation of each day(tabular form/ draw) / write”.

Class III: Is able to “from where does their family get water?, who fills water for the family?, does the family members discriminate in the family community/ public places?”

Class IV : Is able to “share experiences related to places (mela, festival, historical place) verbally or in written form; giving her own views/ opinions on the problems related to water in her/his day – to- day life, harmful effects of using plastics”.

Class V: Is able to Listens carefully to other’s experiences/ opinions in the group and waits for her/his turn E.g., “on a topic related to animals/ birds in our lives, providing them opportunities to talk to some people who keep animals for their livelihood i.e. snakes, parrot and asking them to express their opinion”.

Is able to Share one’s experiences / opinions on the issues related to social and natural environment.

Class III: Is able to Reflect on others work/views in a group

E.g., “suggests how can the use of plastic bags be reduced, how to dispose garbage in the locality”

Class IV: Is able to Reflect on others work/ views/ opinion in a group or asked by teacher individually in the class E.g., “giving feedback to peer on written work/ drawing, giving opinion on ways to reducing wastage of water, reducing use of plastic”.

Class V: Is able to Reflect on others experiences/ ideas and accepts feedback from others on one's ideas/ thoughts with openness in group activities/discussion. E.g., "harms in using plastic and suggest ways what can be done".

Is able to Find out from other available sources such as discussions with elders/ teachers/peer groups to get more details on any topic related to day-to-day life.

Class III: Is able to Reflect critically on various issues of social and cultural discrimination (related to working children, girls/women, elder person and differentlyabled people).

Class IV: Is able to Reflect critically on various issues related to social/cultural aspects to child's life. E.g. gender discrimination in the family, school, neighbourhood, visit to Ojha's, Bhagats for treatment

Is able to accept feedback given by peers/ elders on one's own work/ views and gives feedback to others objectively.

Class V: Is able to Raise critical questions on the displayed material such as posters/advertisements/ news items in school/ neighborhood.

Class III: Is able to Avoid wastage of material and suggests ways for reuse of material in day-to-day life Show no biases in behavior

E.g. "while sitting, eating, working, sharing with all irrespective of traditional and cultural biases".

Class IV: Is able to Describe in detail how to show respect for the environment and avoids wastage of materials and suggests ways to reduce wastage through reuse of material. E.g., "recycle"; "clean up school premises".

Shows no biases in behavior E.g. "sitting, eating, working, sharing with all irrespective of traditional and cultural biases".

Class V: Is able to Describe and document the steps involved in supporting actions that positively affect the school environment.

E.g. "involved in school cleanup campaign"; "group projects"; "putting used paper in the recycle bins"; "conserving materials"; "not to throw leftover food in the grounds".

Is able to Show concern in any situation on gender differences/biases with children in family and school such as defined gender roles in the family, caste discrimination and children belonging to marginalised sections of the society, etc. Is able to Shows sensitivity towards plants, animals, old, young ones, differently-abled, etc

Class III: Is able to Express empathy for others.

E.g., "Extends help/support to friends when required."

Is able to Follow rules made for games or other collective tasks undertaken in the school/home. Is able to Work with others to solve problems.

E.g., children are asked to turn to the child next to them and work cooperatively in answering a question; solve a problem by working with others, share ideas, and test the solutions.

Is able to Show some responsibility for his/her own health, and the health and well-being of others.

Class IV: Is able to Engage and cooperate in group work calmly.”

E.g.,” collage work, Mural, etc. Is able to Accept responsibility to lead the group for certain expected tasks, undertaken in the classroom.

E.g., “making a to –do list,”; “staying on a given task”.

Is able to Show respect for other children and adults.

E.g., “taking turns ; letting others to finish an activity or asks to join them Is able to Follow rules and understands the reasoning behind that.

E.g. "listening to others without interrupting.”

Is able to Work with others and appreciate contributions of others in class activities.

E.g. “works in groups to design a flower garden for their school”.

Class V: Is able to Engage and cooperate in group work calmly; listens and works with other children.

Is able to Accept and take responsibility in a more refined manner.

E.g., “learning from mistakes”; “encouraging others to do the things in a right way”.

Is able to Recognise and accept individual differences. E.g. “Describing the problem without blaming”.

Is able to Follow rules made by group members for better functioning of the group

E.g. “using dustbin, making queue for the Mid Day Meal, follow instruction for not using polythene, avoiding the use of fire crackers on festivals.

Is able to Address challenges using appropriate social and coping skills.

E.g., “doing things for other people;” changes activity when told ‘NO’ or presented with an alternative by teacher or peer.

Is able to Work through challenges in a small group.

E.g., “learns to negotiate and appreciate the difference of opinion / view

point of other members”.

General Objectives / Learning Indicators that a teacher should look forward to

Observation and Reporting – Explores, shares, narrates and draws, picture-reading, makes pictures, collects and records information,

tables and maps.

2. Discussion – Listens, talks, expresses opinion, discovers.

3. Expression – Expresses through gestures/ body movements, expresses verbally, expresses through drawing/writing/sculpting, expresses

through creative writing.

4. Explanation – Reasoning, makes logical connections, describes events/situations, formulates one’s own reasoning’s, makes simple

gestures, thinks critically, and makes logical connections.

5. Classification – Identifies objects-based on observable features, identifies similarities and differences in objects, sorts/groups objectsbased

on observable features. Compares objects and classifies them based on physical features.

6. Questioning – Expresses curiosity, asks questions, raises critical questions, frames questions.

7. Analysis – Defines situations/ events, identifies/predicts possible causes of any event/situation, makes hypotheses and inferences

8. Experimentation(Hands on activities) – Improvises, makes simple things and performs simple experiments.

9. Concern for Justice and Equality – Sensitivity towards the disadvantaged or people with disability, shows concern for environment

10. Cooperation – Takes responsibilities and takes initiatives, shares and works together with empathy.

Reference:

Learning Indicators, NERT

Source Book of Assessment for EVS Classes I to V, NCERT

Teaching EVS, NCERT

DESIGNING ACTIVITY CLASSES (English & Mathematics)

Harman Chhura

HM & Faculty ZIET Mumbai

Activity method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he/she retains. In an activity based teaching, learners willingly with enthusiasm internalize and implement concepts relevant to their needs.

So our understanding on the activity method by now should mean any learning that is carried out with a purpose in a social environment, involving physical and mental action, stimulating for creative action or expression.

Why do we need to use activity based learning method?

The information processing theory in psychology views learners as active investigators of their environment. This theory is grounded in the premise that people innately strive to make sense of the world around them.

In the process of learning, they experience, memorize and understand. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Teachers need to be actively involved in directing and guiding the students' analysis of the information.

It requires active problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students learn not the content of the lesson but also develop many other skills.

It enhances creative aspect of experience.

It gives reality for learning.

Uses all available resources.

Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.

Builds the student's self-confidence and develops understanding through work in his/her group.

Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.

Develops happy relationship between students and students, teachers and students.

An activity is said to be the language of the child. A child who lacks in verbal expression can make up through use of ideas in the activity.

Subjects of all kind can be taught through activity.

Social relation provides opportunity to mix with others.

Kinds of activities:

The activities used in this strategy can be generalized under three main categories:

- Exploratory - gathering knowledge, concept and skill.
- Constructive - getting experience through creative works.
- Expressional - presentations.

The Activities you could focus on:-

Experiencing:

watching, observing, comparing, describing, questioning, discussing, investigating, reporting, collecting, selecting, testing, trying, listening, reading, drawing, calculating, imitating, modeling, playing, acting, taking on roles, talking, writing about what one can see, hear, feel, taste, experimenting and imagining.

Memorizing:

Sequencing ordering, finding regularities and patterns, connect with given knowledge, use different modes of perception, depict.

Understanding:

Structuring, ordering, classifying, constructing, solving, planning, predicting, transferring, applying knowledge, formulating ones individual understanding, interpreting, summarizing, evaluating, judging, explaining and teaching.

Organizing activities:

The process of organizing activities must be based on curricular aims bringing together the needs, ideas, interests and characteristics of the children with the knowledge, skill, experience, and personality of the teacher within a given environment. The extent to which the teacher works with students individually or in groups affect the relation the teacher has with each child.

Steps required for Effective Organization of Activities.

- a. Planning.
- b. Involving children in the learning process.
- c. Each child is made an active learner.
- d. For each activity ensure you follow the principles of:-
What?
How? Work directions step by step, including:
With whom? Where? How long?
What after?
- e. Ensure you give clear instructions before each activity. It must focus on the above a, b, c, d.

Role of a Teacher in an Activity Based Method

A planner, an organizer and evaluator.
Facilitator.
Decision maker.
Knowledge imparter
Disciplinarian
A coach rather than a sage on stage
As a co-learner
A curriculum developer rather than a script reader
A team builder

Designing Listening Activity in English

By developing their ability to listen well we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

Listening activity involves the following activities.

Pre-listening

There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualization, and preparation.

➤ Motivation

It is enormously important that before listening students are motivated to listen, so you should try to select a text that they will find interesting and then design tasks that will arouse your students' interest and curiosity.

➤ Contextualisation

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and we need to design tasks that will help students to contextualise the listening and access their existing knowledge and expectations to help them understand the text.

➤ Preparation

To do the task we set students while they listen there could be specific vocabulary or expressions that students will need. It's vital that we cover this before they start to listen as we want the challenge within the lesson to be an act of listening not of understanding what they have to do.

While listening

When we listen to something in our everyday lives we do so for a reason. Students too need a reason to listen that will focus their attention. For our students to really develop their listening skills they will need to listen a number of times - three or four usually works quite well – as it is found that the first time many students listen to a text they are nervous and have to tune in to accents and the speed at which the people are speaking.

A listening activity has been designed for class V English “ Gulliver’s Travels”

Audio



listening activity 25 dec 2015.mp3

Listen the audio carefully and fill in the blanks.

On the _____ we discovered land. Our _____ sent a dozen men to with _____ for water, if any could be found. When we came to land we saw no river or spring nor any _____. I went on to _____. The country was _____ and _____. I turned back to join the _____, only to see them getting into the boat and rowing for life to get to the ship.

Before I could reach them I observed a _____ walking after them in the _____ as fast as he could. The water of the _____ reached only till his knees! However, the _____ was unable to overtake the speeding boat. I turned back quickly and climbed up a steep hill with fields of _____ on either side and the corn rising up to forty feet. There was a _____ to pass from one field to the other.

No.1 Find the words from the above text

1. A wooden boundary _____
2. Very big _____
3. A person who commands in a ship _____
4. The persons or animals occupy a place _____
5. a large, ugly, and frightening imaginary creature

6. A large water body _____
7. A container _____
8. Land with no vegetation _____

An Activity for Learning Mathematics

Mathematics is the science of facts, formulae and procedure. The main goal of mathematics education in schools is the mathematisation of the child's thinking. Clarity of thought and pursuing assumptions to logical conclusions is central to mathematics. There are many ways of thinking, and the kind of thinking one learns in mathematics is an ability to handle abstractions, and an approach to problem solving

(Source book of assessment NCERT)

Mathematics should be taught with fun filled activities.

Children are fun loving and they want to visit different places.

Can we develop mathematical concepts through Educational tour to a particular place? If the answer is yes then what are the concepts?

- Number (including number representation and decimal system)
- Number operations- addition, subtraction, multiplication and division
- Fractions
- Shapes and Spatial Thinking
- Measurement
- Problem Solving
- Patterns
- Data Handling

One activity has been illustrated here.

Educational Trip to Mumbai

Date : 29.12.2016

Start Point: Zonal Institute of Education & Training Mumbai , Kanjurmarg

Number of participants: 51

Time: 8.30 am

Sites to be visited:

1. Boarding at ZIET Mumbai :- 8.30 am
2. Gate Way of India via Eastern Express –CST 9.30. am -----10.30 am. (32 KM from Kanjurmarg)
3. Chhatrapati Sivaji Maharaj Bastu Sangrahalaya- 10.45 am to 12.00 Noon (500 meter)
Jahangir Art Gallery
4. Nariman Point- Marine Drive via Oval Ground – 12.10 pm to 12.30 pm (2000 meter)
5. Girgaon Chaupati - 12.35 to 12.50 PM (2 KM)
6. Hanging Garden – 1.00 pm
7. Lunch at Hanging Garden - 1.00 pm to 2.00 pm (3 KM)
8. Mahalakshmi and Haji Ali – 2.30 pm to 3.30 pm (4 km)
9. Siddhi Vianayak - 4.00 pm to 4.45 pm (8 km)
10. Worli Sea link -5.00 pm (12 km)
11. Juhu Chaupati – 6.00 pm to 6.30 pm 10 (km)
12. Returning Via – Andheri -JVLR- Powai-ZIET 8.00 pm (25 km)

Answer the following Questions.

- a) The Sanjay Travels charged Rs 8000 for the entire trip. What will be the bus fare of Individual participants?
- b) What is the distance covered for the whole trip?
- c) The ticket fare in Museum for each participant is Rs. 50. What will be the ticket fare if 46 participants visited?
- d) What is the distance from Gate Way of India to Juhu Chaupati?

Assertive Communication

Ms. Mitali Rudra

Passive behaviour

Aggressive behaviour

Passive-aggressive behaviour

Assertive Communication

Passive Communication

Shy /overly easy going

Tend to avoid conflict

Send message that your thoughts and feelings are not important

Give others the license to disregard your wants and feelings.

Passive Communication

Putting your needs to the last of others needs.

Often involves speaking quietly or with a hesitating voice, or with a body language suggesting so.

May undermine opinion with passive phrases.

Passive Communication

The internal conflict that can be created by passive behavior can lead to:

Damaging self-esteem

Stress

Resentment

Seething anger

Feelings of victimization

Desire for revenge

Passive Communication

Used positively

CAN BE USED AS A TOOL WITH THE INTENT OF REVISITING IN FUTURE

Aggressive Behaviour

A bully who disregards the needs, feelings and opinions of others.

Appear self-righteous or superior.

Humiliate and intimidate others, and may even be physically threatening.

Lack trust and mutual respect

Aggressive Behaviour

Force need and opinion on others.

No compromise.

Damages relationships.

Damages self esteem.

Passive Aggressive Behaviour

You may say yes when you want to say no.

You may be sarcastic or complain about others behind their backs.

You may have developed this style because you're uncomfortable being direct about your needs and feelings.

Drawbacks

Over time, passive-aggressive behaviour

damages relationships

undercuts mutual respect

makes it difficult for you to get your goals and needs met.

ASSERTIVENESS

mutual respect

effective and diplomatic communication style

shows that you respect yourself, because you're willing to stand up for your interests and express your thoughts and feelings

also demonstrates that you're aware of the rights of others and are willing to work on resolving conflicts.

Learning to be more assertive

Some research suggests that learning to be more assertive can help people cope with mental health problems

depression

anorexia

bulimia

social anxiety disorder

schizophrenia.

Learning to be more assertive

Assess your style

Use 'I' statements

Practice saying no

Rehearse what you want to say

Be in the present

Keep emotions in check

Revisit the intent

Learning to be more assertive

State your point of view or request clearly=paraphrase what the other person wants to say.

Tell the other person how you feel and remember to listen to them.

Tone and volume of voice is important.

Make sure the body language matches.

Value yourself and your rights

Identify your needs and wants, and ask for them to be satisfied.

Acknowledge that people are responsible for their own behavior.

Express negative thoughts and feelings in a healthy and positive manner.

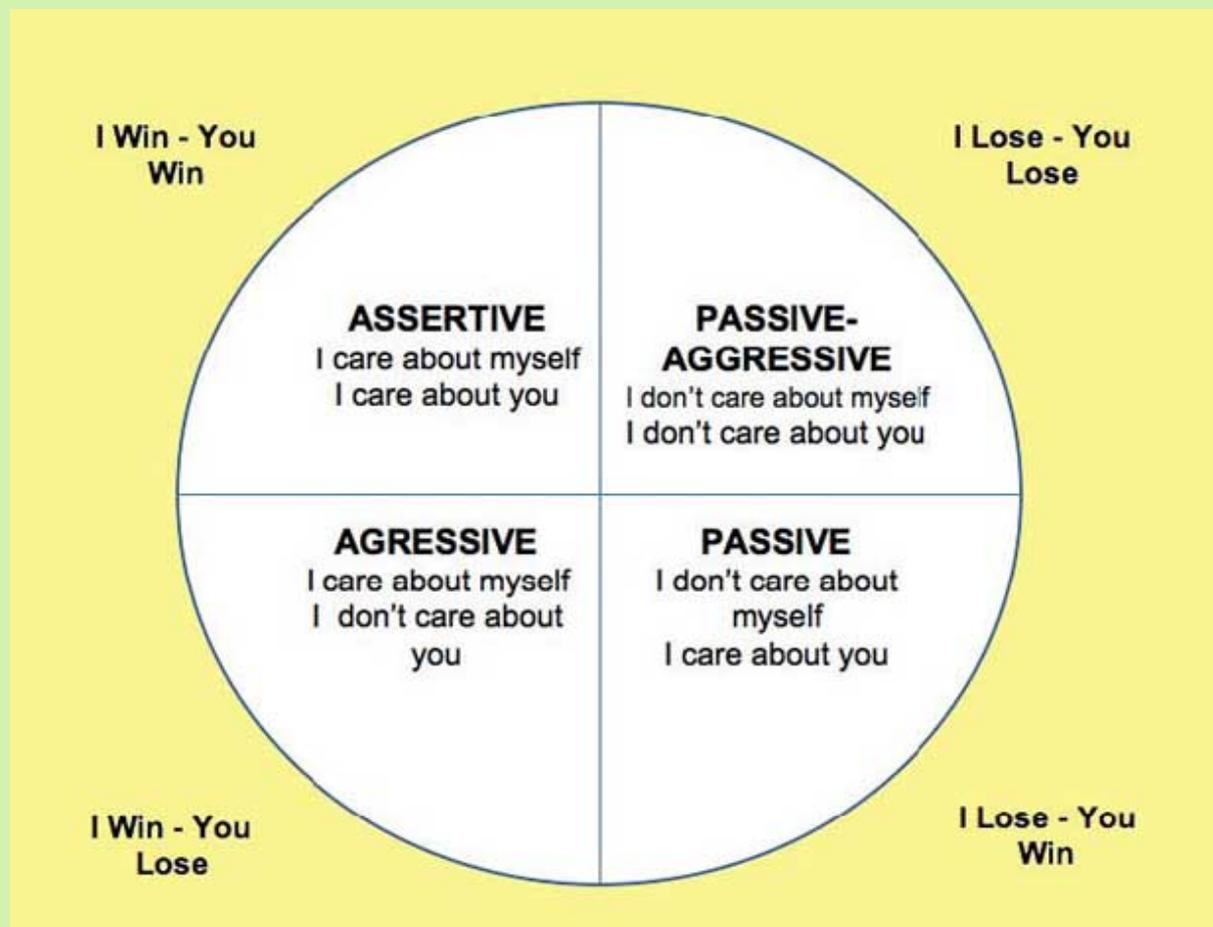
Receive criticism and compliments positively.

Learn to say "No" when you need to.

Being WITH People



I WIN YOU WIN



NON VERBAL COMMUNICATION - BODY LANGUAGE

Ms.Mitali Rudra

Communication skills are

- ~verbal and non-verbal words, phrases, voice tones, facial expressions, gestures, and body language that you use in the interaction between you and another person
- **BASICS OF COMMUNICATION**

Communication is a two way process of exchanging ideas, information or transmitting verbal and non-verbal messages.

COMMUNICATION IS THE KEY TO ACHIEVING ALL OF OUR GOALS

- **Communication is:**
- **Effective Communication**
- **EFFECTIVE**
- **COMMUNICATION**
- **RESULTS**

How to interpret communication skills results

- **BETWEEN 20 AND 50** - It is obvious that you are more at ease with jobs you can carry out alone rather than in interpersonal relationships.
- **BETWEEN 51 AND 80** -You have some communication skills, but others are less well-developed. You are nevertheless aware of your limits, which is an important lever for personal development.
- **BETWEEN 81 AND 110**- You are perfectly at ease in the world of interpersonal relationships. You have only to refine the skills you already possess and enrich your repertoire of responses.
- **OVER 110**- You demonstrate mastery of all to mediation skills. But do you know yourself well?
- **Suggestion:** Select the three items with the lowest score and, in the coming weeks, concentrate on changing these behaviours or attitudes. Discuss this with a person whom you trust and ask if you have shown improvement.

--Translated and adapted from: *La communication et la gestion [communication and management]*; Solange Cormier, 1999.



- Beyond Words . . .
Understanding and Interpreting Body Language

HAPPINESS



SADNESS



ANGER





FEAR



SURPRISE



- **STANDARD INTERPRETATIONS**
- **FACIAL**
- **UPPER TORSO**
- **LOWER TORSO**

HEAD TILT



BRAIN CONNECT

- 2 halves
- Left—controls logic analytical,

Right Tilt - analyzing evaluating



- **BRAIN CONNECT**

- Right—emotion, intuition,-creativity
- Left Tilt---find conversation creative in terms of garnering in idea---
- stimulating-creative



- **THE EYE CONTACT**

- looking right and up
- visual imagining, fabrication, lying
- Story telling
- looking left and up
- recalling images, truthfulness,



retrieving facts, remembering

- **KEEP YOUR HEAD UP**

- It might make you seem nervous and can be distracting for the listeners or the people in the conversation



HAND SHAKE



- | | |
|------------|----------------------------------------------------------------------|
| palm down | Dominance |
| palm up | submission, accommodating |
| both hands | seeking to convey trustworthiness and honesty, seeking to control |

OPEN PALM GESTURE



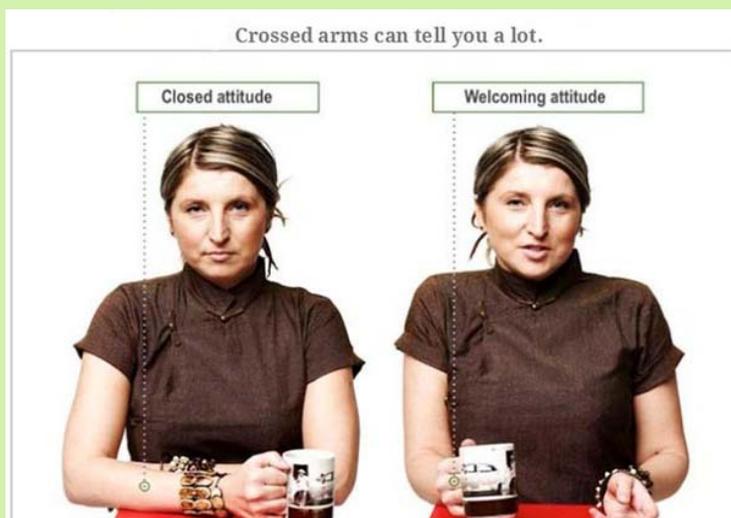
- USE YOUR HANDS MORE

CONFIDENTLY

- Instead of fidgeting with your hands and scratching your face use them to communicate what you are trying to say.
- Use your hands to describe something or to add weight to a point you are trying to make. But don't use them too much or it might become distracting. And don't let your hands flail around, use them with some control.



CROSSED ARMS CAN TELL A LOT

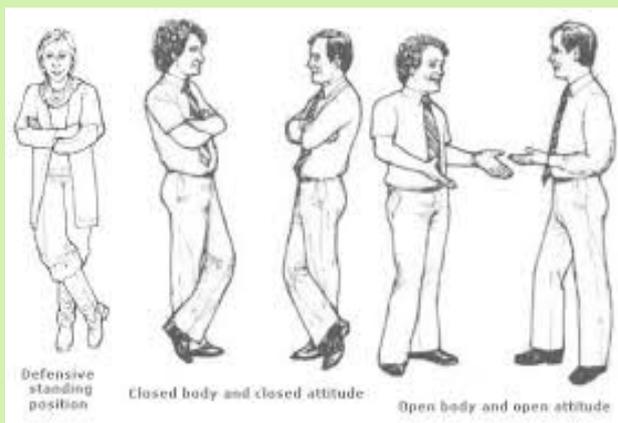


CLENCHED FIST

anxiety

Nervous resistance, aggression, determination

LEGS AND POSTURE

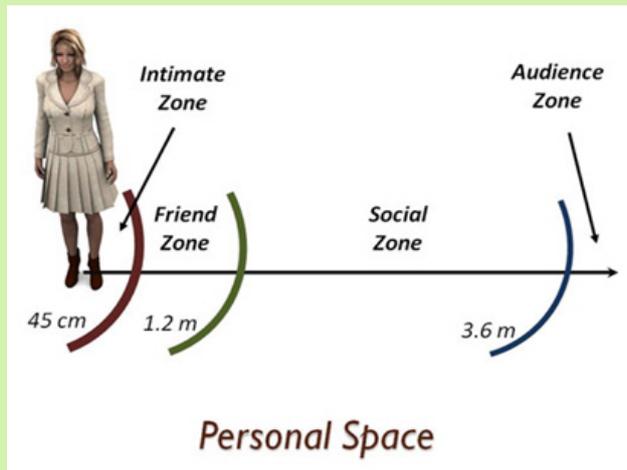


Keep your arms and legs open



u21291866 images.google.co.in

ZONE DISTANCES



- **ZONE DISTANCES**

- Intimate Zone
- Personal Zone
- Social Zone
- Public Zone

SPATIAL ZONE



KEEP A GOOD ATTITUDE

Keep a positive, open and relaxed attitude.

How you feel will come through in your body language and can make a major difference

THE CULTURAL ASPECT

Oriental

Oxidental

POWERFUL BODY LANGUAGE TIPS

To spot a liar, look out for these four “the tell-tale” signals.

hand touching,

face touching,

crossed arms,

and leaning away.

According to research conducted at Northeastern University, if you see these “Telltale Four” being displayed together, watch out!

POWERFUL BODY LANGUAGE TIPS

To make a difficult task seem easier, smile

No matter the task, when you grimace or frown while doing it, you are sending your brain the message, “This is really difficult. I should stop.” The brain then responds by sending stress chemicals into your bloodstream. And this creates a vicious circle: the more stressed you are, the more difficult the task becomes.

Conversely, when you smile, your brain gets the message, “It’s not so bad. I can do this!”

POWERFUL BODY LANGUAGE TIPS

To reach an agreement, send early engagement signals.

To encourage collaboration, rearrange your office.

To maximize your authority, curb your enthusiasm.

To defuse a tense situation, realign your body more congenially.

Effective teachers use body language to communicate with students, build rapport with them, and make them feel safe and supported.

Body Language Dos and Don’ts

Stand up straight

Avoid folding your arms, standing behind a desk, and using barriers.

Use the whole classroom

Be aware of your facial expressions (or lack thereof!).

Smile.

Make eye contact

Adopt different poses

Your hands on your chin

Hands out and palms up

Observe wait time

ACTION PLAN

Be aware of your body language

Body Language is like hand writing, it has an impact.

POCSO

Dr. Nayreen Daruwalla

Program Director

Program on Prevention of Violence against Women and Children,,

SNEHA Vision



Model of Intervention and Prevention for Recognition of and Action on Gender-Based Violence: The Convergence Approach



Who is a Child

Any person below the Age of 18 years as per

- The UN Convention on the Rights of the Child, 1989
- The Juvenile Justice Care and Protection Act, 2000
- The Protection of Children Against Sexual Offences Act, 2012

What is Child Sexual Abuse

World Health Organization - Definition

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or that violates the laws or social taboos of society.'

Child sexual abuse is that which targets sexuality and/or sexual organs, involves sexual gestures, words, pictures, actions.

Prevalence of Child Sexual Abuse in India

According to the National Study on Child Abuse in April 2007, covering 13 states in India and a sample size of 12,446 children:

- More than 53 % children report facing one or more forms of sexual abuse
- 50 % of sexual offenders were known to the victim or were in positions of trust (family member, close relative, friend or neighbour).
- Boys were equally at risk as girls.
- Severest sexual abuse in age group of 11-16 years.

Does child Sexual Abuse always means Touching ?

Child Sexual Abuse includes both touch and non-touch forms of behavior.

Some of the non-touch forms of sexual abuse include:-

- Verbal abuse & bullying
- Online sexual abuse
- Showing pornography to a child
- Watching and storing child pornography
- Indecent exposure like deliberately exposing an adult's genitals to a child or making the child to do so
- Photographing a child with sexual intent
- Encouraging a child to watch or hear sexual acts
- Inappropriately watching a child undress or use the bathroom

Why children do not talk about child sexual abuse

- Sometimes sexual abuse starts at an early age. Children are unable to articulate what they have gone through. **ADULTS FAIL TO COMPREHEND** when the child is reaching out to them.
- Talking about body parts and sexuality is not a norm in India. Most children and adults think that openly talking about sexual abuse is dirty. In such an environment children feel that they may be **JUDGED** and that the **BLAME** will be directed at them.
- Based on the position of the abuser in the family, in the society and in the life of child, children fear that they **MAY NOT BE BELIEVED**. If the abuser is family or family friend, the child may not want to **CAUSE A FALLING OUT** among the elders.

Why children do not talk about child sexual abuse

- If the child has been taught to always respect & listen to elders, they find it difficult to talk against the abuser & to say '**NO**' to them.
- The abuser **BRIBES** the child to engage in sexual activity and maintain the 'silence'.

- The abuser has threatened the child that if the information is disclosed then the child or close family will be harmed

Indicators of child sexual abuse

Physical Indicators:

- Difficulty in walking or sitting
- Eating related illness such as anorexia and bulimia
- Discomfort in urinating or defecating
- Recurrent urinary infections
- Evidence of Physical Trauma to the oral, or genital or anal areas, manifested as bleeding, discharge, soreness and/or itching
- Bruising and other injury to breasts, buttocks and thighs and other parts of the body
- Sexually transmitted disease in a child of any age
- Frequent and inappropriate masturbation
- Learning problems, inexplicable fall in academic grades, poor memory and concentration
- Reluctance to participate in physical or recreational activities
- Regression to younger behavior, such as thumb-sucking, acting like a baby, bedwetting and/or speech difficulties
- Tendency to cling or need constant reassurance
- Fatigue and sleeping difficulties (Insomnia/Hypersomnia)
- Poor self-care/personal hygiene
- Aggressive behavior, temper tantrums and sudden changes in mood
- Sexually abusive behavior towards other children, particularly younger or more vulnerable than themselves
- Age inappropriate sexual behavior.

Emotional Indicators

- Social withdrawal (such as poor or deteriorating relationships with adults and peers).
- Developing fears, phobias and anxieties (A fear of a specific place related to abuse, a particular adult, refusing to change into sports/swimming clothes)
- Wearing of provocative clothing, or layers of clothes to hide injuries and/or to appear unattractive
- Sexual knowledge, behavior, or use of language not appropriate to age level
- Sexual inference in children's recreational activities such as drawing, playing, singing etc.
- Child running away from home/school.
- Self-injurious behavior, like alcohol or drug abuse, body-mutilation, getting in trouble with law, suicide attempts.

What should I do if I find out that child has been sexually abused

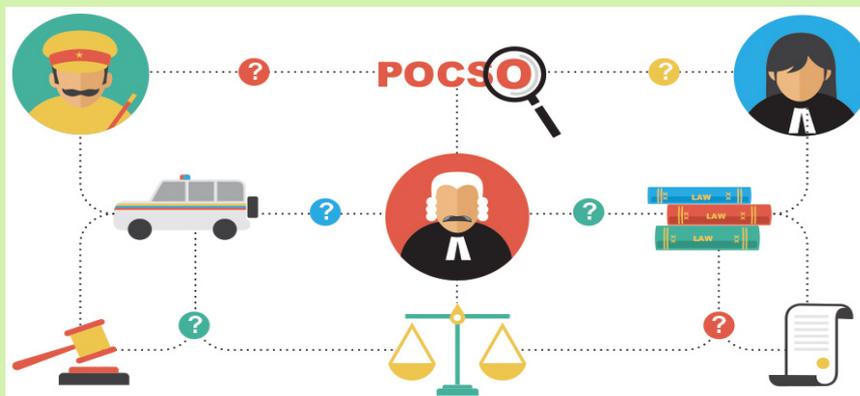
- Tell the child you believe her / him.

- Praise the child’s courage in coming and telling you about it.
- Acknowledge the child’s feelings.
- Don’t probe into what/when/where/how of the incident. Let the child share the incident at her/his comfort level.
- Tell the child it was not her/ his fault.
- Tell the child that you would like to take the help of other adults (family members, institutions, staff members) to help the child.

What should I do if I find out that child has been sexually abused

- Do not make false promises like “I will send the abuser to jail. I will beat him /her up etc’.
- Do not question or blame the child – “Why did you not shout for help?” “Why did you not tell me earlier?” “Why did you not fight?” Remember, it is a child and the abuser is a person known to the child – trusted and loved by the child. The abuser may have even threatened or blackmailed the child into silence.
- Do not ask the child to “forgive” “forget” or “adjust”.

The Protection of Children Against Sexual Offences Act, 2012



POCSO is the acronym for ‘Protection of Children against Sexual Offences Act’ of 2012. With its enactment, India now has one of the most comprehensive and ambitious laws that not only allows justice for children who are victims of sexual offences but also takes into account the best interests and well-being of the child. It is a landmark legislation in the area of child protection.

The Protection of Children Against Sexual Offences Act, 2012

- A law that came into enforcement in 2012
- POCSO protects children both boys and girls below 18 years of age
- It protects from Sexual Offences that covers a range of sexual activities such as Pornography , Sexual Assault & Sexual Harassment, penetrative and Non penetrative offences

POCSO calls for

- Severe Punishment if Protectors are perpetrators of sexual offences such as Parents, Teachers, guardians
- Mandatory reporting by all citizens of any case of sexual abuse to the nearest police station
- Child friendly procedures to reduce trauma of victims

POCSO – Comprehensive Law

- Puts the burden of proof on the accused rather than the victim. The onus is on the accused to prove that he/she is innocent rather than on the child to prove that the crime took place.
- Is gender neutral when it addresses the victims and the accused.
- Addresses a comprehensive spectrum of criminal sexual offences that includes various forms of (partial) penetrative offences, non-touch forms of abuse, pornography, exhibitionism, stalking etc.

POCSO – Comprehensive Law

- Takes into account power dynamics in relationships between the victim and the accused. The vulnerability of the victim and the position of accused play a major part in the prosecution of the crime.
- Provides for child-friendly measures, procedures and infrastructure to ensure minimum trauma is visited upon the child during the judicial process.
- Regards Child Protection as a collective responsibility. It makes the reporting of cases mandatory for every citizen. It also lays out guidelines for all duty-bearers and stakeholders who interact with the child victim and the case.

Definitions under POCSO

Child : Any person below the age of 18 years

Penetrative sexual assault: Penetration to any extent INTO vagina, mouth, urethra or anus of the child or making the child to do so with him/her or any other person

- penetration of penis
- insertion of any object or part of the body
- manipulation of any part of the body of the child so as to cause penetration
- applying his/her mouth to the penis or the above mentioned body parts of the child

Sexual assault: When a person, with sexual intent, touches the

- Vagina, penis, anus or breast of the child
- Or makes the child touch the vagina, penis, anus or breast of himself/herself or any other person
- Or does any other act with sexual intent which involves physical contact without penetration.

Aggravated Sexual Assault: If the offence is committed by a person in a position of trust or authority like teachers, police, parents, public servants etc. or if the child is below 12 yrs. or if the child is disabled or if the injury to the child is grievous or if the child becomes pregnant, the assault is termed as 'aggravated'.

Sexual harassment: If a person, with sexual intent, is

- Making any sound or gesture or exhibiting any object or part of the body so that it shall be heard by the child or such gesture or exhibition shall be seen by child.
- Making a child exhibit any part of his/her body so that it is seen by the person or any other person.
- Constantly following or watching the child either directly or through digital or any other means
- Showing any object to the child in any form or enticing the child for pornographic purposes
- **Abetment:** If the accused is found instigating, conspiring and intentionally aiding any of the above acts, in any manner, it is an abetment offence. The punishment is same as that provided for the offence
- **Mandatory Reporting:** Any person who has apprehensions that any of the above offences is likely to be committed or has been committed must report it to the local police or Special Juvenile Police Unit(SJPU).

Procedures under POCSO

Child-friendly Judicial Processes

- POCSO provides for child-friendly procedures for medical examination, recording the statement of the child by the police and Magistrate, as well as during the examination of the child in court.
- POCSO mandates the establishment of child-friendly Special Courts at every district.
- During the above procedures, a child must be accompanied by a parent, guardian, or any other person whom the child trusts or has confidence in.
- The child must not be brought face to face with the accused while giving her/his statement to the Police or the Magistrate, or while testifying.

Emergency Medical Care

Children who are victims of penetrative sexual assault, aggravated penetrative sexual assault, sexual assault, and aggravated sexual assault; or who are found to be in need of urgent medical attention are entitled to receive emergency medical care within 24 hours of the Police/Special Juvenile Police Unit (SJPU) receiving information about the crime

Care and Protection

- If the Police/SJPU have reasonable grounds to believe that the child is in need of care and protection, they must immediately make arrangements to give the child such care and protection.
- They must alert the Child Welfare Committee (CWC). The CWC can assess the case and take steps to ensure that the child is provided with suitable care and protection.
- For instance, it can provide the child with a support person to render assistance during the investigation and trial.
- It can also order that the child be taken out of the custody of her/his family if she/he has been or is likely to be sexually abused there.

Compensation

A child victim may receive interim compensation for immediate need for relief or rehabilitation and final compensation for the loss or injury caused to him or her. Compensation is given irrespective of whether the accused is found guilty or not.

Your Responsibility under The Law (Protection of Children from Sexual Offences, 2012)

- It is an AGGRAVATED OFFENCE if the perpetrator of sexual abuse is a staff or management of any educational institution or any other place of custody or care and protection for children.
- You must report ANY CASE OF CHILD SEXUAL ABUSE that you know of in your institution to the NEAREST POLICE STATION.
- The child SHOULD NOT BE TAKEN TO THE POLICE STATION. The police officer must go to the residence or any other place of the child's choice for taking the statement of the child, presence of a parent or a trusted adult is a must.

They are dying because societies have yet to make the decision that their lives are worth saving.”

Mohammed Fathalla

(Ex-president of International Federation of Gynecology and Obstetrics)



हिंदी में शिक्षण गतिविधियों की रूप रखा

श्रीमती अंजली ताम्हनकर
प्राथमिक शिक्षिका
के. वि. भांडुप

भाषा संप्रेषण का एक महत्वपूर्ण माध्यम तथा अभिव्यक्ति का प्रमुख साधन है । बच्चे विद्यालय में कुछ भाषा ज्ञान के साथ प्रवेश करते हैं । स्कूली पाठ्यक्रम द्वारा इसे और अधिक विकसित करने की आवश्यकता होती है । सुनना, बोलना, पढ़ना और लिखना भाषा शिक्षण के चार अनिवार्य और महत्वपूर्ण कौशल है, किन्तु भाषा शिक्षण का उद्देश्य मात्र इन चार कौशलों का विकास नहीं है वरन् बच्चों को अभिव्यक्ति के समुचित अवसर प्रदान करना भी है । इसलिए भाषा की कक्षा में बच्चों की कल्पनाशीलता, सृजनात्मकता और तर्कशक्ति को बढ़ावा देने वाली गतिविधियों का आयोजन किया जाना चाहिए ।

गतिविधियों का नियोजन करते समय निम्नलिखित बातों का ध्यान रखा जाना चाहिए :-

- गतिविधियाँ व्यक्तिगत कम और सामूहिक अधिक हों
- समूह ४ से ८ बच्चों के हो
- आत्मविश्वास को बढ़ाना
- कक्षा के सभी छात्रों की सहभागिता को सुनिश्चित करना
- बच्चों को ज्ञान का खुद अर्जन करने के लिए प्रेरित करना
- सीखने की परिधि पाठ्यपुस्तक के अलावा भी होती है, इसका अनुभव बच्चों को देना

१. गीत, कविता, कहानी और विज्ञापनों द्वारा व्याकरण अभ्यास

गीत, कविता, कहानी, कार्टून और विज्ञापन बच्चों को बेहद पसंद होते हैं । गतिविधियों को रुचिकर और अर्थपूर्ण बनाने के लिए इनका भाषा शिक्षण में भरपूर उपयोग किया जाना चाहिए । बच्चों के स्तर के अनुकूल गीत, कविता, कहानी या विज्ञापन चुनकर, बच्चों को उसे साभिनय सिखा कर, उसके संदर्भ में संज्ञा, सर्वनाम, विशेषण, क्रिया, विलोम शब्द, लिंग-वचन इत्यादि का अभ्यास करवाया जा सकता है । इससे बच्चों को अभिव्यक्ति के अवसर मिलेंगे साथ ही वे भाषा का व्यावहारिक उपयोग करना भी सीखेंगे ।

२. वस्तु एक उपयोग अनेक

निरीक्षण क्षमता, कल्पना शक्ति और मौखिक अभिव्यक्ति को बढ़ावा देने वाली यह गतिविधियाँ बहुत कम साधन-सामग्री के साथ कक्षा में आयोजित की जा सकती है । कपड़ा, कागज़, लकड़ी इत्यादि साधनों का अधिकाधिक उपयोग साभिनय बताने के लिए बच्चों से

कहा जाय । अपने अनुभव और निरीक्षण के द्वारा बच्चे तरह - तरह के उपयोग बताते हैं । तत्पश्चात समूह में किन -किन कार्यों में इनका उपयोग किया गया उनकी सूची बनाने का कार्य भी दिया जा सकता है ।

3. चित्र वाचन

चित्र वाचन ऐसा शैक्षणिक साधन है जिसका उपयोग 3 से 12 वर्ष तक के बच्चों के लिए भाषा विषय सिखाने के लिए प्रभावी रूप से किया जा सकता है क्योंकि यह दृष्टि, बुद्धि, विचार और कल्पना शक्ति का व्यायाम है । इस गतिविधि के लिए भाषा अध्यापक के पास मेला, सर्कस, बाज़ार, बगीचा इत्यादि स्थानों के चित्र होने चाहिए ।

चित्र वाचन से क्या साध्य किया जा सकता है ?

- बच्चों की निरीक्षण और चित्र का आस्वाद लेने की क्षमता बढ़ाना
- बड़ी - बड़ी बातों से लेकर छोटी - छोटी बातों को देखना, पहचानना, उनका परस्पर संबंध स्थापित करना, अपने अनुभवों से उसे जोड़ना, कल्पना, तुलना और वर्गीकरण करना इत्यादि ।
- शब्द भंडार बढ़ाना और शब्दों का बोल - चाल में उचित उपयोग करना

चित्र रंगीन हो तथा चित्रों की लगभग 25 प्रति्याँ अध्यापक के पास हो । चित्र निर्धारित समय तक बच्चों को निरीक्षण के लिए समूह में (2 से 4 बच्चे) दिए जाय । निरीक्षण के दौरान बच्चे चित्र के बारे में क्या बोल रहे हैं इसका निरीक्षण अध्यापक कक्षा में घूमकर करें । तत्पश्चात मौखिक और लिखित अभ्यास करवाए जाय । जैसे -

- ❖ चित्र से संबंधित अधिकाधिक शब्द पूछना और लिखवाना
- ❖ उन शब्दों का संज्ञा, क्रिया और विशेषण में वर्गीकरण करना
- ❖ बच्चों द्वारा अंग्रेज़ी में बताए गए शब्दों के हिन्दी शब्द बताना
- ❖ चित्र में दिखाई न देने वाले पर चित्र देखकर बताए जा सकने वाले शब्द पूछना
- ❖ चित्र में प्रदर्शित कपड़े, वाहन, वस्तु के प्रकार, रंग, आकार, व्यवसायों के बारे में बातचीत करना
- ❖ सार्वजनिक स्थानों पर क्या करना चाहिए और क्या नहीं पर चर्चा करना
- ❖ चित्र से संबंधित बच्चों के अनुभव जानना
- ❖ समूह में एक दूसरे से चित्र से संबंधित प्रश्न पूछना
- ❖ अनुच्छेद लेखन, संवाद लेखन और उनका अभिनय

चित्र और बच्चों के स्तर के अनुसार इस गतिविधि को पुनर्नियोजित किया जा सकता है ।

स्वरचित बाल योग्य कविताएँ

श्रीमती अंजली ताम्हनकार
प्राथमिक शिक्षिका के. वि . भांडूप

दाँत साफ़ कर मंजन से, दूध तब हम पीएंगे
गंदे हाथों से खाना, कभी नहीं हम खाएंगे,
खाना खाकर कुल्ला करना, कभी नहीं हम भूलेंगे
बिना ढका और बासी भोजन, कभी नहीं हम खाएंगे,
साफ़ - सुथरे कपड़े पहनकर, पाठशाला हम जाएंगे
अच्छी आदतें अपनाकर हम, स्वस्थ जीवन बिताएंगे ।

रंगीन पजामा कुरता ढीला, आया जोकर मतवाला
सर्कस में जब आता जोकर, क्या - क्या स्वांग लेता जोकर,
अजब - अजब करतब दिखलाता, हँसा - हँसाकर पेट फुलाता
मुँह मटकाता, दाँत बजाता, सुरे - बेसुरे गाने गाता,
झूले - घोड़े पर चढ़ जाता, उछल कूदकर धूम मचाता
डिस्को डांस दिखाता जोकर, सर्कस में जब आता जोकर ।

गन्ना - गन्ना मीठा गन्ना, गुड़ - चीनी देता गन्ना
सबको मिठाई देता गन्ना, सबके मन को भाता गन्ना ।

ताजी - ताजी हवा सुबह की, सर - सर - सर - सर बहती है
आँख मिचौली खेलो मुझसे, सब बच्चों से कहती है ,

आँख मिचौली जो भी खेले, दिनभर रहते ताज़ा हम
पुरस्कार में उनको मिलती, चुस्ती ज़्यादा आलस कम ।

अक्षरों की रेल हमारी, अक्षरों की रेल

इ का इंजन, ड का डिब्बा, हम सब खेले खेल,

सब डिब्बों का रंग निराला, हरा, लाल और कोई काला

कोई सुस्त है, कोई चुस्त है, कोई तगड़ा, कोई ढीला,

धीरे - धीरे चले मगर, ये बिन पहियों की रेल

अक्षरों की रेल हमारी, अक्षरों की रेल ।

रेल के डिब्बे नए - निराले, ह - क्ष - त्र - ज नाम वाले

इसमें बैठे सभी अलबेले, मुंबई पहुँची रेल,

अक्षरों की रेल हमारी, अक्षरों की रेल ।

परियों की नगरी में आए हम, जादू की नगरी में आए हम

चॉकलेट के बंगले में, टॉफी का दरवाज़ा

बिस्किट के पहाड़ पर आइसक्रीम सजाया,

सरबत की नदियाँ, पेड़ों पर रसगुल्ले

खाएंगे - नाचेंगे हम अलबेले,

परियों की नगरी में आए हम, जादू की नगरी में आए हम ।

आओ रे, आओ रे, सभी जन आओ,

मौज करो एक साथ, खेलो - कूदो - गाओ

मछली बनेंगे हम, मछली बनेंगे,
खेले - कूदे पानी में डुबकी लगाएँगे ।
आओ रे, आओ रे, सभी जन आओ,
मौज करो एक साथ, खेलो - कूदो - गाओ
खरगोश बनेंगे हम खरगोश बनेंगे,
हरी - हरी घास में छुप के बैठेंगे ।
आओ रे, आओ रे, सभी जन आओ,
मौज करो एक साथ, खेलो - कूदो - गाओ
हाथी बनेंगे हम हाथी बनेंगे,
सूँड़ उठाकर धीरे - धीरे ऐसे चलेंगे ।
आओ रे, आओ रे, सभी जन आओ,
मौज करो एक साथ, खेलो - कूदो - गाओ
पंछी बनेंगे हम पंछी बनेंगे,
ऊँचे - ऊँचे आकाश में ऐसे उड़ेंगे ।
आओ रे, आओ रे, सभी जन आओ,
मौज करो एक साथ, खेलो - कूदो - गाओ
मोर बनेंगे हम मोर बनेंगे,
काले बादल - काले बादलों में ऐसे नाचेंगे ।
आओ रे, आओ रे, सभी जन आओ,
मौज करो एक साथ, खेलो - कूदो - गाओ
भालू बनेंगे हम भालू बनेंगे,

डम डम डम डम डमरू पर ऐसे नाचेंगे ।

आओ रे, आओ रे, सभी जन आओ,

मौज करो एक साथ, खेलो - कूदो - गाओ ।

तितली बनेंगे हम तितली बनेंगे,

रंग - बिरंगे फूलों पर ऐसे उड़ेंगे ।

आओ रे, आओ रे, सभी जन आओ,

मौज करो एक साथ, खेलो - कूदो - गाओ

बंदर बनेंगे हम बंदर बनेंगे,

ऊँचे - ऊँचे पेड़ों से फल खाएंगे ।

आओ रे, आओ रे, सभी जन आओ,

मौज करो एक साथ, खेलो - कूदो - गाओ

घोड़ा बनेंगे हम घोड़ा बनेंगे,

सबको पीठ पर बिठाकर ऐसे झूमेंगे ।

आसमान में बादल छाए

साथ में अपने पानी लाए

टप टप टप टप पड़ती बूँदें

आओ हम पानी में कूदे ।

प्रश्न एक मन में है आया

बादल में पानी कहाँ से आया

चलो चलो पापा से पूछे

शायद कोई उत्तर सूझे ।
प्रश्न सुना जब पापा ने
उत्तर बतलाया झट से
सागर, तालाबों, नदियों का पानी
उड़कर बादल बने आसमानी ।

जब पानी गरम करते हैं आप
उससे बन जाती है भाप
यही भाप बादल बन जाते
उमड़ घुमड़ कर मन हर्षाते ।

एक बीज मैं लेकर आया
खोदी मिट्टी उसे दबाया
पानी सींचा उसे भिगोया
सूरज ने उसको गरमाया
बीज ने अपना तन फैलाया
छोटा सा अंकुर उग आया
खुला बीज कुछ कोंपल आई
उसने मिट्टी दूर हटाई
नन्हा पौधा ऊपर आया
नया - नया जग उसने पाया ।

बहुत ज़रूरी है यह भाई, दाँतों की नित करो सफाई ।
गंदे दाँत बुरे दिखते जब, उनमें लगता कीड़ा
बेचैन हो जाते तब, उठती दाँतों में पीड़ा
दाँतों का बस यही उपचार, सफाई नित करो दो बार ।
प्रथम सुबह उठने के बाद, फिर रात भोजन के बाद
दाँतों को मज़बूत बनाता, नीम दातून जो अपनाता ।
दातून बबूल की भी उपयोगी, दाँतों को करती है निरोगी
फल - सब्ज़ी खाना बहुत ज़रूरी, कसरत दाँतों की होती पूरी
नित दो गिलास दूध पियो, दाँतों को मज़बूत बनाओ ।
रंग - रंग हर जगह रंग, सजते रहते हरदम संग
नीले, पीले, लाल, हरे, जग को रखते भरे - भरे ।
लाल रंग मिलेगा कहाँ ? मिलेगा कहाँ ?
अपने ही आस - पास और कहाँ
अनार लाल, खून भी लाल
बच्चों तुम्हारे गाल भी लाल ।
हरा रंग है कहाँ - कहाँ ?
जहाँ ढूँढ़ोगे, वहाँ - वहाँ
घास हरी और खेत हरे
पेड़ और पत्ते भी हरे ।
पीला रंग होगा कहाँ ?

बाग - बगीचों में और कहाँ ?

नींबू पीला, आम पीला

सूरजमुखी का फूल पीला ।

कहाँ दिखेगा नीला रंग ?

प्रकृति के संग - संग

आकाश नीला, सागर नीला

इन्द्रधनुष में भी रंग नीला ।

नारंगी रंग तुम हो कहाँ ? हो कहाँ ?

फल - सब्जियों के पास वहाँ

संतरा नारंगी, गाजर नारंगी

पपीता है अंदर से नारंगी ।

काला रंग दिखता कब ? दिखता कब ?

सूरज डूब जाता जब

कोयल काली, बाल काले

काजल और कौए भी काले ।

मछली - तितली - फूलों में हैं, तरह - तरह के रंग

रंग के बिना बन जाएगी, ये दुनिया बेरंग ।

आओ खेलें विलोम का खेल, उल्टी - सीधी चलाएँ हम रेल ।

धुआँ छोड़े ऊपर - नीचे, गार्ड दौड़े आगे - पीछे

झड़वर देखे दाएँ - बाएँ, यात्री सब आएँ - जाएँ

गरमी - सरदी, इधर - उधर, रात - दिन, गाँव - नगर

शाम - सवेरे, आती - जाती, धीमी - तेज़, चलती - रूकती

आओ खेलें विलोम का खेल, उल्टी - सीधी चलाएँ हम रेल ।

बूढ़े - जवान, मोटे - पतले, अच्छे - बुरे, ऊँचे - नाटे

गोरे - काले, छोटे - बड़े, हँसते - रोते, चढ़ते - उतरते

पूरा - आधा, ठंडा - गरम, कच्चा - पक्का, ज़्यादा - कम

आओ खेलें विलोम का खेल, उल्टी - सीधी चलाएँ हम रेल ।

GENDER SENSITIZATION

Compiled by:
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INTRODUCTION:

Human beings are considered to be the most evolved, intelligent and talented of all creations by Nature, by Human beings themselves. However, it is highly depressing and disheartening to note the lack of respect, care and concern by the so called superior sex towards the fairer sex! Newspapers, News bulletins, our surrounding all reflect the thought process and attitude which is not just age old, redundant and farce but also a gender script.

Efforts are being made by the Government, educational Institutions, NGO's and many others to bring the desired modification in these Gender stereotypes and teach human beings that, all creations are to be respected and cared for, especially the women and the third gender.

The session on Gender Sensitization is to commence with the clarification of the terms **GENDER & SEX**.

Gender is a socially constructed term. It refers to the activities that a particular society considers appropriate or inappropriate for men and women.

Sex is biologically determined. It is what one is by birth.

DIFFERENCE BETWEEN GENDER AND SEX

| Gender | Sex |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Not born with. Created by society. Can change with time. Varies with race, caste or religion. | Born with. Biological/ refers to the sex organs of boys & girls. Cannot be changed (normally) Does not vary with race, caste or religion. |

Although the agents of Socialization are varied, Schools and Teachers play a significant role, and hence the need to not just sensitize them but also stimulate them to participate actively in educating the students and other stake holders like parents and community members, on Gender parity.

GENDER STEREOTYPE:

To list a few drawbacks the society faces due Gender stereotypes is Female Foeticide, Female Infanticide, Child Labour, Child Trafficking, Child Marriage, Dowry & Dowry deaths, Domestic Violence, Women Exploitation, Widow Exploitation and many more.

Some Suggested Solutions to reduce Gender Discrimination may be as follows:

- i) Education
- ii) Employment
- iii) Empowerment
- iv) Economic independence
- v) Self-confidence
- vi) Change in attitude
- vii) Trust & faith

GENDER SENSITIZATION:

Gender sensitization refers to theories that claim modification of behaviour of teachers & parents towards children can have a positive effect on gender equity, now and for the future. It is about instilling empathy, changing behaviour that we hold about our own and other sex. It helps us in examining personal attitudes, beliefs, questioning the myths and misconceptions.

GENDER EQUITY:

It is a process of being fair to men and women Measures must be put in place to compensate for historical, social disadvantage that prevent men & women from operating on a level field.

UN STATISTICS SHOWS:

- ⊙ women perform 2/3rd of world work
- ⊙ women earn 1/10th of world income
- ⊙ women own less than 1/100th of the world property

GENDER EQUALITY: KEY PRINCIPLES

1. It is not women's concern it is the responsibility of the society.
2. Gender equality needs to be addressed in all development programmes.
3. Addressing gender needs.

THE SCHOOL.....AND THE TEACHERS CAN BRING THE NECESSARY CHANGE TO SENSITISE THE STUDENTSIN ALL POSITIVE MANNERS

Let us make the world a happy place to live in for all.

Identifying the Research Topic and Focusing the Question

Prepared by M.GOPALA REDDY P.G.T (PHY)
ZIET, MUMBAI

The research topic should address a realistic classroom problem such as an academic problem or an issue of classroom management (Rousseau and Tam, 1996). Johnson (2008) provides an overview of three main areas within which many action research studies fall.

1. A teaching method. Teachers often consider trying a new teaching method or technique; action research allows for the systematic investigation of the effectiveness of new teaching methods.
2. Identifying a problem. Frequently teachers will notice when there is a problem or when things are not going as well as they should, whether the problem occurs in an individual classroom or school; an organized and logical examination can help educators better understand the problem and its possible causes and can help them explore various solutions.
3. Examining an area of interest. Teachers are professionals, and as such, their curiosity about particular topics in education is often aroused; action research can be used quite effectively to study such topics in an exploratory fashion.

They list the following categories, with only a few sample topics included here.

- Classroom environment - Topics in this category include the various aspects of the physical and psychosocial environments in classrooms and school buildings and their impact on student learning.
- Instructional materials - Topics might include the appropriateness of textbook and other printed materials with respect to gender and ethnicity, the extent to which teachers find the materials useful and to which they support the curriculum, or the perceptions that students have of those materials.
- Classroom management - Possible research topics might include the level of satisfaction that both teachers and students have with the methods of managing student behavior, the degree to which the methods of managing behavior allow students to learn without unnecessary distraction, or how limiting those methods are with respect to the ability of teachers to teach as they would like.
- Instructional methods - Topics might include the effect of a given teaching method on student learning, the impact that different teacher personality styles can have on student learning or motivation to learn, or methods of providing effective feedback to students on their academic performance.

- The relation of human growth patterns to education – Possible topic might include ways to incorporate individual students' interests and learning preferences, teaching strategies that support self-regulated learning, of those that support individual rates of learning.
- Grading and evaluation – Teachers have often have questions about the effects that grades and other forms of evaluative decisions have on student motivation, stress, achievement, and attitudes or on effective methods of incorporating authentic assessment and other nontraditional means of assessing students.
- Conferencing – Possible topics might involve (a) the ways in which parents and teachers value individual conferences or (b) strategies for improving the effectiveness of parent-teaching conferences

Action Research

Research

Research is a process to study the basic problems which contribute in the human knowledge. It establishes new truth, finds out new facts, formulates new theory and suggest new applications. It is a purposeful activity.

Types of Research

1. Fundamental or Basic research
2. Action research or applied research

Action Research

The process by which practioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions. It is a personal research and does not contribute in the fund of knowledge.

Steps of Research

The research work is done by reflective thinking and not by traditional thinking.

1. Selection of a problem
2. Formulation of hypothesis
3. Design of research(sampling & Methodology)
4. Collection of Data(administration of tools &scoring)
5. Analysis of data (use of statistics)
6. Formulation of conclusion

Objectives of Action Research

1. To improve the working conditions of school plant.
2. To develop the scientific attitude of teachers and principals for studying their problems.

3. To develop the democratic attitude among the students and teachers for understanding and solving their problems.
4. To bring excellence in the school workers
5. To develop the ability and understanding among administrators to improve and modify the school conditions and make it more conducive for learning.
6. To root out the traditional & mechanical environment of school.
7. To make the school system effective for generating the healthy environment for student learning.
8. To raise the performance & aspiration level of students.

Aspects of the process of action Research

1. Self-dissatisfaction:-The teacher feels dissatisfaction with the situation.
2. Identification of the Problem:- The teacher pin points the problem.
3. Defining the problem:-After identifying the problem the teacher defines the problem.
4. Problem Analyzing:-The teacher then locates the causes of the problem.
5. Action Hypothesis:- Action hypothesis is formed .
6. Uses of tools:-the teacher decides about the research tools to be used.
7. Action Program me:-the teacher works out the experiment .
8. Evaluation:-The teacher finds out the difference in the result.

Selection of Problem for Action Research

1. The problem to be selected should be based on felt needs of the teacher and the school.
2. The problem should be significant in the sense that its solution should be practical.
3. The problem should be within the competency of the teacher.
4. The problem should be within the resources of the teacher and the school.
5. Only such problem should be selected whose finding would be utilized by the school.
6. The results of experiments & research should be used with precautions.
7. The teacher never feel shy of conducting research even if it is on small problem.
8. The research should be conducted in the normal conditions of the school.

Project for Action Research

1. Title of the Project:-Improving the ability of the students to do the electric circuit experiments correctly.
2. Need of the Project:- the learning of the theories/concepts based on electric circuits will be more clear & effective by experiments, but many students are found lacking in this.

3. Statement of the problem:-to develop the ability of performing experiment correctly among students of class XI.

Hypothesis

The ability can be developed by:-

Teaching the topic(concept and theory)before hand and giving demonstration.

Giving practice in drawing circuit diagram.

Giving adequate time for observation.

Giving correct instrument and material.

Giving adequate practice in using the instrument and material .

Observing and guiding the student during the practical work.

Delimitations

1. One section of XI sci. (XIA)will be taken.

2. The unit of wheat stone's bridge will be covered.

Duration of the Project

Three months

July to September.

Design

A .

Selection of the sample:-XIA

Pre test

Action program me

Post test

B. Analysis of data

The pre test and post test score of pupil be compared, means & standard deviation will be compared the significant difference between the means will be applied for the purpose of evaluation.

Conclusions

After the compilation and analysis of data conclusion will be drawn.

HOW TO PREPARE ACTION RESEARCH PROPOSAL

1. Title

The title of the research proposal should be so worded that it suggests the theme of the study. It should not be too lengthy or too involved and should be specific to the area of the study. The language in the title should be professional in nature.

2. Statement of the problem

It is not exactly the same as the title of the study. Statement of the problem is the explanation of the title in terms of the scope of the study and operational definition of the variables involved in the title.

3. Review of related literature A summary of the writings of the authorities and of previous research provides evidence

that the researcher is familiar with what is already known and what is still unknown. Both conceptual and research literature are to be revised for this

purpose. A brief resume of related studies found in journals, magazines, abstracts and reports should be made. A

review and analysis of previous research eliminates the risk of duplication of what has been done and provides basis for selecting a problem for research.

4. Significance and need of the problem A research proposal should indicate clearly how the results and findings of the study can influence educational theory and improve practices. The need and urgency for undertaking a study can be shown in several ways.

First, a need for a research study is to show the time gap between the earlier study and the present one, and therefore the new knowledge, techniques, or conditions justify the need to replicate the study.

Second, there is need for a study to relate it to the existing social issues and priority areas in the context of national/international educational developments.

Third, the need for a study is to show the lack of information about a problem by presenting the supporting statements of other research studies.

Fourth, the need is to show that there are gaps in the knowledge provided by previous researches and to show how the present study will help to fill in these gaps and add to the existing knowledge.

5. Definitions, assumptions, limitation and delimitations

(i) Definitions

In this section, the researcher is required to define all unusual terms that could be misinterpreted. These definitions in operational terms help the researcher to establish a frame of reference with which he/she approaches the problem. The variable named in the title of the study should be defined in operational terms.

For example, 'academic achievement' or 'study habit' cannot be used as criteria unless they are defined as observable samples of behaviour. A score on an achievement test is an operational definition of academic achievement.

Similarly, grade/rank on a 'Study Habit Inventory' obtained by a child is an operational definition of study habit.

(ii) Assumptions

Assumptions are statements of what the researcher believes to be facts but are not verifiable. For example, a researcher may state the assumption the participants observes in group meeting of "Parent-Teachers Association" in a school, will establish support with teachers as well as with parents, and will not have a reactive effect on the behaviour to be observed.

(iii) Limitations

Limitations indicate the conditions which are beyond the control of the researcher, and thus may place restrictions on the findings of the study and their applications to other situations. For example, due to some reasons, a

research tool could not assigned randomly to experimental and control groups and some limitations.

(iv) Delimitations

Delimitations denote the scope of the study in terms of the area of operation, size of the sample, nature of the population beyond which the findings of the study are not extended.

6. Objective/research questions

The objectives specific to the study are stated keeping in view the variable and nature of the research problems. The researcher must state the specific questions in the operational

terms whose answers he/she would like to seek after undertaking the research study. Such questions are helpful to researcher to realize the objectives of the study successfully.

7. The Hypothesis

The hypothesis is precisely defined as a tentative or working proposition suggested as a solution to a problem. It is powerful tool in research process to achieve dependable

knowledge. Hypothesis is formulated only as the suggested solution to the problem, with the objective that the ensuring study may lead either to its rejection or to its retention. It

helps the researcher to locate and identify the variable involved in the study methodological procedures/techniques that are to be used in the conduct of the research study.

Hypothesis helps the researcher to relate theory to observation (deductive-inductive paradigm) and observation to theory (inductive-deductive paradigm). For example, a

teacher in a primary school daily observes student behaviour. On the basis of his experience and his knowledge of behaviour in a school situation, the teacher may attempt to relate the behaviour of students to his/her own, to his/her instructional/evaluation

strategies, to changes in school environment/ conditions as a result of SSA, and so on.

From these observations, the teacher may inductively formulate a hypothesis to explain such relationships. Relevant to a particular research problem, the research may have

different hypothesis, but the soundness of the hypothesis will depend upon the richness of background knowledge that the researcher possesses of the area of investigation.

The formulation of hypothesis depends upon the nature of the research method which a researcher uses in the conduct of the study. For example, in quantitative research method the researcher uses deductive approach in hypothesis formulation. The researcher uses

hypothesis and theory with data; whereas in qualitative research approach the researcher employs inductive paradigm for generating new hypothesis from the data collected during field work. In this process the researcher begins by employing genuinely open questions rather than testing theoretically derived hypothesis.

Sometimes it is argued that in action research studies a researcher is merely interested in the solution of a problem which demands immediate solution and thus he/she has merely to check the validity of facts (past or present) and arrange/analyse them chronologically and logically. Thus the researcher may not formulate any hypothesis in such studies. But it may be noted that hypothesis for such type of studies may not be formal hypothesis to be tested. Rather, they are written as explicit statements/questions that tentatively explain the occurrence of events and conditions.

A good hypothesis has certain characteristics which includes : (i) it should be clearly and precisely stated; (ii) it should be testable; (iii) it should state expected relationships between variables in simple language; (iv) it should be limited in scope; and (v) it should be consistent with most known facts.

Research hypothesis are classified in the directional and non-directional types. For example, the “Academic achievement of children in a primary school is positively related to its better infrastructure” is a directional hypothesis; whereas the hypothesis: “The academic achievement of primary school children is related to the infrastructure of the school” is a non-directional hypothesis.

8. Method and Design

In this section the researcher usually need to discuss the method which he/she may use in the conduct of the study. It will include whether the researcher may use either qualitative approach, quantitative approach, or both. The selection and use of sampling method/design will also be discussed. It will take discussion on the choice of a particular sampling method, such as random sampling, stratified random sampling, quota, cluster or judgment sampling etc.

In order to effect relevant data/evidence, the researcher has to make use of certain testing and non-testing devices/tools/techniques, viz., psychological/ educational tests, questionnaire, rating scales, schedules, observation, interview. The researcher has to provide the details about the tools and techniques which he/she has to develop or procedure for use in the collection of the data. The techniques of data analysis are also discussed in this section.

9. Time Schedule The researcher should prepare a realistic time schedule for the completion of the study.

He/she should mention the time periods, which will be utilized in the preliminary

preparation field work/data collection, analysis of the data and report writing.

10. Budget Schedule The research proposal, which is submitted, to Government agencies/Private/ Autonomous organizations for financial help must furnish the details of the finances which are required by the researcher for the conduct of the study.

11. Bibliography

The researcher is expected to give a list of the document/research papers etc. which he/she has consulted in the preparation of the purpose.

INCOME TAX ON SALARIED PERSONS

**S.K. Singhal
PGT Commerce
ZIET Mumbai**

▶ ACTS THAT GOVERN LEVY OF INCOME TAX:

1. THE INCOME TAX ACT. 1961
2. THE FINANCE ACT PASSED EACH YEAR BY THE PARLIAMENT
ASSESSMENT YEAR & PREVIOUS YEARS

▶ HEADS OF INCOME

▶ Sec 14. for the purposes of charge of income-tax and computation of total income, it is to be classified under the following heads of income:

- ▶ A. Salaries
- ▶ C. Income from house property
- ▶ D. Profits and gains of business or profession
- ▶ E. Capital gains
- ▶ F. Income from other sources.

▶ Definition- Salary

Salary Includes-

1. Pay as defined in FR 9(21), Leave Salary & Advance of Pay.

2. Bonus

3. Dearness Allowance

4. Compensatory Allowance

5. HRA

6. Value of rent free quarters (equal to licence fee)

7. Fee retainable by the employee

Definition- Salary

8. Honoraria

9. Reimbursement of Tuition Fee

10. Pension

11. Subsistence Allowance, Interim relief

12. Government's contribution to New Pension Scheme

Salary does not includes—

1. Retirement/Death Gratuity, Commutation

2. Sumptuary Allowance, Uniform Allowance

3. Reimbursement of Medical Treatment (subject to limits)

4. Value of LTC

5. Cash equivalent of salary received at the time of retirement

- ▶ Salary Does not Include

RULE OF TDS -TDS : (192 (2-A) & (2-B)

- The person responsible for payment of salary to deduct tax on the basis of estimated salary.
 - Relief if any, claimed by the employee under section 89 to be allowed while calculating TDS.
 - Income chargeable under any other head of income, if disclosed by an employee, shall also be taken into account for calculation of TDS (Provided it does not reduce the quantum of TDS, {Exception-Loss from House Property})
- ▶ THE FINANCE ACT 2016
- ▶ Surcharge & Cess
1. Surcharge: 15% on Income Tax Payable where Income exceeds one Crore
 2. Cess: (a) Education Cess 2% on I.Tax + SC
(b) Secondary & Higher Education Cess: 1%
 - ▶ on I.Tax + SC
- ▶ DDO'S RESPONSIBILITY
1. Recover I.Tax, Surcharge & Cess.
 2. To be classified separately in two/three parts
 - When & How much to recover.
 - Estimated salary income LESS exemptions, deductions & relief, if any.
 - Recovery per month will be Estimated annual tax/12.
- ▶ DDO'S RESPONSIBILITY
5. If employer fails to recover TDS penal interest @1% per month imposed on employer. Fraction of month treated as complete month.
 6. In addition, Assessing Officer may impose penalty, not exceeding the amount of tax not recovered.
 7. TDS recovered from salaries to be reported through Form 24 G by Accounts Officer/ DDO within 10 days from booking of such tax.
 8. TDS certificate to be issued till 31st May.
- ▶ DDO'S RESPONSIBILITY
3. DDO to file e-TDS (Form 24 & Form 27A) on following due dates. Delay entails penalty of Rs. 100 per day.
 4. **Quarter wise Due Dates**
 5. April to June: July 15
 6. July to September : October 15
 7. October to December : January 15
 8. January to March May 15 (changed from June 15 to May 15 w.e.f. 2010-11)
- ▶ DDO'S RESPONSIBILITY
9. Income Tax department will provide "Statement of deduction of tax" Form 26AS

10. Form 16 to provide—
11. Valid PAN & TAN Number
12. Book Identification Number
13. Receipt numbers of all e-tds quarterly statements filed by the deductor.
14. The employee should verify Form 26AS before filing his IT Return
 - ▶ Rounding off
 - ▶ Rounding off of Income—
 - ▶ Rounded to the nearest multiple of TEN rupees after ignoring part of rupee consisting of PAISE. If the last figure is FIVE or more rounded to next multiple of ten
 - ▶ Rounding off of Tax—
 - ▶ Rounded to next rupee if amount is 50 PAISE or more.
 - ▶ INCOME FROM SALARIES
 - ▶ (a) any salary due from an employer in the previous year, whether paid or not;
 - ▶ (b) any salary paid or allowed to him in the previous year though not due or before it became due to him; and,
 - ▶ (c) any arrears of salary paid or allowed to him in the previous, if not charged to income-tax for any earlier previous year
 - ▶ Sec 17(1)(ix)- For employees joining Central Govt. after 1/1/2004
 - ▶ 10% of salary to be contributed by employee and equal amount by Government
 - ▶ Such contribution by employee as well as Govt. gets deduction u/s 80CCD 1 & 2 (Over & above limit)
 - ▶ Pension from such fund to be taxable
 - ▶ Salary includes Basic & DA & excludes other allowances.
 - ▶ Sec 10(13A) & Rule 2A - HRA
 - Least of the following is deducted from salary income.
 - (a) 50% of salary for Mumbai, Delhi, Chennai, Calcutta & 40% for residential house in other cities
 - (b) Actual amount of HRA received
 - (c) Excess rent paid over 10% of salary (Pay + GP)
 - Salary includes DA where DA is taken into Pensionary benefit, CPF etc.
 - In Central Govt. Case only Pay + GP
 - Exemption not available when residing in own house or in house for which no rent is paid.
 - ▶ Sec 10(5) - L.T.C. - Rule 2B - Not income
1. LTC due or received from employer for self or family in connection with proceeding on leave to any place in India

2. LTC due or received from employer for self or family in connection with proceeding to any place in India after retirement or termination of service
 3. 'family' means spouse, two children; parents, brothers & sisters who are wholly or mainly dependent
 - ▶ Rebate S.87 A (AY 2017-18)
1. Finance Act 2016 provides for rebate of Income up to respect of Persons who have Taxable not exceeding Rs. 5 lakh.
 2. Rebate shall be an amount equal to hundred per cent of such income-tax or an amount of five thousand rupees, whichever is less
 - ▶ Deductions from salary

Sec16(ii) Entertainment Allowance

- Only for Central/State Govt. employees
 - 5000/
 - 20% of salary
 - Amount granted during PY
 - Least of above
- Sec16(iii) Professional Tax paid
- ▶ Chapter VI A Deduction
- ▶ Deductions under Sec80C
- ▶ Assessee being an individual or a HUF, there shall be deducted, in accordance with & subject to the provisions of this section, the whole of the amt paid or deposited in the PY, being the aggregate of the sums referred to in sub-sec (2), as does not exceed 1.50 Lakhs (2016-17)
- ▶ Computation of deduction:
 - Find the gross qualifying amount
 - Find the amount of deduction
- ▶ Deductions under Sec80C
- ▶ LIP including payments by govt servants to CGEIS (premium should be <20% of sum assured)
- ▶ Payment on non-commutable deferred annuity
- ▶ Sum deducted from salary for securing him a deferred annuity (max 20% of sal)
- ▶ Contribution to GPF, SPF, RPF or PPF
- ▶ Contribution to approved superannuation fund
- ▶ Subscription to NSC VIII issue
- ▶ Contribution to ULIP of UTI or LICMF
- ▶ Payment for notified annuity plan
- ▶ Payment for notified pension fund of UTI.
- ▶ Deductions under Sec80C
- ▶ Any payment towards cost of purchase/ construction of residential house including repayment of loan (Principal)

- ▶ Subscription to deposit scheme of NABARD
- ▶ Amount deposited in 5 year Time Deposit Scheme in PO or PSB/Scheduled Bank
- ▶ Any sum paid as tuition fees in India for full time education for two children (conditions apply)
- ▶ Contribution to New Pension Fund of LIC upto Rs. 1.5 lakh
- ▶ Employee's and Government's contribution to NPS-upto 10% each.
- ▶ Contribution to Infrastructure Bonds upto Rs. 20000.00
- ▶ Deductions under 80 CCC
- ▶ Contribution to Annuity Plan of LIC or any other Life Insurance Company for receiving Pension

(Within the limit of 1.5 lakhs)

- ▶ Sec 80CCD - Pension Scheme
- ▶ Employees' contribution in PY, up to 10% of salary, to notified pension scheme of employer.(covered under 80 C limit)
- ▶ Employers contribution more than 10% of the salary will be taxable in the hands of employees. 80 ccd1 (above Rs1.5 lakhs)
- ▶ Additional 50,000 (overall limit of 1.50 lakhs) deposited in NPS can get the benefit of Tax Benefit from 2015-16 onwards.
- ▶ Sec 80D (AY. 2017-18)

1. **Preventive Medical Check up (cash payment allowed) : 5000**

2. **Contribution to CGHS (Full)**

3. **Medical Insurance Premium** paid (by any mode other than cash) for the health insurance of family or members of family to LIC or any other insurer - up to Rs. 25,000 (for self, spouse, children)

4. Additional 25000 for parents (if parents are Senior Citizen (30,000).

5. It is to be paid out of income chargeable to tax.

- ▶ Sec 80DD Medical Expenses (AY 2017-18)

- **Deduction for medical treatment/ Maintenance of a dependent**

- **Deduction of Rs. 75,000 (Rs. 1,25,000 in case of severe disability) to a resident individual/HUF where**

(a) Any expenditure has been incurred for the Medical Treatment (including nursing), training and rehabilitation of **a dependant**, being a person with disability [as defined under Person with disability(Equal Opportunities, Protection of Rights and Full Participation)Act, 1995].

(b) Any amount is paid or deposited under an approved scheme framed in this behalf by the LIC or any other insurer or the Administrator or the specified company[as referred to in UTI (Transfer of Undertaking & Repeal) Act, 2002] for the maintenance of a dependent, Being a person with disability (subject to certain conditions)

- Medical certificate must be attached along with the return
- No deduction is to be claimed u/s – 80U
- ▶ Sec 80DDB – Expenses incurred for Medical Treatment

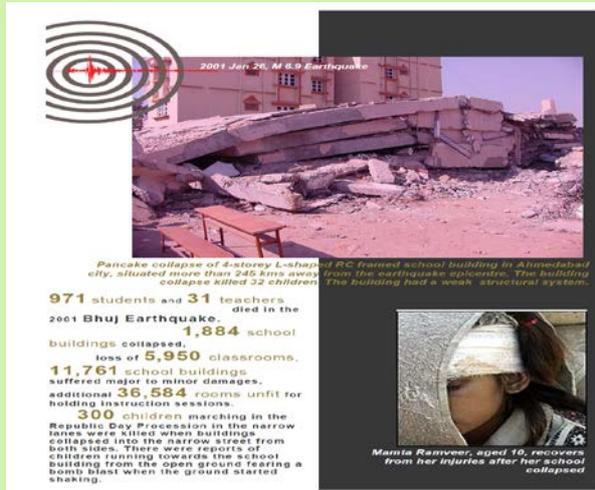
- **Deduction in respect of medical treatment**
- **Expenses** actually paid for **Medical Treatment of Specified Diseases and Ailments**
- Treatment of himself or dependent spouse , children, parents & brothers and sisters
- Shall obtain certificate from the specialist working in government hospital
- Treatment in government hospital is not necessary
- Deduction will be reduced by the amount received from the insurance co. or reimbursement by the employer
- Deduction is Rs.40,000/ 60,000 (Senior Citizen i.e. 60 years) or Very Senior Citizen (80 Years): 80,000 or actual expenditure whichever is least.
- ▶ Sec 80E – Int. Paid on Education Loan
 1. Interest paid on education loan taken by him for pursuing Higher Education of self/spouse or children
 2. Amount paid out of income chargeable to tax
 3. No Limit
 4. Loan to be taken from Bank, Financial Institution/Approved Charitable Institution u/s10(23C) or 80G(2)(a)
 5. Maximum period of 8 years or till loan is paid off, whichever is earlier.
- ▶ 80 EE - Int. on loan - Housing- “First Home Buyers”
 1. Int. on loan sanctioned during the 2016-17 for acquiring residential purpose
 2. Limit: 50,000
- ▶ Income from Housing Property- Let out Property
- ▶ Sec 80G - Donations
 - Donations (not in kind) to certain Approved Funds, Trusts, Charitable Institutions/ Notified Temples, Etc.
- **Three steps :-**
 - Find out gross qualifying amount : 50% & 100% .
 - Find out net qualifying amount : is limited to 10% of adjusted gross total income
 - Adjusted gross qualifying amount is gross total income reduced by following
- ▶ Sec 80G - Donations
 - ✦ Amount deductible u/s 80C to 80U (but not sec 80G)
 - ✦ such sums on which income-tax is not payable
 - ✦ Long-term capital gains
 - ✦ Short-term capital gain on shares (111A)
- Amount deductible : the deduction can not exceed 10% of adjusted gross total income.

- Must submit proof of payment
 - Double deduction not allowed (35AC & 80G)
- Limit of 10% is not applicable to the donations to Qualifying Trusts.
- ▶ 100 per cent of qualifying donations to :-
 - PM's National Relief Fund,
 - PM's Armenia Earthquake Relief Fund
 - Africa (Public Contributions – India) Fund,
 - Govt or approved assn for promoting family planning, universities & approved educational institutions of national eminence
 - National foundation for Communal Harmony
 - CM's Earthquake Relief Fund (Maharashtra)
 - Zila Saksharta Samitis
 - National or State Blood Transfusion Council
 - Fund set up by State Govt to provide medical relief to the poor
 - National **Defence** Fund
 - AP CM's **Cyclone Relief Fund**,
 - National **Illness Assistance Fund**,
 - CM's Relief Fund or the Lt. Gov's Relief Fund in respect of any State or U T
 - National **Sports** Fund
 - National **Cultural** Fund
 - Fund for Tech Development & Appln, Indian Olympic Association, etc.
 - Fund set up by **State Govt of Gujarat** exclusively for providing relief to victims of earthquake in Gujarat
 - National Trust for welfare of persons with **Autism, cerebral palsy, Mental retardation and Multiple Disabilities**
 - **Army Central Welfare** Fund, **Indian Naval Benevolent** Fund and **Air Force Central Welfare Fund**.
 - ▶ Section 80 TTA (A& 2017-18) Bank Interest
 - ▶ Interest on Saving bank + FDs : Rs. 10,000
 - ▶ Sec 80U (AY 2017-18)
 - For Resident Individuals - Rule – 11A
 - Deduction of Rs. 75,000 to a resident Individual who
 - At any time during the previous year, is certified by the medical authority to be a person with disability [as defined under Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995]
 - [w.e.f. assessment year 2005-06 including autism, cerebral palsy, and multiple disabilities as defined under National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation & Multiple Disabilities Act, 1999]

- In the case of a person with severe disability allowable deduction is Rs.1,25,000] (subject to certain conditions).
- ▶ Sec 89 – Salary Paid in Arrears
- ▶ Applicable only for individuals & Total income of assessee should be under the head “Income from Salary”.
- ▶ For grant of relief
 - Option a : Application to the AO
 - Option b: Furnish the information to the person responsible for making the payment (ref. Section 192)
- ▶ Relief when salary etc. is paid in arrears and advance
- ▶ Step 1 : Compute tax payable on total income (including arrears/advance) for P.Y. in which received
- ▶ Step 2 : Compute tax payable on total income (excluding arrears/advance) for P.Y. in which received
- ▶ Step 3 : Find out the tax difference (Step1 – Step 2) = A
- ▶ Relief when salary etc. is paid in arrears and advance
- Step 4: Compute tax on the GTI (including additional salary) in the P.Y. to which salary relates
- Step 5: Compute tax on the GTI (excluding additional salary) in the P.Y. which salary relates
- Step 6 : Find out the tax difference (Step 4 - Step 5) = B
- Step 7: The excess of tax computed at step 3 over tax computed at step 6 is the amount of relief admissible under sec.89.
- $A - B = \text{Relief.}$
- ▶ Other points.....
- Sec 10(1) :agricultural income not included in total income
- Sec 10D :Any sum received from life insurance policies
- Sec10(11) :Any payment received from notified PF
- Sec10(12) :Any accumulated balance due and payable from a RPF
- Sec10(13) : Any payment from an approved superannuation fund on death, retirement or becoming incapacitated.
- Sec10(15) : Any interest, premium on redemption or other payment on notified securities, bond, etc
- Sec10(16) : scholarships granted to meet cost of education
- Sec10(23AAB) : Any income of a fund by LIC under a pension scheme
- Sec10(37) : Any income under the head of ‘Capital Gains’ from the transfer of agricultural land
- Sec10(38) : Any income under the head of ‘LTCG’ from the transfer of equity share in a co. or units of a equity oriented fund.

Safe Schools

Presented by
S.K. Singhal
PGT Commerce
ZIET Mumbai



Vision of a Safe school

Safe schools can build a vision of building themselves as safe places where every child can belong and develop an identity and self regardless of differences based on gender, class, religion, language or culture. It should also provide a similar secure working environment for the staff, parents and the community in and around the schools.

SAFE SCHOOLS



Comprehensive safety at schools

EMOTIONAL ASPECT :

1. HARRASMENT, RAGGING, BULLYING
2. EXPERIMENTATION SUBSTANCE ABUSE
3. NEGATIVE PEER PRESSURE

Comprehensive safety at schools

PHYSICAL ASPECT :

1. BRAWLS, VIOLANCE, INJURY ON PLAYGROUND
2. DISASTERS, EARTHQUAKE, FIRE
3. TRAFFIC HAZARDS

Comprehensive safety at schools

SOCIAL ASPECT :

1. QUALITY OF INTERPERSONAL RELATIONS BETWEEN AND AMONG STUDENTS TEACHERS AND STAFF .
2. EQUITABLE AND FAIR TREATMENT OF STUDENTS BY TEACHERS AND STAFF
3. DEGREE OF COMPETITION AND COMPARISON BETWEEN STUDENTS BY TEACHERS AND STAFF .
4. INTERACTION WITH PARENTS AT HOME

| | |
|----------------------|-------------------------------|
| school safety policy | Action points at school level |
| school safety policy | Action points at school level |
| school safety policy | school safety policy |
| school safety policy | school safety policy |
| school safety policy | school safety policy |
| school safety policy | Scope of school safety |

1. FIRE MANAGEMENT
2. EARTHQUAKE MANAGEMENT
3. FLOOD MANAGEMENT
4. MEDICAL EMERGENCIES
5. TERROR ATTACK IN THE SCHOOL
6. TSUNAMI
7. CYBER SAFETY

FIRE Management

As per School safety policy fire prevention and fire safety measures should be the part of initial design of the school and following safety measures should be ensured :

1. There should be two exit routes and both should be clear for safe evacuation at the time of fire.
2. Installation of fire alarm systems .
3. Regular testing and refilling of fire extinguishers.
4. Formation of school safety committee

ESCAPING FIRE /अग्नि से सुरक्षा

1. यदि आप बाहर आ चुके हैं तो बाहर ही रहें
2. यदि पहला सुरक्षा निकास द्वार काम नहीं कर रहा है तो दूसरे द्वार का प्रयोग करें एवं अपने साथियों को भी बताएं

3. यदि आपको धुएं से होकर बाहर जाना है तो
धुएं के नीचे लेटकर /रिंगकर बाहर जाएं

ESCAPING FIRE /अग्नि से सुरक्षा

4. यदि धुएं अथवा आग की वजह से अग्नि सुरक्षा निकास बंद हो गए हैं तो आप उस कमरे में जाएं जहां आग अथवा धुंआ नहीं है और कमरे काद्वार बंद कर लें ताकि धुंआ और आग अंदर ना आ सके , हड्बड़ी न मचाएं और सहायता आने तक इंतजार करें

ESCAPING FIRE /अग्नि से सुरक्षा

4. किसी चमकीले कपड़े को कमरे के खिड़की से बार –बार लहराएं ताकि सहायता प्राप्त की जा सके, यदि दूरभाष की सुविधा उपलब्ध है तो अग्नि विभाग को सूचित करें एवं उन्हें अपनी स्थिति भी बताएं ताकि वे आपको बाहर निकाल सकें

भूकम्प के दौरान बचाव/

prevention during an earthquake

1. भूकम्प के दौरान भगदड़ को रोकने का हरसंभव प्रयास करें एवं अपने आप को शांत रखें
2. जितना जल्दी हो सके किसी खुले स्थान पर जाने का प्रयास करें
3. यदि खुले स्थान पर नहीं जा सकते हैं तो कमरे के कोनों के नीचे खड़े हो जाएं ,भूलकर भी कमरे की छत के बीच में ना जाएं
4. भूकम्प की तीव्रता बहुत तेज होती पर पर समय अल्प होता है अतः आप जहां है वहीं रहने का प्रयास करें

FIRST aid

Terror attack in school

1. सबसे पहले सभी बच्चों को शांत करें एवं उन सभी को किसी कमरे अथवा सुरक्षित जगह पर एकत्रित करें ,यदि कमरे के अंदर हैं तो दरवाजा बंद कर लें एवं बिलकुल भी शोर न करें
2. यदि बाहर निकल पाना सम्भव है तो बिना आवाज किए बेहद सावधानी से एक-एक कर बाहर निकलें
3. यदि बाहर निकल पाना सम्भव नहीं है तो अपने आप को किसी जगह छुपाने की कोशिश करें और तब तक छुपे रहें जब तक कि कोई सहायता प्राप्त नहीं हो जाती

Terror attack in school

4. यदि कोई संदेश देना है तो हाव-भाव (gestures) का प्रयोग करें

5. दिव्यांग बच्चों का विशेष खयाल रखें

6. जल्दबाजी में अपने आप कोई भी

निर्णय न लें

CYBER SAFETY

1. Surat case – A 16 year old girl met a 26 year old man on Facebook and fell in love with him. After a month, the man called her and then kidnapped her and later demanded a 50 lakh ransom from her parents.

2. Jalandhar case – An 18 year old girl committed suicide because obscene pictures of her were posted online.

3. A 10 year old boy stabbed another 10 year old due to a Facebook comment. The boy was being bullied.

4. A 13 year old boy hacked into a girl's account and used her photographs to make a porn video and uploaded them on YouTube.

CYBER SAFETY

a) Students should be continuously sensitized about cyber bullying through seminars and workshops.

b) School students could teach other school students (Peer educators) about the hazards of cyber stalking, online banking frauds and cyber bullying.

c) Students must be told that all cyber crimes can be traced and nobody is above the law.

General guidelines for safety at schools and home

HAVE MOCK DRILLS FOR EVACUATION

GIVE SIMPLE INSTRUCTIONS

USE GESTURES WHERE POSSIBLE

FOLLOW A PATTERN SO ALL KNOW WHAT TO DO IN AN EMERGENCY

TAKE CARE OF THE HANDICAPPED, THE OLD, THE LITTLE ONES

General guidelines for safety at schools and home

TEACHERS AND STAFF SHOULD TAKE THE LEAD

ENSURE ALL CHILDREN ARE OUT OF THE BUILDING

TAKE ROLL CALL

KEEP CHILDREN CALM WITH PRAYER, SONGS OR STORIES

HAND OVER CHILDREN TO A RESPONSIBLE RELATIVE OR TO A PARENT

General guidelines for safety at schools and home

SOCIAL STUDIES, SCIENCE TEACHERS CAN HIGHLIGHT MEASURES TO BE TAKEN

CLASS PROJECTS CAN CENTER AROUND PREPAREDNESS FOR EMERGENCY

KEEP FIRST AID KIT READY AT ALL TIMES

Questionnaire

Flammable materials, like alcohol, should never be dispensed or used near

- (a) An open door
- (b) A Sink
- (c) An open flame
- (d) Another student

Questionnaire

Minimum age to enter face book social site is

- (a) 18 years
- (b) 12 Years
- (c) 13 Years
- (d) 14 Years

Questionnaire

Which of the following is not an internet security software :

- 1. Kaspersky
- 2. MacAfee
- 3. Quick Heal
- 4. All are internet security softwares

Questionnaire

Which of these fire extinguisher is most suitable for electrical fires?

- 1. CO2
- 2. Water
- 3. Wet chemical
- 4. Foam

Questionnaire

A fire mock drill must be practiced :

- 1. At the time of fire
- 2. After fire
- 3. Regularly

Questionnaire

What action should not be taken during a terror attack:

- 1. Remain quite
- 2. Assembling in an open area
- 3. Using gestures to communicate .

Questionnaire

Full form of FPT is

- 1. Fire prevention Teacher
- 2. First aid provider teacher

3. Focal point teacher

4. None of these

Questionnaire

How long would you check for breathing on an unconscious casualty?

1. 1 Minute

2. 30 Seconds

3. 20 Seconds

4. 10 Seconds

Questionnaire

Sample Lesson
Plans
by
Participants

Name of the lesson : Play with Patterns Class: IV by S.K.Sahu

No of periods required: 5 Activity Plan

Day 1, Period 1

Competency:

1. Understanding of basic concept

Specific learning Outcome:

1. Observe and understands the patterns.
2. Recognize the basic unit which generates the patterns.
3. Realizes the rule of creating a pattern

TLM and Teaching Aids Required:

1. Sari,
2. dupatta,
3. grill,
4. bedsheets
5. Colour chalk
6. PPT

Introduction:

Children are aware of patterns they come across various kinds of patterns in their day to life, moreover they studied simple patterns in Class III

Recapitulation of previous knowledge -

Patterns on your mothers saree –

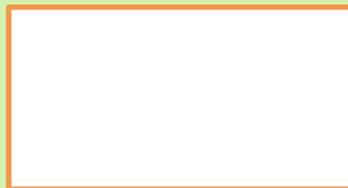
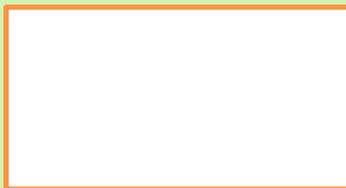


Patterns on your bedsheet –

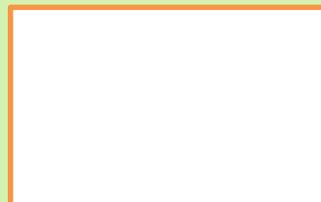
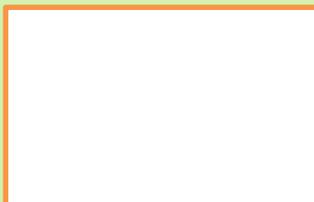


Classroom Activity –

Draw some picture patterns of your mother's saree-



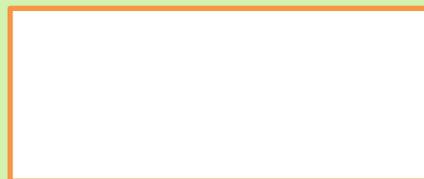
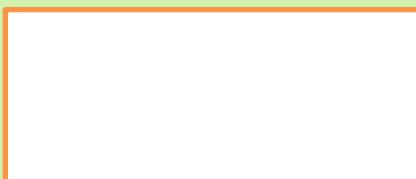
Draw some picture patterns of your bedsheet -



Assessment Methodology

Home Assignment –

Draw some picture patterns using various mathematical shapes –



Values – Reasoning Ability, logical aptitude

Activity Plan

Day 2 & 3, Period 2 & 3

Competency:

1. Understanding of basic concept

Specific learning Outcome:

1. Observe and understands the patterns.
2. Recognize the basic unit which generates the patterns.
3. Realizes the rule of creating a pattern

TLM and Teaching Aids Required:

1. Various Mathematical Shapes
2. Flash cards of rules,
3. Colour chalk

Introduction:

Children are aware of patterns they come across various kinds of patterns in their day to life, moreover they studied simple patterns in last period.

Recapitulation of previous knowledge -



Complete this picture pattern –
Activity Sheet -

Growing & Repeating Pattern

Draw the picture that comes next in each pattern.



Activity Plan
Day 4, Period 4 & 5

Competency:

1. Understanding of basic concept
2. Ability to Compute

Specific learning Outcome:

1. Observe and understands the patterns.
2. Recognize the basic unit which generates the patterns.
3. Realizes the rule of creating a pattern.
4. Child will compute the next pattern and fill the blanks
5. Ability to compute pattern rules

TLM and Teaching Aids Required:

1. Activity Sheet
2. Flash cards of rules,
3. Colour chalk

Introduction:

Children are aware of patterns they come across various kinds of patterns in their day to life, moreover they studied simple patterns in last period.

Activity Sheet – 4
Complete the pattern

| |
|------------------------------------------|
| 3, 9, 27, 81, 243, _____ |
| Describe the Pattern: |
| 1, 1, 2, 2, 4, 4, 8, 8, _____ |
| Describe the Pattern: |
| 2, 4, 4, 8, 8, 16, 16, 32, _____ |
| Describe the Pattern: |
| 1, 2, 3, 2, 4, 6, 4, 8, 12, _____ |

Activity Sheet - 5

Observe the pattern and complete the next three patterns

51, 44, 37, 30, _____, _____, _____.

32, 48, 44, 40, _____, _____, _____.

7, 9, 11, 13, _____, _____, _____.

4, 10, 16, 22, _____, _____, _____.

10, 18, 26, 34, _____, _____, _____.

72, 66, 60, 54, _____, _____, _____.

8, 16, 24, 32, _____, _____, _____.

17, 22, 27, 32, _____, _____, _____.

68, 64, 60, 56, _____, _____, _____.

53, 52, 51, 50, _____, _____, _____.

62, 60, 58, 56, _____, _____, _____.

60, 53, 46, 39, _____, _____, _____.

66, 64, 62, 60, _____, _____, _____.

24, 31, 38, 45, _____, _____, _____.

73, 72, 71, 70, _____, _____, _____.

54, 51, 48, 45, _____, _____, _____.

63, 58, 53, 48, _____, _____, _____.

12, 20, 28, 36, _____, _____, _____.

13, 16, 19, 22, _____, _____, _____.

23, 29, 35, 41, _____, _____, _____.

58, 51, 44, 37, _____, _____, _____.

22, 30, 38, 46, _____, _____, _____.

3, 4, 5, 6, _____, _____, _____.

70, 69, 68, 67, _____, _____, _____.

71, 65, 59, 53, _____, _____, _____.

18, 21, 24, 27, _____, _____, _____.

21, 26, 31, 36, _____, _____, _____.

65, 60, 55, 50, _____, _____, _____.

16, 20, 24, 28, _____, _____, _____.

60, 67, 65, 63, _____, _____, _____.

Home Assignment -

Complete the question 1 and question 2 of your textbook.

Values -

Reasoning Ability, logical aptitude.

CLASS: III SUBJECT: MATHEMATICS LESSON: Long and Short NUMBER OF PERIODS REQUIRED: 7

| Period | competency | THEME | SPECIFIC LEARNING OUTCOME: | ACTIVITIES PLANNED | TLM | EVALUATION |
|--------|-------------------------|-------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------|
| 1 | Knowledge understanding | Long and Short non) standard (unit | Children will be able to estimate about long and Short. | <p>The teacher will ask four students to stand before the all students and will raise questions : Who is the long Who is the short</p> <p>chit picking game</p> <p>teachere will prepare chits and distribute among the studentsand open the chitsand ask the questions to the children holding the chit tallest boy,tallest girl, shortest boy shortest girl</p> <p>teacher will show the chalk the and pencil and ask children which object is long which is short</p> | <p>handspan</p> <p>chit</p> <p>paper chit</p> <p>pencil</p> | Marking the center on the paper |

| | | | | | | |
|---|------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------|
| 2 | Knowledge understanding | Long and Short (non standard unit) | Student will be able to compare the length of different object with non standart unit | <p>1.teacher will distribute class in 4 groups</p> <p>2.Teacher will ask the student and show his thumb and finger whih is longer and which is shorter</p> <p>3.teacher will ask group 1 that blackboard is longer or geometry box.</p> <p>4.measure it with handspan</p> <p>5.group 2 will tell which is longer ear or nose</p> <p>6group m3 will tell whish is longer water bottle or pencil box</p> <p>7.group 4 will tell which is longer maths text book or maths note book.</p> | Handspan Rope Thread | Activity Sheet |
| 3 | Knowledge understanding Ability to compute | Long and Short (standard unit) | 1. Children will be able to know about standard unit of length cm & m | <p>1.Teacher will show the scale and clarify the concept of cm</p> <p>2.activity sheet</p> <p>3.teacher will show and said the concedpt $1m=100cm$</p> | Mat magic book scale Meter rope | Activity Shet |

| | | | | | | |
|------|--------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 4 | Knowledge understanding Ability to compute | Long and Short (standard unit) | 1.children will be able to measure different object from one end to another 2.children will be measure the object by appropriate standard unit | Teacher will divide the class in 4 groups and give the activity to measure there hand and palm 2.nose 3.ear 4.leaf 5.wall 6.Window | Scale Meter rope Leaf Wall Door Window Paper Origami paper | |
| 5 &6 | Knowledge understanding Ability to compute application of unit | Long and Short (standard unit) | 1. children will measure object in meter and centimeter 2.children will be able to compare which object will be measured in m and cm | Teacher will divide the class in 4 groups and give the activity to measure there 1.bredth of table 2.length of the table 3.length of water bottle 4.length of bag | Meter rope Scale ruler | Match with the correct unit of length |
| 7 | Knowledge understanding Application | Long and Short (standard unit) | Students will be able to know about longer and shorter distance. Students will be able to know longer and shorter distance between two cities | The teacher will show the map of India to show Jaipur, Mumbai and Ahmedabad. Then he asks the students to measure the distance with the help of ruler. | Map Ruler | Measure the distance Write your observation which is shorter/longer distance. 1km=1000 m |

ACTIVITY SHEET

CLASS: III

SUBJECT: MATHEMATICS

LESSON: SHORT AND LONG

1. Homework Activity

2. Let us measure

- Lenth of your trouser.....
- Length of your elder brothers
trouser.....
- Whose trouser is longer.....
- Lenth of your arm.....
- Length of your father's arm.....
- Whose arm is shorter.....
- Length ear.....
- Length of your sister's ear.....
- Write your observation

| Thing | More than mtr. | Less than mtr. |
|-----------------------------|----------------|----------------|
| Length of Table | | |
| Width of table | | |
| Length of your pencil | | |
| Length of your water bottle | | |

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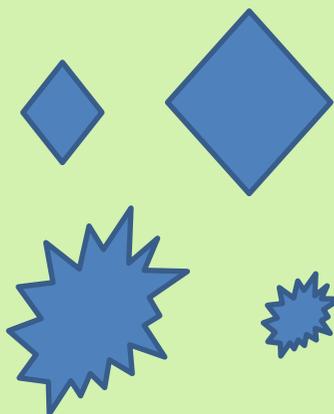
ACTIVITY SHEET

CLASS: III

SUBJECT: MATHEMATICS

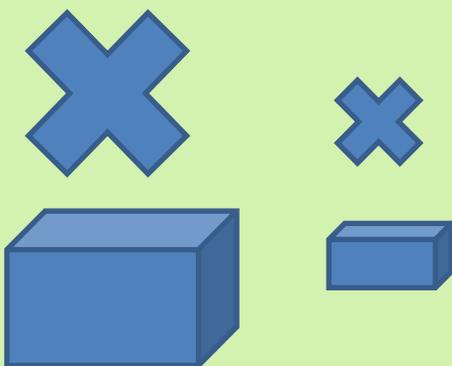
LESSON: SHORT AND LONG

2. Encircle the shorter shape.



2. Let us measure

3. Encircle the longer shape.



| | MINE | MY FRIENDS |
|--------|------|------------|
| PALM | | |
| ERASER | | |
| PENCIL | | |
| LEAF | | |

ACTIVITY SHEET

CLASS: III

SUBJECT: MATHEMATICS

LESSON: SHORT AND

LONG

Measure the distance between:

Mumbai-Ahmedabad :

Jaipur - Mumbai :



MODEL LESSON PLAN

NAME OF THE TOPIC- FLYING TOGETHER

CLASS V

SUBJECT – ENGLISH

DURATION 9 PDS

VALUE(S): Unity (United We Stand, Divided We Fall)
Team Work (Unity is Strength)
Value of Time (A Stitch in Time Saves Nine)
Conservation of flora and fauna

CORRELATION: EVS (Types of Plants)

FA 2 ACTIVITIES:

Make a picture story of "Flying Together "

Collect 10 proverbs and explain the meaning of them in simple words :

Write dialogues for the story of your choice from the Panchatantra

Theme: Conversation of Time

Period 1

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID/TLM | HOMEWORK/EVALUATION |
|----------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| LISTENING & SPEAKING | 1. Be able to listen to and understand a range of oral texts , debates, instructions, | <p>WATCHING STORY ON YOUTUBE: The story Flying Together will be shown to the students from you tube</p> | Whole class activity | The students will listen to eat carefully and answer the questions posed by the teacher | Youtube link: | <p>Oral Tasks: . Listen to the story narrated by the Teacher/other students and answer the questions posed by them</p> |
| | | <p>NARRATION BY THE TEACHER: The teacher will also narrate the story in simple words to make it further clear. TRUE /FALSE: (page no 33) a) The tree was the house of a flock of parrots. (b) The wise old bird wanted the creeper to be destroyed. (c) The hunter climbed the tree with the help of a ladder. (d) When caught in the net the foolish birds began to weep. (e) The wise old bird help them to escape. ANSWER THE QUESTIONS ORALLY Example: 1 .Where did the geese live? 2. What is Banyan tree called in Hindi/your mother tongue? 3. What is a creeper? 4. Where did the old bird notice a creeper?</p> | Whole class activity | | | |

<https://www.youtube.com/watch?v=YkAXyUNX2cE>

Period 2

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID/TLM | HOMEWORK/EVALUATION |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LISTENING SPEAKING & SPELLINGS (Partially covers Reading Competency too) | 1. Recognises key words and phrases, their meanings and spellings. (ex: Destroy, Advise/ Creeper etc) | MODEL READING BY THE TEACHER: 1.The teacher will give a model reading of the story which will later be followed by the large group reading.(Pg no 29) | Whole class activity | 1. The whole class will first listen to the teacher's reading while following the lesson in the text book ,later the students will read the lesson along with the teacher either individually or in a group. | 1.Text book | The students will be assessed on the basis of sentences they make from the new words learnt. HOMEWORK: Learn the meanings and the spellings of difficult words. |
| | | 2. NEW VOCABULARY Read silently and underline the new vocabulary and find the meanings and spellings from the dictionary. (Advise/ Struggle/Mutter) | Individual | 2. The students will underline the new vocabulary and find and learn the meaning from the dictionary. (Example: Advise =Give an opinion of) | 2.Text book & Dictionary | |
| | | 3.MAKE SENTENCES: The teacher will help the students make sentences with the new vocabulary: Ex : Destroy/Creeper/ Winding/Flap | Individual | 3. The students will make sentences with the new words learnt. (ex: Don't <u>destroy</u> the walls of the classroom) | 3.Flash cards | |

Period 3

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID/TLM | HOMEWORK/EVALUATION |
|---------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------|
| LISTENING & SPEAKING | 1. Will be able to listen to a recorded text and comprehend | LISTENING TO A RECORDED TEXT: The teacher will play the recorded story from youtube and help the students fill in the blank. | Whole class activity | 1. The students will listen to the recorded story and fill in the blanks. | Recorded Story(youtube) & Worksheet | The students will be assessed on the basis of their performance in the worksheet |
| | 2. Will be able to comprehend and construct the story /events which is not in a sequence | STORY SEQUENCING: Put the jumbled story in sequence | Individual | 2. The students will put the jumbled story in proper sequence. | Worksheet Or Picture cards depicting the story events | |

PERIOD 4

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID/TLM | HOMEWORK/EVALUATION |
|---------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LISTENING & SPEAKING | 1 Can understand and express dialogues. | 1.DIALOGUE MAKING The teacher will felicitate the students in dialogue making | Small Group | 1. The student's will construct dialogues for different characters | Text book Dialogue Cards | Evaluation will be done based on the way children have <ul style="list-style-type: none"> • narrated the story, • made the dialogues and dramatized the story |
| | 2. Will be able to enact a skit by using the vocabulary learnt | 2.DRAMATIZATION: The teacher will assign various roles to students and guide them dramatize lesson | Small group of 4-6(The wise old bird,Hunter, the other geese) | The students will dramatize the lesson under the guidance of teacher. | Wings Masks (images) | |

PERIOD 5

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID/TLM | HOMEWORK/EVALUATION |
|---------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------|
| LISTENING & SPEAKING | Can express story's ideas clearly and accurately in own sentences | NARRATION OF THE STORY BY THE STUDENTS: The students will be guided to narrate the story in simple words | Individual | The students will narrate the story under the guidance of teacher | | Evaluation will be done based on the way children have <ul style="list-style-type: none"> narrated the story, |

PERIOD 6

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID | HOMEWORK/EVALUATION |
|----------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------|
| READING | 1. Will be able to read and understand given piece of unseen poem/ text. | READING OF UNSEEN TEXT/POEM: The teacher will provide an unseen Poem handout with the theme on Teamwork to students to read silently and comprehend the gist. | Individual | The students will read the poem silently and comprehend the gist | Worksheet (Poem Handout) | Evaluation will be done based on the student's performance in solving the worksheet. |
| | 2. Can use dictionary (Optional) | DICTIONARY READING: (Optional) The students will be asked to find the meaning and spelling of difficult words using a Dictionary. | Individual | The students will find and learn the meaning and the spelling of difficult words | Dictionary | |
| | 3. Can initially respond to the text. | ANSWER THE QUESTIONS A variety of questions based on unseen poem/texts will be given in the form of worksheet. | Individual | After reading the poem students will answer the questions in the worksheet. | Worksheet Questions on unseen poem | |

PERIOD 7

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID/TLM | HOMEWORK/EVALUATION |
|------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| WRITING | Be able to answer the questions in simple sentences. | <p>ANSWERING THE QUESTIONS: 1The teacher will give a set of questions from the text to answer.(Page no 33) Example: 1. Why did the geese pretend to be dead?</p> <p>2. Who said to whom:</p> <p>Example: “ Tomorrow morning the hunter will come back and kill us all.” _____ said to _____</p> | Individual | <p>The students will write the answers to the questions from the text.</p> <p>2.They will also write who said to whom</p> | Text book | The students will be assessed on the basis of their written answers |

PERIOD 8

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID/TLM | HOMEWORK/EVALUATION |
|------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WRITING | Can make questions for a given piece of text | <p>GRAMMAR: (MAKING QUESTIONS): The teacher will guide the students read the short story on Ant and the Dove from the text and make questions(Page No 34)</p> | Individual | <p>The students will read the given text from the text book and make questions using why and How.</p> <p>Eg: Why do you think the dove helped the ant?</p> | Text book | <p>The students will be assessed on the basis of their written answers</p> <p>Homework: 1. Make Pictures for the story The Ant and the Dove</p> |

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her.

Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up onto it. Soon, the leaf drifted to dry ground, and the ant jumped out. She was safe at last.

Just at that time, a hunter nearby was about to throw his net over the dove, hoping to trap it.

Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

2. What is the moral of the story?(**One good turn begets another.**)



2.Make questions for the following statements

- a) The colour of the ant is black.
- (b) It lives on land.
- (c) It has two long antennae.
- (d) It crawls on the ground.
- (e) It eats sugar

PERIOD 9

| COMPETENCY | ELO | ACTIVITIES | GROUP SIZE | STUDENT'S ROLE | TEACHING AID | HOMEWORK/EVALUATION |
|-------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WRITING | Be able to construct/write a story for a given proverbs | CREATIVE WRITING (STORY WRITING) The teacher will guide students to write a story for a given proverb proverb A FRIEND IN NEED IS A FRIEND INDEED (or a proverb of their choice)using describing words, prepositions and other structures. | Individual | The students will construct a story either on the proverb A FRIEND IN NEED IS A FRIEND INDEED or a story of their choice | | The student's assessment will be done on the basis of the story they construct. HOMEWORK: Describe one incident when you got into trouble because you did not do your work on time? |

PREPARED BY : Mrs.P.NEERAJA

HEADMISTRESS

KV AFS SALUA

SUBJECT: ENGLISH CLASS V
HANDOUT – POEM
SECTION- READING

Name _____ Class _____ Roll No _____

Read the following unseen poem carefully and answer the questions given below:

“The time has come once again
To show what we can do
To work together as a team
Not just one or two.

Together we can do anything our hearts desire.
You know we have done it even though we are tired.
So let’s look to one another for comfort and cheer
Let’s lean on each other as we cry our tears.

Because together we have a goal that we have all set
And that’s to be the best team the judges have seen yet.
So let’s go out on that floor as a winning team
Let’s do what we do best and make that crowd scream.

Because together we can do it.
Together we can.
Together we can be the best team in the land.”

Answer the following questions:

1. What do you understand by the word “Team”?

2. How can we help each other to work in a team?

3. Is it advantageous to work in teams and how does work become easier when working in teams?

4. Which words in above passage mean “**wish for**” and “**mob**” and “**shout**”. Make sentences with them too.

| <u>wish for----</u> | <u>Mob-----</u> | <u>Shout-----</u> |
|---------------------|-----------------|-------------------|
| | | |
| | | |
| | | |

5. Underline and write two sets of rhyming words from this poem:-

6. Give a suitable title to the poem.

7. Which works in your school are done in a team?

8. Have you ever been a Team Leader/Team Member?

Imagine you are Radesh. You are the team leader for conducting a picnic in your class. Plan and assign works for different team members and organize the picnic. Write your experience in 50 words as a Team leader.

Grade Obtained _____ : signature _____ -

PREPARED BY : Mrs.P.NEERAJA

HEADMISTRESS

KV AFS SALUA

SUBJECT: ENGLISH

CLASS V WORKSHEET – FLYING TOGETHER

Name: _____ **Sec** _____ **Roll No** _____

LISTENING AND SPEAKING:

I.Listen to the story from youtube carefully and fill in the blanks:

Deep in a forest _____ a very tall tree. Its leafy branches spread out like strong arms. This tree was the home of a flock of wild geese. They felt safe there. One of the geese was a wise old bird. He _____ a small creeper at the foot of the tree. He spoke to the other birds about it. “Do you see that creeper?” he said to them. “Let us destroy it”. “Why must we _____ it?” asked the geese in _____. “It is so small. What harm can it do?” “My friends,” replied the wise old bird, “that little creeper will soon grow. As it creeps up this tree, it will become thick and _____.” “What of that?” asked the geese. “What harm can a creeper do us?” “Don't you see?” _____ the wise bird, “with the help of that creeper, it will be possible for someone to climb this tree. A hunter can come up and kill us all.”

II.Arrange the following events in proper order:

The geese ignored the wise bird. _____

The wise bird advised the geese to destroy the growing creeper. _____

When the hunter saw the dead birds, he threw them out of the net.

The creeper grew stronger and thick.

The hunter fixed his net on the tree.

The wise old bird noticed a small creeper at the foot of the tree. _____

When all the birds were thrown, they flew away at once.

The wise old bird advised them to pretend to be dead.

The geese, when came back in the evening got caught up in the net.

WRITING:

III. Choose the answers from the lesson:

1. The word which rhymes with annoy

2. Past tense of reply

3. Comparative degree of strong

4. Opposite of wise

5. Plural for goose

6. Synonym of jungle

IV. Given below are a few proverbs. Read them and write their meaning:

1. A stitch in time saves nine.

2. Where there is a will there is a way.

3. A friend in need is a fiend indeed.

4. United we stand, divided we fall.

V. I. Plants are very useful for us. They give us many things. Give two examples of the things which we get from the plants.

_____ VI. Write a
few sentences about 'Conservation of

Plants: _____

_____ Grade Obtained _____:

signature _____

PREPARED BY : Mrs.P.NEERAJA

**HEADMISTRESS
KV AFS SALUA**

LESSON PLAN**Class : V****Subject: English****Topic: The little bully.****Name : Tulika Mohan Gogoi K.V. DULIAJAN****LESSON : THE LITTLE BULLY****THEME :** The evils of bullying

Friends

Familiarity with the animal world

VALUE : **Interpersonal Relation****No. of Periods : 10****DAY 1****PERIODS :** Block periods**Warming up activity :****Group :** In pairs**ACTIVITY :**

Enact the following situations : 1. Respecting people

2. Eating a small child's tiffin

3. Calling people rude names

4. Pushing a small boy and making

him cry

5. Protecting a weak person

6. Mocking at friends and hurting

them

. 7. Being helpful to everyone

Children will list out the Bad and Good behavior

DAY 1 (BLOCK PERIOD)**SPECIFIC OBJECTIVE :** Able to comprehend and speak**COMPETENCY :** Listening, Speaking**ACTIVITY :** - Brief narration of the story/lesson

- Showing PPT

Questions: -1. Why did all the children hate Hari ?

2. Why nobody wanted to sit near Hari?

3. What did he take for lunch ?

4. The children tried pinching him back, but that was no good. Why?

5. Why didn't the children like telling their teacher about it ?

GROUP SIZE: Individual

TLM : PPT

DAY 2

COMPETENCY: Listening, Reading

SPECIFIC OBJECTIVE: Read with proper pronunciation, intonation, modulation and pauses.

ACTIVITIES PLANNED: Model reading by teacher pages 135-136 to be followed by students.

Individual reading done by students.

TLM: Textbook & Visualizer

Group Size: whole class, individual reading

Home Assignments : Learn the spellings

DAY 3

COMPETENCY: Reading

SPECIFIC OBJECTIVE: Read with proper pronunciation, intonation, modulation and pauses.

Activities planned: Model reading by teacher pages 137-138

Printout of short paragraph of the lesson in the form of slips with serial number marked on them. Reading will be done serially.

TLM: Printouts of Paragraph from the lesson

Group Size: Group of 6

Day 4

Competency: Listening

Specific Objective: To be able to comprehend and fill in the blanks in the activity sheet given.

Activity planned: Audio clip of a passage from the lesson to be played or the teacher can read aloud.

Activity sheet given based on the passage.

TLM : Activity Sheet

ACTIVITY SHEET-1

FILL IN THE BLANKS WITH APPROPRIATE . WORDS FROM THE GIVEN PASSAGE

- They **arrived** at the seaside. They enjoyed playing with **sand** they raced, hand in hand- but nobody held Hari's hand.
- Hari was **angry**. He went to a **sandy** corner near a **rocky** pool. He took out his lunch and looked at it.
- There were two **hard**- boiled eggs, six jam **sandwiches**, three pieces of bread and butter, a **ginger** cake and a bar of **chocolate**.

DAY 5

COMPETENCY: Writing

SPECIFICE OBJECTIVE: Enriching word power

ACTIVITIES PLANNED: With the help of dictionary find the meaning of the new words from the lesson. Frame sentences with the help of the above words.

TLM: Textbook, dictionary, BB

GROUP SIZE: 6 students.

DAY 6

COMPETENCY: Writing

SPECIFICE OBJECTIVE: Able to write contractions and full forms.

ACTIVITIES PLANNED: Writing down contractions and vice versa (Concept of **CONTRACTIONS and FULL FORMS** have already been given to the students in earlier chapter)

TLM: Worksheet

GROUP SIZE: Individual

WORKSHEET

CLASS:- V SUBJECT:- ENGLISH

UNIT - VIII LESSON:-THE LITTLE BULLY

NAME _____ ROLL NO. _____

I. Write full forms of:

1. Wouldn't _____

2. She'd _____

3. She's _____

4. I'll _____

5. Here's _____

6. They're _____

7. won't _____

8. You're _____

9. We've _____

10. Couldn't _____

2. Write contractions for :

a. shall not - _____

b.were not - _____

c. are not - _____

d. they have- _____

DAY 7

COMPETENCY: Writing, grammar

SPECIFICE OBJECTIVE: Use of is/are and action words to make sentences

ACTIVITIES PLANNED: The teacher distribute the activity sheet among the students.

Describe what is happening in the pictures. Use is/are and _____ing to make your sentences. Clues are given in the box.

Swing, sit, climb, lick, kick, slide



Krishna is swinging.

- (i) Mary _____ up the slide.
- (ii) Hari _____ and boxing her.
- (iii) Little Bitoo _____ a lollipop.

TLM- Activity sheet

GROUP SIZE- group of 6 students

HOME ASSIGNMENT : Write a few lines on what you did yesterday during the games period in the playground . You can take some hints from the words given below:

Play football jump race badminton run

DAY - 8

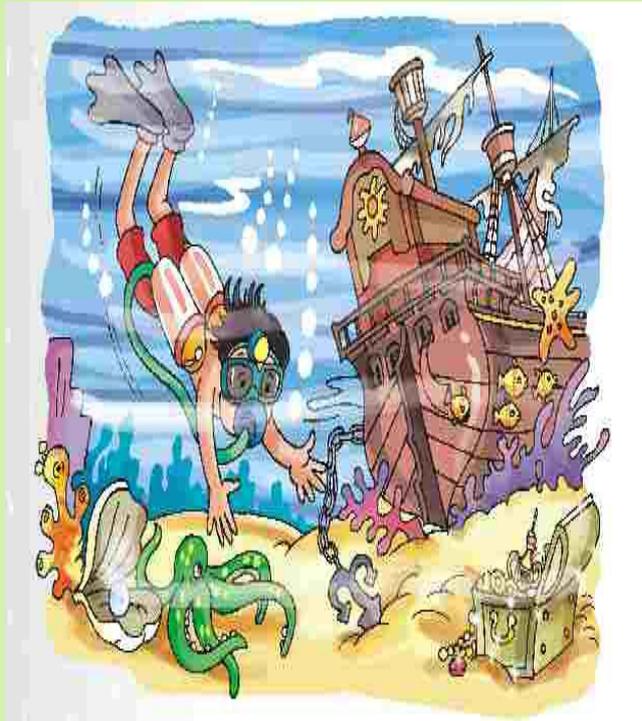
COMPETENCY- Creative writing

SPECIFIC OBJECTIVE: to be able to describe the picture

ACTIVITIES PLANNED: The teacher distribute the picture to each group.

See the picture of the shipwreck in the bottom of the ocean,

Suppose you went Deep-Sea Diving What would you find? Think all the words that come to your mind, then build a paragraph.



TLM: Picture

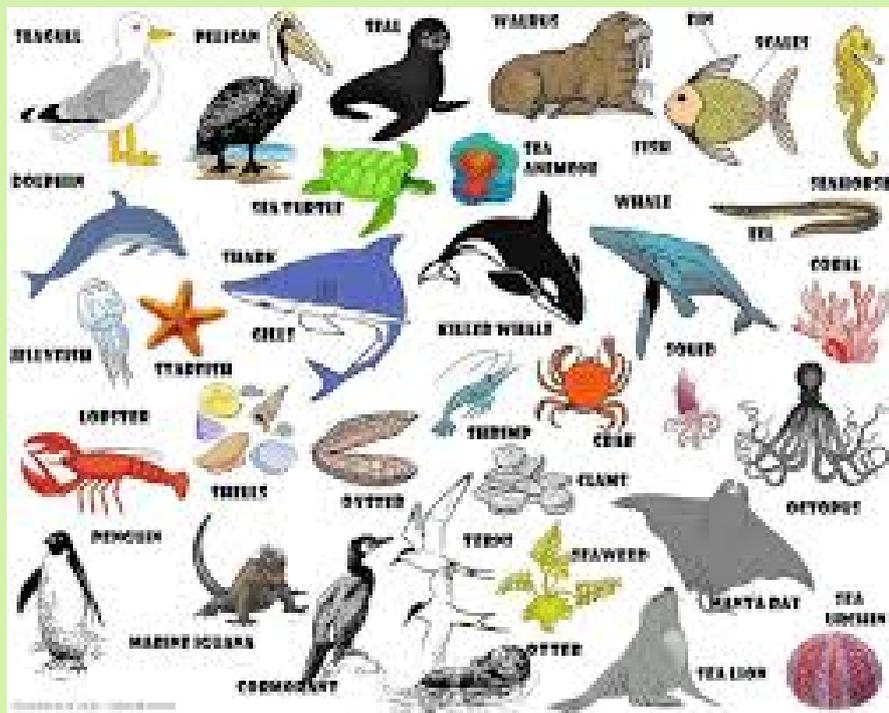
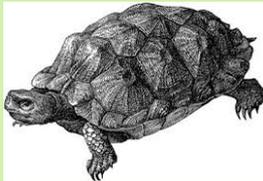
GROUP SIZE: Six students in the group.

DAY 9

COMPETENCY : Creative Writing

SPECIFIC OBJECTIVE: To be able to describe about animals which can protect themselves with their hard cover

ACTIVITIES PLANNED : Pictures of various animals displayed on the screen. .



Students to list the names of animals that protect themselves with their hard cover. Speak a few lines on it.



TLM: Slide/pictures

GROUP SIZE: 6

HOME ASSIGNMENT : Can you tell the difference between a Tortoise and a Turtle? Write a few lines. Paste or draw pictures of the same.

Lesson Planning of the English Prose Lesson

Topic : The Milkman's Cow Class : 4 No. of pds reqd : 12

Value : Kindness to animals & dignity of labour.

Prepared by : D.V.S.Padmalata

| | | |
|----|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Period No. | 1 &2 (Block pd) |
| 2. | Competency | Listening and Comprehension |
| 3. | Specific Learning Objectives | At the end of the lesson (teaching period), the student will be able to answer simple questions based on the text. |
| 4. | Previous Knowledge | Students can read words already dealt with in class 3. They can answer general questions in English. They know some facts about the cow, milkman, policeman, grocer, etc. |
| 5. | Procedure (Linking the present lesson with the previous knowledge) | Tr asks the students – How many students drink milk before coming to school? From where do you get milk ? Let's read the story about the Milkman's Cow..... |
| | Procedure | <p>The teacher first gives the gist of the lesson and reads the lesson (period one : pg 97 &98; period two : 99 &100) explaining the meaning of the difficult words wherever necessary.</p> <p>The tr. asks the following questions after reading pg 97 -</p> <ul style="list-style-type: none"> • Where was the milkman's cow sitting? • Why did the cow refuse to move? • "Please get up", he pleaded. In the given statement who does 'he' stand for? • Why do you think the buttons of the policeman gleam? • Can you twirl an umbrella and show us? (The child is expected to twirl the umbrella in front of the class) • In the sentence, "I'll show you how to do it right," who do you think 'you' and 'I' refer to? <p>Tr. asks the following questions at the end of pg 98 -</p> <ul style="list-style-type: none"> • Who said to whom - |

| | | |
|----|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>“I have the strength of ten horses, so this should be fun.”</p> <ul style="list-style-type: none"> ▪ Was the policeman able to move the cow? ▪ Why do you think the cow refused to move even though all the men pulled and tugged and prayed? Have you ever behaved like the cow in the story? Why? Give justification. |
| | | <p>Tr. asks the following questions at the end of page 99</p> <ul style="list-style-type: none"> • Who came jingling his cart? • What things make a jingling sound? (Name 2 things) • Why did the little boy begin to grin? When do you grin? • “These grown- ups! Look at the mess they are in.”Who said this line to whom? <p>Tr. asks the following questions after reading page 100.</p> <ul style="list-style-type: none"> • How did the grocer, policeman, wrestler, the ice-cream man and the milkman show that they were very happy? • Name the author of the story – The Milkman’s cow. • Name those who tried to make the cow move in the story? ▪ Who finally made the cow get up and how? <p>What do you understand by ‘a sheaf of tasty green’ ?</p> |
| 6. | T. aids | <p>Flash cards with pictures and words or only words. Eg. Grocer (with picture of the grocer), wrestler, moustache Tug, gleaming, (picture showing the action)</p> |



Name the people in the above pictures according to the work they do.



Name the above pictures correctly - moustache, anklet, bells. Which of them make a sound?



Name the action that you see in the above pictures correctly – grinning , tugging , twirling.



Do the above things make a jingling sound? Look at the pictures above and tell - Are the above things gleaming?

| | | |
|----|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. | Assessment activities / methods | Worksheet with multiple choice questions. Sample Worksheet 1. The milkman sat in the middle of the _____. (room/road/railway-track) 2. The _____ twirled his moustache and said, “ I’ll show you how to do it right.” (milkman / policeman / wrestler) 3. Moustache grows on a man’s _____. (hand/ leg / face) 4. ‘Tugged’ means _____. (pulled/ requested / helped) 5. Grocer is a person who sells _____. (medicines / pens / vegetables) |
| 1. | Period No. | 3 |
| 2. | Competency | Reading |
| 3. | Specific Learning Objectives | At the end of the lesson (teaching period), the student will be able to read the lesson using voice modulation with 80% accuracy. |
| 4. | Procedure | The teacher reads the lesson sentence- wise or uses audio version of the text & the students repeat it using proper voice intonation and pronunciation. Teacher also explains some difficult words ,such as, pleaded, prayed, refused with examples. This will be followed by independent reading by students which may take up more than one period. |
| 5. | T. aids | Audio version of the text to be used for model reading, flash cards showing important words, phrases, action words ; stick, umbrella, buckle , in a bad mood, refused to move, tugged, prayed, grinned, plead, pleaded, etc. |
| 6. | Assessment activities / methods | Worksheet with the meaning of the words – the student guesses the words. |

Practice Worksheet

Choose the appropriate word/ phrase for the given group of words.

Plead / grin / tug / clattered / pail / sheaf / gleaming /whooped/ refuse/ muscles/ bright/ twirling

1. **A bucket to fill water, sand, etc :** _____
2. **To request for something :** _____
3. **Pull something quickly usually with a lot of force :**

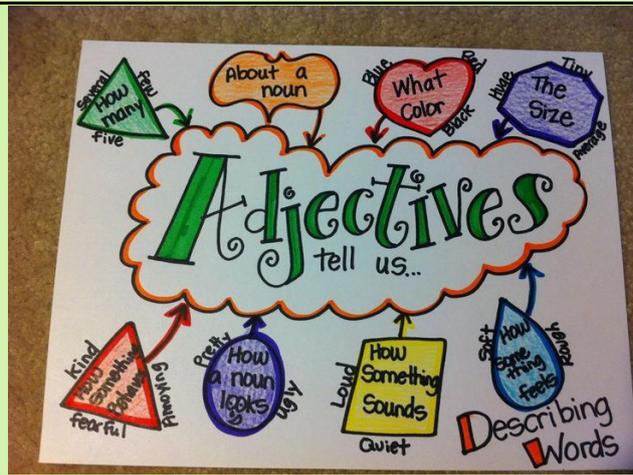
4. **Made continuous loud noises by hitting hard objects against each other:**_____
5. **A number of things, especially pieces of paper or plant stems that are held together :** _____
6. **To say that you will not do or accept something :**

7. **a wide smile :** _____
8. **Bright and shiny from being cleaned :** _____
9. **Gave a loud, excited shout :** _____
10. **Giving a sudden quick turn or set of turns in a circle :** _____

| | | |
|----|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Period No. | 6 |
| 2. | Competency | Speaking / Writing (individual) |
| 3. | Specific Learning Objectives | At the end of the lesson (teaching period), the students will be able to answer the questions orally and write them with 80 % accuracy. |
| 4. | Procedure | The teacher asks questions orally and provides them clues if they are unable to answer them. The teacher asks the students to read the questions on the board/ chart and answer them one by one in the notebooks. (Questions already discussed in class and given at the end of the lesson) |
| 5. | T. aids | A chart /visual –aid showing questions * |

| | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. | Assessment activities / methods | Worksheet depicting ‘True or False’ questions. (Write true or false against each statement; rewrite the false statement by making it true). |
| | <p>Practice Worksheet Based on your reading of the lesson ‘The Milkman’s Cow’ state whether the following statements are true or false</p> <p>The milkman wanted his cow to sit on the road. _____ The police man came there in his uniform. _____ The ice-cream man offered an ice-cream to the cow. _____ The little boy was kind-hearted. _____ ‘Mess’ means a situation full of problems. _____ In the end, all the people were happy because the cow gave them lots of milk. _____ The moral of the story ‘The milkman’s cow’ is that we should be kind to others. _____ The policeman twirled his moustache. _____</p> | |
| | Period No. | 7 |
| 2. | Competency | Speaking (Dramatization – ACTIVITY) |
| 3. | Specific Learning Objectives | At the end of the lesson (activity), the student will be able to enact the role of the character (from the story) assigned to him. |
| 4. | Procedure | Before the actual activity, the teacher divides the students into groups of 7-8 students and asks each group to choose a leader and prepare themselves to present the dramatization of the lesson on an assigned date (preparation time is provided to the students). |
| 5. | T. aids | Things used by the students during dramatization (dramatization activity) |
| 6. | Assessment activities / methods | Each group is given marks for their overall presentation, individual performance and proper dialogue delivery. |
| 1. | Period No. | 9 |
| 2. | Competency | Speaking (Let’s talk –pg 101) – individual act. |

| | | |
|----|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Specific Learning Objectives | At the end of the lesson (activity), the student will be able to visualize the given situation and express his thoughts in his own words with 80% accuracy. |
| 4. | Procedure | The students are given clues to visualize and complete the story in their own words. a)As I walked to school, I saw two people tugging at a cow by a rope. ----- b) As I walked to school, I saw four people begging a cow to get up. ----- |
| 5. | T. aids | Picture based on the lesson also depicting the student (who has to visualize) – to help the weak learners * |
| 6. | Assessment activities / methods | Describe an incident when some elder could help/pacify a child by being kind to him or her. |
| 1. | Period No. | 10 |
| 2. | Competency | WRITING (describing words, opposites) |
| 3. | Specific Learning Objectives | At the end of the lesson (activity), the student will be able to use appropriate describing words for the boy in the story / tell the opposite word for the given describing word. |
| 4. | Procedure | The teacher recapitulates the meaning of describing words or adjectives as learnt in class 3. The students are given a list of describing words and the students are asked to choose the appropriate words that describe the boy in the story. The teacher also asks the student to guess the opposite of the given word. |
| 5. | T. aids | Chart showing some describing words . Pictures to be shown to students and they will use adjectives to describe the picture.* |
| 6. | Assessment activities / methods | Worksheet based on opposites – Fill in the gaps using the opposite of the given word. |



Describe the given pictures.

(teacher will elicit relevant answers from the students)

Give the opposites of the given words.

- | | |
|--------------------------|-----------------------|
| Difficult X _____ | begin X _____ |
| Pulled X _____ | hard X _____ |
| Slowly X _____ | cool X _____ |
| Best X _____ | strong X _____ |
| Kind X _____ | right X _____ |

| | | |
|----|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Period No. | 10 |
| 2. | Competency | Grammar (Simple present tense & past tense) |
| 3. | Specific Learning Objectives | At the end of the lesson (activity), the student will be able to give the past tense forms of the action words given in the text. |
| 4. | Procedure | The teacher recapitulates the concept of simple present tense and simple past tense with the help of examples. Example : is -was; sit - sat, know - knew |
| 5. | T. aids | Chart illustrating the concept of present & past tense by depicting the clock along with the action - picture. (Flash - cards) |

| | | |
|----|---------------------------------|-------------------------------------------------------------------------------------|
| 6. | Assessment activities / methods | <u>Worksheet to reinforce the concept of Simple Present & Simple Past tense</u> |
|----|---------------------------------|-------------------------------------------------------------------------------------|

Give the past tense forms of –

| Simple Present Tense | Simple Past tense | Simple Present Tense | Simple Past Tense |
|----------------------|-------------------|----------------------|-------------------|
| Is | - was | pull | - _____ |
| Sit | - _____ | begin | - _____ |
| Beg | - _____ | love | - _____ |
| Come | - _____ | grin | - _____ |
| Say | - _____ | clap | - _____ |

| | | |
|----|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Period No. | <u>11</u> |
| 2. | Competency | <u>Role play / Vocabulary building (Individual)</u> |
| 3. | Specific Learning Objectives | <u>At the end of the lesson (activity), the student will be able to identify a grocer, wrestler, policeman, milkman etc ; what work each one does and what things he uses.</u> |
| 4. | Procedure | <u>The teacher encourages students to spell out what each one has dressed as and enact what work that person is expected to do.</u> |
| 5. | T. aids | <u>Activity – role play ; things used by a milkman, grocer, wrestler, etc</u> |
| 6. | Assessment activities / methods | <u>Worksheet with the names of people who help us with the work they do – to be done as matching ; asking the students to mention the work done by each one .</u> |

Match the people with the work they do.

| | |
|--------------|-----------------------------------------|
| Grocer | milks the cow |
| Postman | sells flowers |
| Wrestler | sells green vegetables |
| Green grocer | Sells things that we need daily |
| Policeman | brings our letters |
| Milkman | participates in a wrestling competition |
| Florist | maintains law and order |

पाठ योजना

अध्यापक- बी. डी. जोशी(ए. इ. सी. एस.मुंबई)

कक्षा - तीसरी विषय- हिन्दी

दिनांक 31-12-2016

पाठ का नाम - जब मुझे साँप ना काटा

उपविषय- गद्य

कुल कालांश- 3

समय प्रति कालांश - 35 मि.

कालांश-1

अनुच्छेद- 1,2,3,(एक दिन---- खतरनाक होता है)

पूर्वज्ञान-- बच्चे पालतू व जंगली जानवरों के बारे में सामान्य रूप से जानते हैं ।

दक्षताए:-

- 1- पाठ वाचन द्वारा उचित हाव- भाव आरोह- अवरोह के साथ पढते हुए शुद्ध उच्चारण कौशल का विकास करना ।
- 2- आदर्श वाचन द्वारा श्रवण कौशल का विकास करना ।
- 3- शुद्ध वर्तनी , विलोम शब्द , वचन बदलो ,वाक्य बनाओ द्वारा व्याकरण के ज्ञान व लेखन कला का विकास करना ।
- 4- जीव- जन्तुओं का चित्र दिखाकर चित्रों को पहचानने की कला का विकास ।
- 5- काठिन्य निवारण ,सुलेख एवं प्रश्नोत्तरों द्वारा लेखन कला का विकास ।

अपेक्षित कुशलताएँ एवं उद्देश्य:-

शुद्ध उच्चारण , आरोह-अवरोह के साथ पठन वाचन लेखन की कला में कुशलता प्राप्त करवाना ।

आसपास के जानवरों व रेगने वाले कीड़ों (जन्तुओं) की जानकारी करवाना ।



जंगली जानवरों ,पालतू जानवरों एवं रेगने वाले जन्तुओं का चित्र ---

अधिगम क्रिया-कलाप -

अध्यापक / अध्यापिका द्वारा विभिन्न प्रकार के जीव-जन्तुओं का चित्र दिखाकर उनके नाम पूँछे जाएँगे । मौखिक अभिव्यक्ति - जैसे - आपने अपने आसपास बहुत सारे जीव-

जन्तु देखे होंगे । इनमें से कुछ रेगने वाले कीड़े (जन्तु) भी होते हैं । जो अधिकतर गरमियों व बरसात में दिखाई देते हैं ।

आदर्शवाचन , अनुकरणवाचन मौखिक अभिव्यक्ति,मूल्यात्मक प्रश्न ।

काठिन्य निवारण- शब्दार्थ

आहाता=----- चीखना =----- पुकारना=----- अंदर=-----

गायब होना=----- खोल =----- खबरदार=-----

सहायक शिक्षण सामग्री-

- 1- जंगली जानवरो व पालतू जानवरो का चार्ट
- 2- रेगने वाले व डंक मारने वाले जन्तुओं (कीड़ों) का चार्ट
- 3- प्राथमिक चिकित्सा बाँक्स या चार्ट
- 4- साँप का चित्र ।
- 5- नारियल का खोल ।

मूल्यांकन - -- अनुकरण वाचन , एवं बोधात्मक प्रश्नों द्वारा --
बोधात्मक प्रश्न -

- 1.साँप कहाँ रहता है ?
- 2.साँप कहाँ छिप गया था ?
- 3.नारियल को लेकर लडका किसके पास गया ?
- 5.नानी क्यों घबरा गई ?

अभ्यासकार्य (गृहकार्य)

1-इ ,ई की मात्रा लगाकर शब्द बनाइए।

दन, नारियल , धरे , दया , नान, चख उठ,फर, छनकर, चखने वह,

2- वचन बदलिए -

बूढा- ----- झोपडी- ----- बुढिया - ----- बच्चा- -----

3- साँप कहाँ गायब हो गया था?

कालांश- 2

अनुच्छेद - 4,5,6,7,8

(उसी दिन शाम ----- मंत्र पढने लगा) दक्षताएँ - पूर्ववत्

अपेक्षित कुशलताएँ- - उचित आरोह - अवरोह के साथ आदर्श वाचन ,

अनुकरणवाचन शुद्ध उच्चारण द्वारा पठन कला में कुशलता

करवाना। डंक मारने वाले कीड़ों की चित्र के माध्यम से जानकारी

देना । उनसे होने वाली परेशानियों से सावधान कैसे रहा जाएँ ।

अन्धविश्वास के प्रति जागरूक करवाना । सृजनात्मक लेखन कला

को विकसित करना ।

अधिगम क्रियाकलाप-- पाठ का शुद्ध उच्चारण एवं प्रवाह के साथ आदर्श वाचन एवं अनुकरणवाचन । बोध प्रश्नोत्तरों द्वारा मौखिक अभिव्यक्ति । व्याकरण वर्तनी शब्द अर्थ सुलेख आदि अधिगम क्रियाओं का विकास । अन्धविश्वास नही करने की प्रेरणा दी जाएगी ।

सहायक शिक्षण अधिगम सामग्री ---- प्राथमिक चिकित्सा वॉक्स या चार्ट डंक मारने वाले जन्तुओं का चार्ट । संकेतिका ।

मूल्यांकन - बोधात्मक प्रश्नों द्वारा एवं काठिन्य निवारण द्वारा ।

मूल्य जागरुकता ---- डंक मारने वाले कीड़ों (जन्तुओं) से सावधान रहना चाहिए । प्राथमिक चिकित्सा की सभी को जानकारी होनी चाहिए । अपने आस- पड़ोस में सभी को इस बारे जागरुक करना चाहिए ।

अभ्यास कार्य --- (गृहकार्य)

1. लडके को वास्तव में किसने काटा था
2. लडके के हाथ में कैसा निशान पड गया था ?
3. नानाजी लडके को लेकर कहाँ गए ?

लिंग बदलो --- 1- नाना- -----2- लडका- ----- 3- लाया- -----
4- साँप - ----- 5-आदमी- ----- 6- था- -----
7-नाग----- 8- बूढा- -----

उल्टे अर्थ वाले शब्द (विलोम शब्द) लिखो ।

अंदर - ----- भीतर- ----- पास- ----- धीरे- -----
एक- ----- उठाना- ----- बहुत- -----

निम्न शब्दों के अर्थ लिखो -

कोशिश - ----- झाड फूँक करने वाला- ----- निशान-----
चट----- चुपचाप- -----

प्रश्न- - डंक मारने वाले जंतुओं (कीड़ों) के नाम लिखो ।

- 1- ----- 2- ----- 3- ----- 4- ----- 5- ----- 6- -----

कालांश -3- अनुच्छेद 9, 10, 11 (मैं चाहता ----- भेंट में भेजी)

दक्षताएँ - पूर्ववत ।

अपेक्षित कुशलताएँ -----

उचित आरोह- अवरोह शुद्ध उच्चारण के साथ आदर्शवाचन ,अनुकरण वाचन करवाना । जीव जन्तुओं से होने वाली परेशानी भय से अवगत करवाना । अन्धविश्वास के प्रति जागरुक करवाना ।

अधिगम क्रियाकलाप - अध्यापक द्वारा आदर्शवाचन तथा छात्रों द्वारा अनुकरण वाचन करवाया जाएगा । उच्चारण पर विशेष ध्यान दिया जाएगा । वर्तना , व्याकरण, शब्दार्थ बोध प्रश्नों द्वारा अधिगम क्रियाओं का विकास किया जाएगा । प्रश्नों द्वारा सृजनात्मक व कल्पना शक्ति का विकास ।

मूल्य जागरुकता --

डंक मारने वाले जन्तुओं से सावधान रहने की जागरुकता उत्पन्न करना । अन्धविश्वास व प्राचीन रूढ़ियों पर विश्वास न करने की प्रेरणा देना ।

मूल्यांकन- - काठिन्य निवारण व बोध प्रश्नों द्वारा किया जाएगा -

शब्दार्थ- दर्द- ----- बाग- ----- पानी- ----- उदास- ----- भेंट -----

प्र. लडका बूढ़े व्यक्ति को क्या बताना चाहता था ?

प्र. लडके को जबरदस्ती क्या करवानी पड रही थी ?

प्र. क्या ओझा ने सचमुच में इलाज किया था ?

साँप के वारे में विशेष जानकारी -----

- 1- साँप अपना भोजन चबाते नहीं है ।
- 2- वे भोजन को साबुत निगलते हैं ।
- 3- साँप कभी बढना बंद नहीं करते ।
- 4- साँप नाक से नहीं सूघते ।
- 5- साँप सूघने के लिए अपनी जीभ का इस्तेमाल करते है ।
- 6- साँप के कान नहीं होते इसलिए साँप बीन की धुन सुनकर नहीं नाच सकता ।
- 7- साँप दूध नहीं पीते ।
- 8- कुछ सँपेरे साँप को जबरदस्ती दूध पिलाते हैं , पर इससे साँप मर भी सकता है।
- 9- भारत में लगभग 50 तरह के साँप जहरीले हैं ।
- 10- परंतु सिर्फ 4तरह के साँपों के जहर से आदमी को खतरा होता हैं ।

अभ्यास कार्य ---

- 1- तुम क्या करोगे अगर तुम्हें या तुम्हारे आसपास -
 - क- किसी को बर् काट ले -
 - ख- किसी को चोट लग जाए ---
 - ग- किसी की आँख मे कुछ पड जाए ----
 - घ- किसी के नाक से खून बहने लगे ---
- 2- सही विराम चिह्न लगाओ (!)(?)(!)
- क- नानी जी चीख उठी साँप
- ख- साँप धीरे- धीरे रेंग रहा था
- ग- क्या तुम बाजार चलोगी

घ- अहा कितनी मीठी है

3- निम्न शब्दों से वाक्य बनाओ -

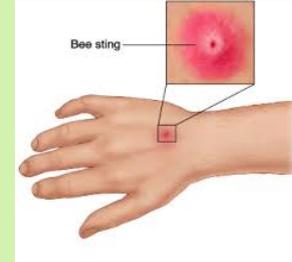
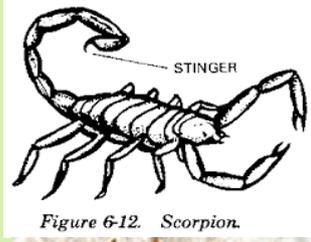
1- धीरे -धीरे 2-चलते - चलते 3- जल्दी- जल्दी 4- रुक- रुक

5-पढते- पढते 6 पीछे- पीछे

4- साँप के बारे कुछ वाक्य लिखो।

5- साँप का चित्र बनाओ ।

डंक मारने वाले जन्तुओं का चार्ट



LESSON / TOPIC – WHEN THE EARTH SHOOK

CLASS – 5

SUBJECT – EVS

PERIOD REQUIRED – 5

DAY – 1 PERIOD – 1

Hariom Pandey
H.M. K.V. CRPF Allahabad
Varanasi Region

COMPETENCY – OBSERVATION AND REPORTING

Concept- Natural Calamity

Theme – earthquake

E.L.O.

1. Able to understand an earthquake.
2. To be aware about consequences during and after an earthquake.

Activities- 1 The teacher will introduce the topic/lesson by showing clips/ pictures of the BHUJ EARTH QUAKE .

2 Teacher will explain to students about Bhuj earthquake .

Teaching Aids - Pictures of Bhuj earthquake / Globe.

Homework – Collect some pictures and article from the news related to Natural Calamities /Disasters.

DAY – 2 PERIOD – 2

COMPETENCIES – Identification and Classification

E.L.O -

1. Know about different types of Natural Calamities .
- 2 . To know about government agencies and non government agencies.

1. Activities- Teacher will explain about –

(i)Seismograph, Richter scale,natural calamities.

ii) Students will make a list of government and non-government agencies.

Teaching aids- pictures of seismograph.

Home work –1. You need some help from these in case of an accidents or emergency find out and write their address and phone numbers.

Fire station - _____

Nearby hospital - _____

Ambulance - _____

Police station - _____

2. Write the name of some other natural calamities and collect their pictures also.

DAY – 3 PERIOD – 3 ,4(block) COMPETENCY – DOF

E.L.O. – 1 Be able to understand consequences during and after an earthquake .

2-Know about roll/importance of our helpers and neighbors during such situations.

Activities –

1. Teacher will show one first aid box and things which are used after any accidents.
2. Students will make a list of things kept in first aid box.
3. Teacher will give pictures of people and things required after an earthquake, Students will make a list of it.
4. Mock drill ,at the time of an earthquake.

DAY – 4 PERIOD – 5 COMPETENCY - DOF

E.L.O. – 1. Can feel the problems of effected people.

2.To understand why the people live together in neighborhood ?

3.Can understand that people face lot of difficulties when they lose people from their family or other houses and belongings.

Activities -

1 Make 4 or 5 groups of students and share some views from their own . topic are when people have lose their homes and all their belongings .what kind of help would they need ?

2 children work in different group on different disasters

3 . Discuss how different people are affected differently for example farmars are the most affected by flood , fisherman by tsunami etc.

Teaching Aids - 1 News related different disasters.

Homework – Make your own news report which mentions the following.

Cause of the disaster - _____ Date and time - _____

NAME OF THE LESSON : THE GIVING TREE

CLASS: IV SUBJECT: ENGLISH

No. Of PERIODS : 10

VALUE : JOY OF GIVING

| ELO/LEARNING OBJECTIVES | COMPETENCY | ACTIVITIES PLANNED | GROUP SIZE | TA/TLM/ RESOURCES REQUIRED | EVALUATION/ ASSESSMENT |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| DAY 1 Students will participate in simple conversation based on their daily life needs. Will share information. | Listening Speaking | Teacher will initiate discussion about our needs in daily life. Chits with names of common items of daily use distributed amongst the students. Teacher will narrate the story in short. | Individual | Charts with list of items we get from plants and animals. | Speaking simple sentences based on their observations relevant to the topic of discussion. |
| DAY 2 (BLOCK PERIOD) Students will be able to listen and comprehend the story. Students will be able to develop the story. Students will be able to read and comprehend the story. | Listening Speaking Reading comprehension | Loud reading of the story by the teacher Developing the story by inputs provided by the students. Going beyond as per the imagination of the students. Solving Activity sheet. | Whole Class Individual Individual | PPT of the story Activity Sheet | Assessment of the Activity sheet. |
| DAY 3 & 4 Students will be able to read the story loudly with proper pronunciation and pauses. Students will be able to identify the new words and find word meanings from the dictionary. | Speaking / Reading Writing | Loud reading by the students in pairs. Consult dictionary to find the word meanings also synonyms. | Pair Work | Flash cards with new words and their meaning – Mix and Match. Activity sheet | Pronunciation and pace. Student's response. Activity sheet. |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p>DAY 5 & 6</p> <p>Students will be able to Dramatize the story in proper sequence.</p> <p>Will learn to speak with voice modulation</p> | Speaking | <p>Dramatization of the story</p> <p>Best group to enact the story in the school assembly.</p> | Group of 5 – 6 students. | Leaves, twigs, Fruits(apples), Cutouts of house, boat etc. | <p>Dramatization/ role play skills.</p> <p>Speaking with voice modulation</p> |
| <p>DAY 7</p> <p>Students will be able to answer questions from the text.</p> <p>Will be able to write the story in proper sequence.</p> | Writing | <p>Teacher will ask students to frame questions with answers from another set of students. Students will be asked to write the story in proper sequence.</p> | <p>Individual</p> <p>Individual</p> | Paper strips with parts of story written on them. | Response by the students. |
| <p>DAY 8 & 9</p> <p>Students will learn creative writing about how to protect their environment/trees.</p> <p>They will also be able to write few sentences about how to take care of old people/grandparents.</p> | Creative writing | <p>Students will be asked to discuss and write few sentences about the given topics.</p> <p>Topic –</p> <ol style="list-style-type: none"> 1) What will you do to help old people. 2) Why do we need trees? 3) Write you experience of ‘Joy of Giving’. | Small group of 5 – 6 students | Small video clip about saving trees and helping old people. | Content/matter and correctness of sentences. |

Evaluation and Recapitulation : Evaluation will be done in the class as per the response verbal or written given by the students, CW & HW and Activity/ Worksheets.

Value : Joy of Giving. Respect Your parents who give unconditional love and care.

Respect the elderly.

Save trees.

Integration : Integrated with EVS. Importance of trees/Plants. Save trees Save nature.

LESSON PLAN

CLASS V

Unit 6 (Lesson)

TOPIC: TALKATIVE BARBER

Periods: 13

Theme: Humour, Awareness about different kinds of personalities-talkers and quiet people

Previous Knowledge: Unit 6 (Poem – Class discussion)

Teacher will ask the following questions from the students:

- Q1. Does Jane talk a lot or remains quiet?
- Q2. Who is the quietest child in your class?
- Q3. Who talks a lot in your class?
- Q4. What will you call a child who talks a lot?

Today, we will read the story of a barber who was very talkative.

| Pds | Competency | Specific Learning Objectives | Procedure | Expected Learning Outcomes | Teaching Aids/ Materials | Assessment Activities |
|-------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1 & 2 | Reading | <i>-to improve pronunciation of the students</i> <i>-to make them a better reader</i> <i>-to make them able to enjoy the story</i> | - children will be asked to read aloud with proper pronunciation, expression and pause ,first following their teacher and then individually in turns (suggested activity- the students will be advised to read stories from ‘The Arabian Nights’ and other witty and humorous stories e.g. Tenaliraman and Akbar-Birbal) | -the students will read aloud with proper pronunciation, expression and pause -they will be able to read and enjoy other stories too | -Textbook and a story similar to the lesson which will be given to them to read at home | -Reading of excerpts by students |
| 3 & 4 | Understanding/ Comprehension (questions and answers) | -to understand the text -Sequencing the story | -the children will be asked to do silent reading followed by question and answer activity to test their understanding -the story will be divided into 17 fragments. Each student will be given a placard containing one of the fragments. The placards will | -the students will be able to read with proper understanding -they will be able to comprehend and answer questions given in the text book | - flashcards -sheets of excerpts | -Questions like match/who said and to whom, and some extra questions , in addition to those given in the textbook, will be asked from |

| | | | | | | |
|---|------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| | | | have serial nos. overleaf. Students will be asked to first read their placards aloud in random order. Next, they will be instructed to read the fragments in order of the serial nos. | or based on flash cards. | | students, via flashcards - sheets of excerpts will be provided to them |
| 5 | Vocabulary | -to make the students to acquire new vocabulary identified from the assigned text -to make them to use new vocabulary in speaking and writing | -drilling of new words by showing pictures/objects and by giving examples to the students and then by asking them to use the words in their own sentences | -the students will be able to learn the meaning of new words and their uses in proper context | - pictures/ objects | -Students will be shown pictures/objects to explain the meaning of words. They will then be asked to use those words in sentences |
| 6 | Discussion | -to make the students able to understand the basic natures of people -to enhance their speaking abilities | -the class will be divided into groups and they will be asked to discuss their natures amongst themselves. Then the group leader will be asked to present the report (orally) to the class | -the students will come to know that some students are quiet, some are talkative, some are naughty and some are generous. | - | -group discussion |
| 7 | Role play | <i>-to develop their abilities of expressing various emotions</i> | -the class will be divided into groups and the students will be asked to enact the story | -they will understand main ideas of the story and develop the ability to express themselves imaginatively and creatively | -Props like shaving brush, apron, towel, crown, razor, mirror etc. | -Role play of the story by students in groups |

| | | | | | | |
|----|---------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 | Listening | -to realize them the importance of laughter -to make them to listen with a purpose and with concentration | -limerick is a kind of humorous verse of five lines, in which the first, second and fifth lines rhyme with each other and the third and the fourth lines which are shorter formed a rhymed couplet- it will be told to the students. -limerick (given in textbook as well as additional) will be read aloud from flash card/played on cell phone/tape recorder by the teacher in the class and the students will be asked to listen with full concentration | -they will develop their concentration power and understanding -they will listen the extract to obtain specific information | -cell phone/ tape recorder -flash card | -Students will be directed to listen attentively to what the teacher speaks. They will then be asked to share their understanding with the class |
| 9 | Speaking ("Let's Talk") | -to improve communicative efficiency | -Textbook questions will be discussed and the class will arrive at a conclusion | -the students will get a command on the language and reduce the use of native language in classroom. | | -In addition to the questions given in the textbook for this exercise, students will be asked to provide their own ending to the story |
| 10 | Word building (opposites) | -to make the students able to understand the concept 'opposites' using un-, im- and dis- -to make sentences with 'opposites' | -A word that expresses a meaning opposed to the meaning of another word- this definition would be explained to the students, followed by exercises | -they will be able to generate a definition for the term 'opposite' -they will be able to identify pairs of opposites with flash cards and to use the opposites in their sentences. | -Flash cards | Flashcards will be given to the students, and they would be instructed to pair with each other as per opposite flashcards and then use the opposites in sentences |

| | | | | | | |
|----|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 | Word building(conjunction) | -to tell them the function of a conjunction | -A word that serves to conjoin words, phrases, or sentences- this definition would be explained to the students, followed by exercises and worksheet | -they will understand that conjunction is a word which connects words or groups of words to each other | - Worksheet | -Worksheet will be provided to the students |
| 12 | Word fun | -to make them able to identify the actions(from the pictures) and to co-relate that action with the words given in the book | -Pictures will be shown to the students, they will be called to the blackboard to write a word from the bubble for the picture | - they will understand what is happening in the picture and which words can be associated with them. | -Pictures | -Pictures of events given in the text book exercise will be shown to the students to associate them with words given in the bubble |
| 13 | Writing(in steps) | -to make the students to write using CODER (Collection, Ordering, Drafting, Editing and Redrafting) system | | -they will develop the skill in planning the things. -they will develop their writing skill. | - | -Students will be instructed to describe the processes given in the textbook exercise in a series of detailed steps, applying the CODER system |

Evaluation: After completion of the lesson, one test paper will be prepared and the students will be evaluated.

HOMEWORK

With the help of a dictionary, identify 20 words whose opposites can be made by attaching un-, im- or dis- to them. Prepare a chart using the opposite word pairs so obtained.

Prepared By – Sangita Sharma, HM, AECS Indore

| | | | |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  2. A Talkative Barber.docx |  3. EXTRA QUESTIONS.docx |  4A. STORY BOARDS.docx |  RELATEDPICS.zip |
|  11. opposites.docx |  12. conjunctions-workshe |  13. conjunction worksheet answers.td |  20. EVALUATION TEST PAPER.docx |

Lesson-Plan

Class: 3 Mathematics

Chapter :- Rupee and Paise

No. of periods: 5

Day1:

Concept: Money

ELO: learn to recognize coins and currency notes and making paper purse by origami

Activities:

- Students will be provided with a sheet of paper and they will turn it into a purse by folding technique.

Teacher will also help and guide them as and when necessary and they will also learn it from picture illustration given in the book itself.

Students will also trace the coins keeping the same on a flat table over a table. They will also make notes by cutting paper and writing value of note on each.

They will put the so prepared money into purse.



Day 2:

Concept: Learn to write the amount of money shown by notes and coins.

Competency: Ability to compute

ELO: able to show the amount by notes and coins.

Activities:

Teacher will dictate the amount of money to the whole class and then students will display the equivalent notes and coins on their table.

Teacher will also motivate them to do the same exercise in their text book at page 192 and 193. They will feel confident while completing this exercise.

Teaching aids: paper money

Day 3:

Concept: Self-service store and shopping game.

Competency: Ability to compute and problem solving ability

ELO: able to buy things from store and learn to calculate the due amount.

Activities:

Self-service store will be enacted in the classroom and some students will sit with these toys which are having price tags.

Now students will find out the total cost of

*1 toy giraffe, 1 copy and a glass of lemon juice

They will write it in their note-book.

Homework:

*What can you buy if you have a Rs 20 note?

1 toy car, 1 lemon juice, 1 banana

Day 4:

Concept: Learn to make a cash memo for the things you bought.

Competency: Ability to compute and problem solving ability

ELO: able to prepare cash memo.

Activities:

Each and every student will prepare cash memo for the thing they have purchased from the store
Teacher will act as a facilitator and guide them as and when necessary.

Homework:

*You have Rs 30 with you. Find out how much money will be left after buying the following items.

1 ball, 1 doll and 1 toy giraffe.

Day5:

Concept: Word problem based on daily life situation.

Competency: problem solving ability

ELO: Can solve word problem with confidence.

Activities:

*Teacher will motivate students to narrate their own experiences while shopping.

*3 friends wanted to buy a cricket bat and ball. Bina had Rs 48.50, Raman had Rs 55.00 and Venu had Rs 38.00 How much money did they have in all?

If cricket bat costs Rs 125 and a ball costs Rs 25, can they buy these with their money?

PERIODWISE LESSON PLAN – NAME OF THE LESSON – RIP VAN WINKLE; CLASS -V; SUBJECT ENGLISH by A.K.Srivastava

| | |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gist of Activities - | <p>Stress on silent reading. Story of Rip Van Winkle on PowerPoint presentation i) Paragraph on “hard work” and “laziness” ii) Pet dog iii) Write about yourself iv) Favourite games Practice on neat and clean hand writing Silent letters by oral drills. Prepare a dictionary of 20 words Practice on spoken part by Oral drill of new words using Flash cards Stress on groups/individual reading Prepare behaviour chart</p> |
| Evaluation Activities | <p>Write Paragraph on Your Pet Dog. Write about yourself Prepare a dictionary of 20 words Prepare a behaviour chart</p> |
| Expected Learning Outcomes | <p>Will be able to speak simple sentences fluently. Will be able to pronounce words in correct manner. Will be able to read short stories with complete comprehension. Will be able to write on any given object Will be able to understand Proper joining of letters Will be able to write new words.</p> |
| Specific Objectives - | <p>Children will be able to – Read the story aloud with proper pronunciation, expression & pause. Do silent reading followed by Q/A activity to test their understanding. Drill the use of new words Do Story sequencing correctly Describe some of the games they play. Dramatize scenes of the story. Write a character sketch of RVW.</p> |
| Values- | <p>Value of time 2. Social Behaviour 3. Discouraging Laziness 4. Encouraging Laziness</p> |

| | |
|---------------------------|--------------------------------------------------|
| Warm Up Activity - | Word files\warm up activity.docx |
| Teacher’s | 1. Have you heard name of Kumbhakarna? |

| | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Questions | 2. Who was he? 3. What were his qualities ? |
| Resources | https://www.youtube.com/watch?v=GKs2bDVYwjs 2. Warm up ppt 3. Wua1 4. WUA2 5. WUA3 |
| Specific Objective | Students will be able to list few words that got from the video. |

| | |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Expected Learning Outcomes of Speaking Activities | Children will be able to read the story aloud with proper pronunciation, expression, & pause. |
| Listening and Speaking Activities | Guided as well as unguided reading activities followed by Q/A activity. |

| DAY 1 | PERIOD 1 | COMPETENCY – LISTENING |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------|
| Description of the Activity – The teacher will read out the given passage with proper intonation twice and then read out the statements one by one. He will also ask the students to say True or False. | | |
| Role of the Students - They will listen carefully and say True or False. | | |
| Gulliver was a doctor who lived in London. His greatest wish was to become a sailor. So he loved to dream about travelling far into the seas. One day Gulliver decided to join a Ship’s crew as a doctor. He said goodbye to his family and set sail on his first voyage. | | |
| Resources required – The teacher may use his or her own voice or may record it for and ICT enabled class. Answer Sheet may be shown after the activity is finished to enable students to check their answers. It may be paper clue-sheet / peer-enabled manual checking / PPT Sheet. | | |
| 1. Gulliver was a professor. 2. He lived in London. 3. He has always dreamt to become the captain of a ship. 4. He joined the airlines as a doctor. 5. He took his family along with him. 6. It was his first voyage | | |
| Specific Objectives – Children will be able to list naming and action words. | | |

Role of the Teacher – Resource Provider, Manager, Monitor and also as helper.

Answer Key - 1. False, 2. True 3. False, 4. False 5. False 6. True

Resources - [listening 1.png](#)

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------|
| DAY 2 | PERIOD 2 | COMPETENCY – LISTENING, Spelling (Name of the Activity - DICTATION) |
| Description of the Activity – The teacher reads out one sentence at a time giving stress on the desired word to be captured by the students. | | |
| Role of the Students - They will listen carefully and will write the stressed word in their notebooks. | | |
| Tom came sadly out of the house. In one hand he held the long brush . In the other he carried a bucket which was full of white-wash . His aunt was making him white-wash the fence . Tom looked sadly at the fence. “How high it is! How long it is!” he thought . Indeed the height of the fence was nine feet and its length was thirty yards . | | |
| Role of the Teacher – Resource Provider & Ensurer. | | |
| Specific Objective – Children will be able to write dictated word. | | |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------|
| DAY 3 | PERIOD 3 | COMPETENCY – SPEAKING |
| Description of the Activity – The teacher will ask the students to speak a few words on what would they think their life will be after twenty years . | | |
| Role of the Students - They will listen carefully and will respond to the teacher’s question. | | |
| Questioning Technique – Firstly the teacher will ask from the whole class then he/she will ask individually. May provide prompts if the students are not coming forward. | | |
| Role of the Teacher – Questioner, clue-provider, monitor etc. | | |
| Specific Objective – Children will be able to tell about their future job, place, who will be in their family, how science will develop Changes in environment etc. | | |
| Resources – speaking Questions | | |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------|
| DAY 4 | BLOCK PERIODS 4 & 5 | COMPETENCY – SPEAKING ; Name of the Activity - SKIT (Group Activity) |
| Description of the Activity – The Teacher may select common fables and write simple dialogues and guide the Students to perform. (For Example - https://youtube/lcwT3sdW960 - Selected Fable – The Four friends and the Hunter) | | |

Role of the Students - They will enact characters from the fable and dramatize the fable.

Resources required - The teacher may provide handwritten dialogues or simply show a video.

Specific Objective - 1. Students will be able to write small dialogues from a story.
2. They will also be able to enact role play / dramatize the story on the basis of dialogues formed.

Values - A friend in need is a friend indeed.

Role of the Teacher - Fable teller, Dialogue Provider & Helper.

| DAY 5 | PERIOD 6 | COMPETENCY - SPEAKING ; Name of the Activity - Picture Composition |
|--------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------|
| Description of the Activity - The Teacher will show few pictures and ask related questions on it. | | |
| Role of the Students - They will try to answer | | |
| Resources required - Visuals on ppt or pictures | | |
| Specific Objective - 1. Students will be able to speak few sentences on the pictures shown. | | |
| Values - Importance of Time and being energetic. | | |
| Role of the Teacher - Picture Provider, questioner and moderator. | | |
| Questions to be asked? 1. What is common in these pictures? 2. Would you like to be like them? Why or why not? | | |
| Picture - pics compo | | |

| DAY 6 | PERIOD 7 | COMPETENCY - READING ; Name of the Activity - Reading Comprehension (Seen Passage) |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------|
| Type of activity - Whole Class Activity | | |
| Description of the Activity - A seen passage will be provided. (on interactive board or through worksheets) | | |
| Role of the Students - They will read the paragraph carefully and try to answer the questions asked. | | |
| Resources required - worksheets or Interactive Board | | |
| Specific Objective - Students will be able to understand the basic paragraph from the story through skimming and scanning. | | |
| Role of the Teacher - Teacher will provide the paragraph from the story and pose questions to the students through worksheet. | | |
| Questions to be asked? Seen passage Seen passage Q's right wrong WS | | |
| Seen Passage - pics\seen passage.JPG WS 1 teacher's questions 1.docx Dogs Version CC1 | | |

| DAY 7 | PERIODS 8 | COMPETENCY – READING ; Name of the Activity – Reading Comprehension (Unseen Passage) |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------|
| Type of activity – Whole Class Activity | | |
| Description of the Activity – An unseen passage will be provided. (on interactive board or through worksheets) | | |
| Role of the Students – They will read the paragraph carefully and try to answer the questions asked. | | |
| Resources required – Worksheets or Interactive Board | | |
| Specific Objective – Students will be able to understand the unseen paragraph from the story through skimming and scanning. | | |
| Role of the Teacher – Teacher will provide the paragraph from the story and pose questions to the students through worksheet. | | |
| Seen Passage - pics\Unseen Passage.png | | |
| Questions to be asked? pics\Unseen Passage Questions.png | | |

| DAY 8 | PERIODS 9 | COMPETENCY – CREATIVE WRITING ; Name of the Activity –1. What happens when..... 2. sometimes frequently |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Type of activity – Group Activity (for 4 Different Groups) | | |
| Description of the Activity – 1 st Group = They will be asked to write about the changes that have happened in the last 10yrs. 2 nd Group - Will write about the changes in their own villages during considerable period of time. 3 rd Group – will learn the use of always, frequently, rarely, never, usually, often, sometimes etc. 4 th Group – will learn the use of have and have not in the proper context. | | |
| Role of the Students – Students will be able to use their creative imagination to describe the events/ happenings around them. Few will describe and write about the events of the story and still others will use in larger context and relate with the real happenings around them. (Integration – With Hindi वे दिन भी क्या दिन थे) | | |
| Resources required – Visuals on Interactive Board | | |
| Specific Objective – Students will be able to use their creative imagination to describe the events/ happenings around them. Students will be able to add new words to already improved stock. (Vocabulary improvement) | | |
| Role of the Teacher – Technological Changes will be shown as visuals on interactive board and children will be asked to write using their imagination. Few others will be asked to write about the changes that have happened in the village after Rip has left the village. | | |
| Worksheet – in the form of story Extension worksheet (can also be used as) CREATIVE WRITING WORKSHEET.docx | | |
| Assessment – Vocabulary will be drilled and reinforced through Creative Writing Worksheet. CW WS speech bubbles.docx | | |

| DAY 9 | PERIODS 10 | COMPETENCY – GRAMMAR & SPELLING; Name of the Activity – VOCABULARY BUILDING |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------|
| Type of activity – Group Activity | | |
| Description of the Activity – Group 1. Students will be provided with the picture cards and asked to write the names of the games mentioned in the story. 2 nd Group – Learners will join two words to make a describing word. | | |
| Specific Objective – Students will learn the new vocabulary related to names of games, joining words. | | |
| Resources required – Picture FLASH Cards | | |
| Role of the Students – Students will be able to use imagination to write the names of the games mentioned in the story & join words to make new describing words. | | |
| Role of the Teacher – Students will be provided with the picture cards and asked to write the names of the games mentioned in the story, join words to make new describing words. | | |
| Worksheet – Vocabulary Worksheet Vocabulary WS.docx mixed up words vocabulary check while reading WS | | |
| Assessment – Vocabulary will be drilled and reinforced through Homework. HW sheet\vocabulary HW.jpg | | |

**CLASS-V THEME- WATER TOPIC- EXPERIMENTS
WITH WATER
CONCEPT - FLOATING AND SOLUBILITY IN WATER.
VALUES- BUILDING A SCIENTIFIC ATTITUDE OF LOGICAL
ENQUIRY**

PREVIOUS KNOWLEDGE: SOURCESS AND USES OF WATER

Total no of periods – 7 by Birendra Sahu

DAY-1

COMPETENCY: OBSERVATION AND IDENTIFICATION

SPECIFIC OBJECTIVES: IDENTIFY THE OBJECTS THAT FLOAT AND SINK IN WATER.

The teacher will narrate the story of “The Donkey & the Cotton Bags” and the students will listen to the story.

Story.....

There once lived a salt merchant. He had a donkey for his assistance. Every morning, he would load a sack of salt on the donkey and go to the nearby town to sell it. On the way, they had to walk across a pond.

One day, while crossing the pond, the donkey thought, "Ooh! This load is so heavy that I become exhausted very soon. I wish I could get some of this load taken off my back." Just then the donkey slipped and fell into the water.

Fortunately, the donkey was not hurt. But the sack of salt on the donkey’s back fell into the water. Both the donkey and the salt became wet. Some of the salt in the sack got dissolved, making the load on the donkey lighter. The donkey felt very happy about the reduction in the weight of the sack of salt on its back. The merchant did his best to help the donkey to get up and they carried on their journey.

From that day, it became a regular practice for the donkey to slip and fall in the pond whenever they crossed the pond to the market. This would dissolve some salt in the sack thus reducing the weight and relieving the donkey of some load. The merchant was not aware of the donkey’s cunningness. This continued for a few days.

One day, the merchant noticed the donkey deliberately slipping and landing with the sack into the water. “Oh! So this is the way I am losing my salt everyday” he thought. He decided to teach the donkey a lesson.

Next morning, instead of loading a sack of salt, the merchant loaded a sack of cotton on the donkey’s back. As usual they had decided to reach the market by crossing the same pond. While crossing the same pond, the donkey, as usual, slipped and fell into the pond, hoping that after some time the weight of the sack would go reduced. As usual, both the donkey and the cotton would become wet. But this

time, when he got up, the load on his back seemed heavier. "Ooh! The Load seems to have gotten heavier," thought the donkey. The donkey was astonished at what had taken place against the usual result. The merchant looked at the donkey and said, "Dear friend, I saw you fall into the water of the pond deliberately every day with the malicious intention of reducing the weight of the salt. So, I loaded a sack of cotton today. Cotton when wet gets more weight and becomes heavier. Now you will have to carry it to the town." The poor donkey had learnt his lesson.

Questions:

1. Was the donkey happy with the work?
2. What trick did the donkey follow to reduce the load?
3. How did the donkey reduce the load?
4. How did the merchant teach a lesson to the donkey?

Warm up Activity:

The teacher will give colour paper sheet to each group and guide them how to make paper boat.

1. Will this paper boat sink or float in the water?
2. If we put one pebble will it sink or float?
3. If we put 2/3/4/.....will it sink or float?

DAY-2 (BLOCK PERIOD 2-3)

Activity-1

Groups: 5 (8 students in each group)

Resources: 5 Transparent Glass, 5 Pebbles 5 Pins, Match Sticks, Empty Bottle, A Bucket of water, Aluminium Foil, soap cake, Soap case, Five Piece Of Ice, Lemon. 5 leaves

Each group will be given one number of each items(Except Bucket of water) mentioned above ask them to guess put mark (√) for the things that float and (X) mark for those sink in the activity sheet. After that they will experiment and fill in the experimented column.

Activity Sheet- 1

(a)

| Things to be put in water | I Gussed, before I did | I saw, when I did it |
|-----------------------------------------------|------------------------|----------------------|
| Pebbles | | |
| leaves | | |
| Pin (Iron Nail) | | |
| Match Stick | | |
| Empty Bowl | | |
| After Putting in 6-7 small pebbles one by one | | |
| Empty closed plastic bottle | | |
| Half-filled water bottle | | |
| Paper Boat | | |
| Bottle full of Water | | |
| Soap Cake | | |
| Soap case (cover) | | |
| Soap cake on a small plastic plate | | |
| Lemon | | |

(b) Fill in the blanks.

1. The iron nail _____ in the water but the Katoroi _____. I think because_____.
2. The empty plastic bottle _____ on water. The bottle filled with water _____ because_____.
3. The aluminium foil _____ when it was spread out. When it pressed tightly into a ball it _____. This may happened because.....

DAY-3 (4period)

ACTIVITY-1 (THE MAGIC LEMON)

Two glasses of water will be kept in front of the students. One of the glasses will have salt in it (children need not know this). Drop a lemon into the glass of plain water and ask students to predict the outcome. The lemon sinks. Next, drop the lemon into the salt water and students will be surprised to see that the lemon floats. The teacher needs to build the excitement by asking questions and encouraging students to find out answers.

Q-1 Guess why does the lemon in the second glass float?

Then the experiment in real situation will be done taking glass of water, lemon, and salt.

Q- Why does the lemon in the salt water floats but not in normal water?

ACTIVITY-2

The teacher screens the video of a man floating in Dead Sea. There are plenty of videos available online. After watching the video, teacher explains that most objects will float in Dead Sea and humans will appear as if they are lying down on water. This can be connected with the lemon in salt water experiment.

DAY—4TH(5 pereioid)

COMPETENCY- “IDENTIFICATION &

CLASSIFICATION”SPECIFIC OBJECTIVES: EXPERIMENT AND

CLASSIFY THE OBJECTS THAT ARE SOLUBLE AND

INSOLUBLE IN WATER

The activity requires 4 – 5 glasses or bowls, spoons, water, soils, chalk powder, milk, oil etc. Take some water in each glass and try to dissolve one item in one glass. Observe and record what happens. This can be made more exciting for children if they are allowed to try it with materials of their choice.

ACTIVITY SHEET

| THINGS | DID IT DISSOLVE OR NOT? | WHAT HAPPENED AFTER KEEPING FOR TWO MINUTES? |
|--------------|-------------------------|----------------------------------------------|
| SALT | | |
| SOIL | | |
| CHALK POWDER | | |
| 1 SPOON MILK | | |
| OIL | | |

Could you see the salt after it dissolved in water? Why?

Does it mean that now the water does not have salt? If it has then where is the salt?

Was there any difference between the water glasses that had salt and chalk power?

Which of the two would you be able to filter using a cloth – salt or chalk powder?

Have you dink lemonade/sarbat? How is it prepared? How is it helpful?

DAY—5th (period 6-7)

COMPETENCY-IDENTIFICATION & DISCOVERY OF FACTS

SPECIFIC OBJECTIVES: - UNDERSTAND THE CONCEPT OF EVAPORATION AND THREE FORMS OF WATER.

- Using transparent glass /plastic container, water, marker, record sheet, the container is to be filled with 3/4th water and level is to be marked with a marker on the first day. This has to be observed for many days .The level of water has to be recorded every day. A graph can also be made.
- Hot water will be taken in a flask and open in front of the students showing vapors coming out and then cover it with a steel plate and show the process of evaporation and condensation and it will be elaborated and give idea about water cycle and distilled water can be given.

Q- How can distilled water be used?

Q- Have you seen well, pond, river in the summer season?

Q- Why does the water in the ponds, wells, rivers get dry in the summer/ why is the water level is low?

Q-What will happen if the water does not evaporate? *****

Q- What problems will be faced if there is no rain?

Q – Have you heard of water problem in the city anywhere?

Q- What difficulties people face where there is scarcity of water?

Q- How can this problem be solved?

CLASS-IV EVS CHAPTER 11 THE VALLEY OF FLOWERS

NO OF PERIODS- 5 PERIODS

DAY- 5 DAYS

MRS RITA RANI BAIDYA

K V SOUTHERN COMMAND, PUNE

LESSON PLAN

DAY 1 Uttarakhand – The valley of flowers

COMPETENCY- OBSERVATION , IDENTIFICATION

- 1- Identify different flowers and describe them as per their colour, scent, growing place
- 2- Locate Uttarakhand on the map

SPECIFIC LEARNING OBJECTIVE

Children know about different flowers and a place which is called Valley of flowers –Uttarakhand, where different colourful flowers bloom only for a few weeks in the year.

ACTIVITY

- 1- Collect fallen flowers from the garden during games period
- 2- Describe these flowers as per their colour, petals, scent. Dry them between news paper
- 3- Valley of flowers shown using ICT
- 4- Activity sheet

What is the colour of the flower? _____

What kind of scent does it have ? _____

What does it look like – a bell, a bowl, a brush, or anything else ?

Do these flowers grow in bunches? _____

How many petals does it have? _____

Are all the petals joined together or separate? _____

How many green leafy structures present outside the petals? _____

TEACHING AID

Flowers , India Map, You tube clipping (ICT)

ASSESSMENT

Locate Uttarakhand on the map and colour it

DAY 2 FLOWER AND BUD

Competency - Observation – To observe a flower and a bud and find out the difference

Specific learning objective – Children know roughly how many days will a bud take to bloom into a flower.

Activity-(Takes three to four days to complete) DATA COLLECTION AND INTERPRE TATION

Can you tell how many days will a bud take to bloom into a flower ?
Choose a bud that is growing on a plant and look at it every day. Record your observations ----

- 1 Write the name of the plant . _____
- 2 When you first saw this bud ,the date was _____
- 3 Now when the bud has bloomed into a flower, the date is _____
- 4 How many days did the bud take to bloom into a flower ? _____
- 5 Ask your friends the names of the different flowers that they have seen . _____
- 6 Observe how many days the same flower took to dry . _____

TEACHING AID

Flowers , Bud ,Activity sheet

ASSESSMENT

- 1 What differences do you find between a flower and a bud ?
- 2 Draw the picture of a bud and its flower in your notebook.

DAY 3 MADHUBANI PAINTING

Competency/ Theme/Concept __ Observation and Group Activity

There is a district in Bihar called Madhubani. It is famous for a very old form of Art i.e. Madhubani painting ,the colour is produced from Natural and Herbal things.

Specific Learning Objective-

Children can locate Bihar in the Map. They know about Madhubani painting and its speciality.

Activity –

- 1 Pictures of Madhubani Painting shown.
- 2 You Tube clipping of “ How the colour is prepared using natural things “
The paintings show human beings, animals, trees, flowers, birds, etc.
- 3 Madhubani is located in the Map of Bihar.

Teaching Aid

You Tube clipping, chart paper, colour

Assessment

- 1 Locate Bihar in the Map.
- 2 Draw your own design and colour it.



Day 4 Uses of flowers

Competency/Theme / Concept- Observation and Identification

Flowers can be used in many ways in our daily life.

Specific Learning Objective

Identify different flowers used for different things.

Activity

Flowers are shown and questions asked if they know for what is it used /

Grouping and Collecting Data

| Uses | Name of the flower | State |
|---------------|---------------------------|--------------------------|
| Eating | Kachnar flower | Uttar Pradesh |
| Eating | Banana flower | Kerala , West Bengal |
| Eating | Pumpkin flower | West Bengal |
| Eating | Sahjan flower | Maharashtra, West Bengal |
| Colours (Dye) | Marigold, Zenia, Hibiscus | |
| Medicines | Rose , Marigold | |
| Itr (scent) | Rose , Kewra | Kannauj (Uttar Pradesh) |

Teaching Aid : Flowers , Map

Assessment—

Locate U P, Kerala, Maharashtra, West Bengal

Make Rangoli of Flowers in groups

Worksheet

1. Locate the state in the map.

Uttarakhand Bihar Maharashtra

2 Write 5 sentences about Madhubani painting

3 What are the uses of flowers? Write 5 points

4 Make placards of _____Not to pluck flowers

5 name of 2 flowers that can be eaten

Name 2 medicinal plants_____

In what forms do flower seller sell their flower _____

Different occasion where flowers are used _____

6 Valley of flowers is a place in _____ state (Bihar, Maharashtra, Uttarakhand)

MODEL LESSON PLAN**NAME OF THE TOPIC- MAKING POTS****CLASS III
9 PDS****SUBJECT - EVS****DURATION****VALUE(S): NOT TO LOSE HEART WHEN IN TROUBLE, DIGNITY OF LABOUR, BEING ECO FRIENDLY****CORRELATION: JUGS AND MUGS (MATHEMATICS), AKL BADI YA BHAINS (HINDI)****FA 2 ACTIVITIES: POSTER MAKING ON THE THEME - BEING ECO FRIENDLY****DEBATE - USING EARTHEN POTS (FOR AND AGAINST), CLAY MODELLING ,DRAMATIZATION OF THE STORY (IN GROUP OF 4-5)****THEME: WORK AND PLAY, THINGS WE MAKE****Theme - (Work and play, Things we make)****NAME OF THE LESSON : MAKING POTS****CLASS: III SUBJECT: EVS**

| ELO/LEARNING OBJECTIVES | COMPETENCY | ACTIVITIES PLANNED | GROUP SIZE | ROLE OF TEACHER | ROLE OF STUDENT | TA/TLM/RESOURCES REQUIRED | EVALUATION/ASSESSMENT |
|---------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1 Students will enjoy listening to the story of the Crow and the Sparrow | Identification Discovery of Facts | Teacher will initiate the lesson by narrating the folk tale of Bihar given in the lesson. | Whole class | Narration of the story in an interesting manner by the teacher. Conducting Question Answer session. Prepare and provide Worksheet (to be done at home) | Students will enjoy the story. They will simultaneously learn the art of storytelling | Pictures of Sparrow , crow and trowel Work sheet | Q.1 Who was wise in the story? Give reasons. Q.2 Enlist few things that a potter needs to make pots. Q.3 Compare which pots are better earthen or plastic and why? Q.4 Imagine all the pots disappear from the world. What will happen in your home? |

- Correlation with other subjects : Akl badi ya bhains (hindi)
- Values : not to lose heart when in trouble, respect for all kinds of occupation

Signature of teacher

signature of principal

Pictures of some creatures and objects



SPARROW (PHUDGUDI)

CROW (BHANATE)

TROWEL

The Crow and the Sparrow

Once upon a time there was a crow and a sparrow. The crow was named Bhanate and the sparrow was named Phudgudi. They were fast friends. One day the crow said, Phudgudi if you lay an egg first , I will eat it and if I lay one first you can eat it.The sparrow agreed. A few days later Phudgudi laid an egg. Bhanate said give me your egg, I will eat it. She said , I will give it to you but firsty go and wash your beak in the river. Bhanate went to the River and asked for some water.

With cold water,
I'll wash my beak.
Eating the egg is,
What I seek.

The river said I will give you water but get a pot first.
Bhanate went to the potter and asked him to give a pot.

In the pot
I will I get water
From the river
I will wash my beak,
Eating the egg is,
What I seek.

The potter said I will make a pot but you get me some clay from the clay pit.

Bhanate went to the clay pit and asked for the clay.

The potter will make a pot

For me.

I will fill water in the pot,

With cold water,

I will wash my beak,

Eating the egg is,

What I seek.

The clay pit said , but how do I dig the clay? Get me a trowel first.

Bhanate went to the blacksmith to get a trowel. The crow went to the blacksmith and said

The clay pit will dig out

The clay for me with the trowel

The potter will make a pot

For me.

I will fill water in the pot,

With cold water,

I will wash my beak,

Eating the egg is,

What I seek.

The blacksmith said sure , you can take the trowel but please do remember to return it to me. Bhanate flew with the trowel. He dug some clay from the clay pit and gave it to the potter. The potter made a pot for him.

Bhanate filled the pot with water and washed his beak. He flew to eat Phudgudi's egg. By that time her egg hatched. A little bird came out of it. Both Phudgudi and the hatchling flew away from Bhanate.

WORKSHEET - EVS CLASS III

Name.....

Date

Q.1 Give one word for the following

- a. Crow
- b. Sparrow
- c. Potter

Q.2 What would have you done if you were in Phudgudi’s place ?

.....

Q.3 What is the moral of the story?

.....

NAME OF THE LESSON : MAKING POTS

CLASS: IIISUBJECT: EVS

| ELO/LEARNING OBJECTIVES | COMPETENCY | ACTIVITIES PLANNED | GROUP SIZE | ROLE OF TEACHER | ROLE OF STUDENT | TA/TLM/ RESOURCES REQUIRED | EVALUATION/ ASSESSMENT |
|-----------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 2 Students will enjoy watching the video of Pottery making | Observation Discover y of Facts | Teacher will show the video to the students. Question Answer session will be followed in between to ask them related questions. | Whole class 1-1 | To ensure that all students are watching the video carefully | Students will enjoy watching the video. They will observe the process of making pots carefully and ask related questions. | Projector Screen Internet (for video) https://youtu.be/k73IqxG4i_U https://youtu.be/Y5rMI6mQ1_k | Q.1 What things are used for making earthen pots? Q.2 Name some things you have seen that are made of clay. Q.3 Why are earthen pots baked in fire ? Q.4 What are the advantages and disadvantages of using earthen pots? |

- Correlation with other subjects : maths - jugs and mugs
- Values : respect for all kinds of occupation

NAME OF THE LESSON : MAKING POTS**CLASS: III SUBJECT: EVS**

| ELO/LEARNING OBJECTIVES | COMPETENCY | ACTIVITIES PLANNED | GROUP SIZE | ROLE OF TEACHER | ROLE OF STUDENT | TA/TLM/ RESOURCES REQUIRED | EVALUATION/ ASSESSMENT |
|-------------------------------------------------------------------------------------------|---------------------------------------|--------------------|----------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 3 Block Period Students will understand the process of making clay pot. | Observation Discovery of Facts | Visit to a Potter | Whole class 5-7 | plan trip to a potter She will make her students understand the importance of eco-friendly things | They will keenly observe how a potter makes his pots. They will learn to respect people doing manual work. They will find out answers to questions given to them. (group activity) | Potter's workshop | These question will be given beforehand. Q.1 What difficulties does the potters face these days. Q.2 What does his children do? Q.3 Does he plan to teach them pottery? Why or why not ? |

- Correlation with other subjects : Jugs and mugs
- Values : not to lose heart when in trouble, respect for all kinds of occupation, Being eco friendly

NAME OF THE LESSON : MAKING POTS**CLASS: III****SUBJECT: EVS**

| ELO/LEARNING OBJECTIVES | COMPETENCY | ACTIVITIES PLANNED | GROUP SIZE | ROLE OF TEACHER | ROLE OF STUDENT | TA/TLM/RESOURCES REQUIRED | EVALUATION/ASSESSMENT |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------|------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 4 Block Period Students should learn the art of pottery and understand how tedious is the process of making a simple pot. They will also learn in the process, to respect manual labour | Observation Identification | Making clay pots using two methods | 5-6 | Help the students By providing necessary material to prepare clay pots for group activity. | They will enthusiastically prepare their pots in groups. They will learn to respect people doing manual work. | Clay to make pots Rolling pin Bowl to cut the clay | To evaluate that the students have discovered the process of making pots in two ways. Aesthetic sense of a child can also be ascertained here. Q.1 What difficulties did you face while making your pot? |

- Correlation with other subjects : jugs and mugs (mathematics)
- Values : respect for all kinds of occupation, using eco friendly objects

Worksheet

Class III (EVS)

NAME

DATE

1. Write 'True' or 'false' for the following statements.

- a) A potter needs only need clay for making pot. ()
- b) A potter needs clay and water for making Pot. ()
- c) Pots are baked in Sunlight. ()
- d) Pots are baked in kiln and fire. ()
- e) A potter needs trawler to shape the pot. ()

2. Write any four qualities of earthen pots.

- a) _____
- b) _____
- c) _____
- d) _____

3. Draw and write the names of different types of pots/containers used in your home. Also writ the material used to make them.

| | |
|--|--|
| | |
| | |

4. Write the process of making clay pots in simple sentences.

.....
.....

Q.4 Now a days people used pots made of other materials. What can be the impact of this on potters?

.....

NAME OF THE LESSON : MAKING POTS**CLASS: III****SUBJECT: EVS**

| ELO/LEARNING OBJECTIVES | COMPETENCY | ACTIVITIES PLANNED | GROUP SIZE | ROLE OF TEACHER | ROLE OF STUDENT | TA/TLM/ RESOURCES REQUIRED | EVALUATION/ ASSESSMENT |
|--------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------|---------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------|
| DAY 1 Students will Attempt the graded worksheet given to them by the teacher | Identification Observation Discovery of Facts | Teacher will sum up the lesson and prepare three graded worksheet for the bright, average and slow learners. | Whole class | She will prepare graded worksheet and give it to her students. | They will attempt the worksheet | Worksheet A B C | To evaluate that the students have comprehended the lesson well and the theme of Occupation is dealt appropriately |

- Correlation with other subjects : akl badi ya bhains (hindi)
- Values : not to lose heart when in trouble, respect for all kinds of occupation, importance of using earthen pots

EVS WORKSHEET CLASS III EVS (Rainbow group)

Name

Date

.....

Q.1 Write the process of making earthen pots.

Q.2 What are the benefits of using earthen pots?

Q.3 Now days people use plastic containers. Write their advantages and disadvantages.

EVS WORKSHEET CLASS III EVS (Butterfly group)

Name

Date

Q.1 What kind of material is used to make pots?

Q.2 Talk to your grandparents and try to find out what did people use as containers in olden days.

Q.3 Who do you think was wise Bhanate or Phudgudi? Tell why do you think so.

EVS WORKSHEET CLASS III EVS (Sunshine group)

Name Date

- Q.1 Write few material used to make pots.
- Q.2 What things are required to make earthen pots?
- Q.3 Name few other people who are our helpers like the potter.

NAME OF THE LESSON : MAKING POTS

CLASS: III SUBJECT: EVS

| ELO/LEARNING OBJECTIVES | COMPETENCY | ACTIVITIES PLANNED | GROUP SIZE | ROLE OF TEACHER | ROLE OF STUDENT | TA/TLM/ RESOURCES REQUIRED | EVALUATION/ ASSESSMENT |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| DAY 2 Block Period Students will enjoy participating in the dramatization of the Crow and the Sparrow | Identification Discovery of Facts | Dramatization of the story with the help of students | 6-7 | Help the students to dramatize the story. Assign them roles and provide necessary resources | They will enthusiastically participate in the dramatization of the lesson. | Masks of Sparrow ➤ Crow ➤ Potter ➤ Ironsmith/ Blacksmith | To evaluate that the students have discovered the process of making Clay Pots correctly |

- Correlation with other subjects Values : how to deal with difficult situation.

पाठ योजना

कक्षा - तीसरी विषय - हिन्दी पाठ का नाम ---- बंदर- बाँट
कालांश की संख्या - चार द्वारा : जगदीश चंद

दक्षताएं ---

पठन -उचित गति ,लय एवं प्रवाह

लेखन -विषय वस्तु

व्याकरण

वर्तनी

सृजनात्मक लेखन

सुलेख

अपेक्षित कुशलताएं - उचित लय ,गति एवं प्रवाह के साथ पढ़ने में कुशल ।

शुद्ध उच्चारण के साथ पढ़ने में कुशल ।

मौखिक अभिव्यक्ति का विकास ।

सृजनात्मक अभिव्यक्ति का विकास ।

वाक्य लेखन में कुशल ।

विभिन्न जानवरों के बारे में जानकारी ।

अनाजों के बारे में जानकारी ।

वस्तुओं की महक के बारे में जानकारी ।

सृजनात्मक लेखन लिखने में कुशल ।

सुंदर और शुद्ध लेखन में कुशल ।

तोल वाली और बिना तोल वाली वस्तुओं के बारे में जानकारी ।

सहायक सामाग्री - मुखौटा ,रोटी ,तराजू ,फलैशकार्ड ,चित्रण ।

अधिगम क्रिया -कलाप - प्रथम कालांश

पाठ की मौखिक अभिव्यक्ति ।

आदर्श वाचन पाठ का शुद्ध उच्चारण एवं प्रवाह के साथ एवं अनुकरण वाचन ।

लपकूँ मेजपोश डरपोक झगड़ना गुर्राती बिल्लियाँ तराजू

द्वितीय कालांश

पाठ का समूह द्वारा नाटकीय प्रदर्शन

मौखिक अभिव्यक्ति

कक्षा को चार समूहों में बाँटकर प्रत्येक समूह से बारी- बारी कहानी का नाटकीय प्रदर्शन कराना

। मौखिक अभिव्यक्ति के लिए प्रोत्साहित करना।

तृतीय कालांश

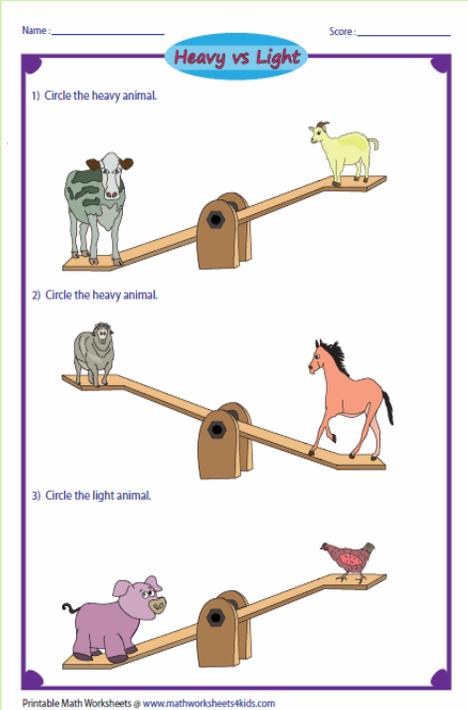
| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| व्याकरण , वर्तनी तथा सुलेख । सृजनात्मक लेखन । एक वचन -बहुवचन बिल्ली - बिल्लियाँ रोटी रोटियाँ -- मछली - मछलियाँ बकरी - बकरियाँ | शब्दों को शुद्ध करो - सब्जीवाल इस्तमल बरबर सुगध टुकड़ मुझे रोटी की महक आती है ।पाँच बार) (लिखो किसी भी जानवर के बारे में पाँच वाक्य लिखो |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

चतुर्थ कालांश

कार्य- प्रपत्र

- 1-क्या आप ने बिल्ली देखी है ?
- 2-क्या आप रोटी खाते है ?
- 3-क्या आप के घर में तराजू है ?
- 4-आप के घर में रोटी कौन बनाता है ?
- 5-कहानी में कितनी बिल्लियाँ हैं ?
- 6-बिल्ली को किस चीज़ की महक आती है ?
- 7-दोनों बिल्लियाँ किस चीज़ के लिए झगड़ रही थीं ?
- 8-तोलने वाली पाँच वस्तुओं के नाम लिखो ?
- 9-यदि आप किसी से झगड़ते हो तो आप का फैसला कौन करता है ?
- 10- आप कैसे नमस्ते करेंगे ?
तुम्हारी सहेली / दोस्त -----
तुम्हारे शिक्षक -----
तुम्हारी दादी /नानी -----
तुम्हारे माता / पिता-----
- 11-वाक्यों को शुद्ध कर के लिखो -
 - 1-रखी मेज़ पर है रोटी ।
 - 2-डरती थी उस तक जाने में ।
 - 3-जो पहले देखे हक उसका है रोटी पर ।
 - 4-मैं ले जाने तुझे दूँगी ।
- 12-तोल वाली तथा बिना तोल वाली वस्तुओं की सूची बनाओ

| Period | competency | THEME | EXPECTED LEARNING OUTCOME: | ACTIVITIES PLANNED | TLM | EVALUATION |
|--------|-----------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1 | Concept(Knowledge/ understanding) | Heavy and Light (non standard unit) | <p>Children will be able to estimate about heavy and light objects.</p>  <p>Students will be able to compare the items which are heavy or light .</p> | <p>The teacher will give two different tiffin boxes, geometry box, school bags, water bottles to students and ask which one do you feel heavy and which one is light. A PPT will be shown on Heavy & Light objects.</p> | <p>Things available in the class like Tiffin Boxes, Geometry boxes, School bags of students and water bottles</p> <p>*PPT</p> | <p>Oral drills on estimating weight of non-standard units of weight.</p> |

| | | | | | | |
|---|------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 2 | <p align="center">Knowledge understanding</p> | <p align="center">Heavy and Light. (non standard unit)</p> | <p>Student will be able to compare the weight of different object with non - standard unit</p>  | <p>1. Teacher will distribute class in 4 groups 2. Teacher will ask the student to compare and write which of the objects are heavy and light? 3. By displaying the chart of weights of certain objects, he'll ask them to compare the objects with the weights. 4. Teacher will ask which is heavier maths text book or maths note book.</p> | <p>Tiffin Boxes, Geometry boxes, School bags of students, water bottles, Math text book and Maths note book.</p> | <p>*Activity Sheet *Group activity.</p> |
| 3 | <p align="center">Knowledge understanding</p> | <p align="center">Heavy and Light (standard unit)</p> | <p>Weighs objects using a balance and standard units</p> | <p>1. Teacher will ask them to make pan balance and then compare the weights of different</p> | <p>Pan Balance Items like pencil, eraser, sharpen</p> | <p>Activity Sheet</p> |



objects like pencil, eraser, sharpener, bottle caps, pencil box, sketch pens, crayons etc.

er, bottle caps, pencil box, sketch pens, crayons etc.

2. activity sheet

<https://youtu.be/b8oZxk4E9kY> (You tube video on heavy and light)

Teacher will ask them to make list of few things that they buy in grams/kilograms

Things easily available in the classroom . Activity given in page No.135(who is heavier)

Class assignment and worksheet

| In grams | In kgs |
|----------|--------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |

4

Knowledge understanding
Ability to compute

Heavy and Light (standard unit)

Teacher will ask them to write the age, height and weight of 5 friends and compare

1.children will be able to measure the object by appropriate standard unit
2.Children will make balance and finds weight.
3.The children will be able to compute problems based on standard units of length.

(1Kg=1000 g)
*Addition
24kg 300g
*+36kg 500g
*Subtraction
95kg 850g
+45kg 650g

| | | | | | | |
|-------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------|
| 5 & 6 | <p align="center">Knowledge understanding Application</p> | <p align="center">Heavy and Light (standard unit)</p> | <p>1. children will be able to measure object in Gram and Kilogram</p> <p>2. Differentiate things bought in grams and kilograms.</p> | <ul style="list-style-type: none"> Teacher will divide the class in 4 groups and give the activity to measure things bought in grams and kilograms. <p>* Teacher will ask them to write the age, height and weight of 5 friends and compare</p> | <p>Activity as mentioned in page No.147 (Am I Fit or Fat)</p> | <p>Match with the correct unit of length</p> |
| 7 | <p align="center">Knowledge understanding Ability to compute application of unit</p> | <p align="center">Heavy and light (standard unit)</p> | <p>*The children will be able to solve problems based on day to day life situations involving four basic operations. *conversion of gram into kg and viceversa.</p> | <p>Teacher will involve them to solve the question of Practice time. Students will try to solve the problem under guidance of the teacher.</p> | <p>Objects available in the class</p> | <p>Home assignment</p> |

Name : _____

Score : _____

Heavy vs Light

Tick the heavy one and cross out the light one in each section.

1)



2)



3)



Printable Math Worksheets @ www.mathworksheets4kids.com

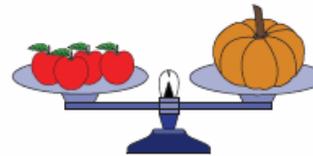
Name : _____

Score : _____

Heavy vs Light

Tick the heavy one and cross out the light one.

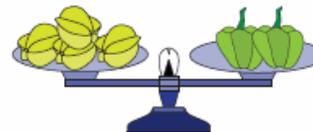
1)



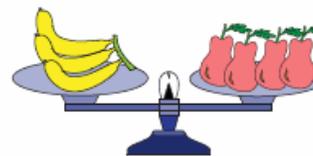
2)



3)



4)



Printable Math Worksheets @ www.mathworksheets4kids.com

Worksheet

Metric units of mass: kilograms and grams [Note: 1 kilogram (kg) = 1,000 grams (gm)]

Convert kilograms to grams

1. 16 kg = _____ g

2. 6 kg = _____ g

3. 8 kg = _____ g

4. 2 kg = _____ g

5. 4 kg = _____ g

6. 50 kg = _____ g

7. 3 kg = _____ g

8. 99 kg = _____ g

9. 69 kg = _____ g

10. 7 kg = _____ g

Convert grams to kilograms:

11. 20,000 g = _____ kg

12. 30,000 g = _____ kg

13. 80,000 g = _____ kg

14. 10,000 g = _____ kg

15. 4,000 g = _____ kg

16. 10,000 g = _____ kg

17. 40,000 g = _____ kg

18. 70,000 g = _____ kg

19. 60,000 g = _____ kg

20. 50,000 g = _____ kg



heavyorlight.ppt

PPT

HOME AND ABROAD

Theme- Travel

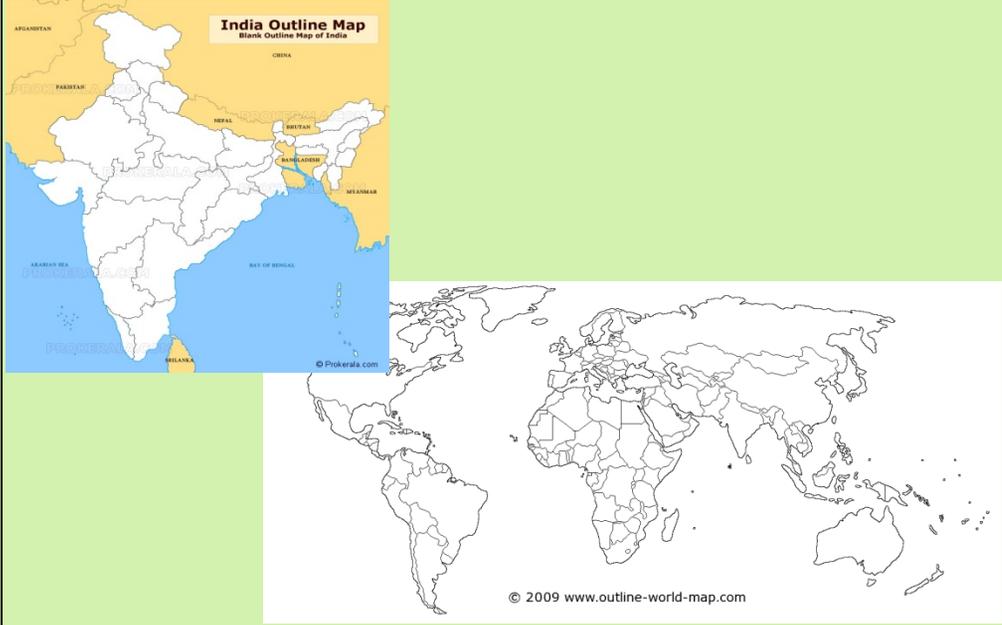
No. of planned Periods:- 5

Previous Knowledge related with Lesson “Omana’s Journey” of Class-4 and the travel experiences either a short distance or long. Note- In the lesson more emphasis is on The life at Abu-Dhabi. Value:- International brotherhood.
By Prabha Kumari Chand

| Sl.No. | Period- 1 | |
|--------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Identify the Competency/Theme/ Concept:- | Observation, Knowledge and revealing facts. |
| 2 | Define /Identify/Specific Learning Objective:- | <ol style="list-style-type: none"> 1. The children will be able to name the places/city/ country after observing the visuals with which they associated. 2. They will be able to present their views after discussing in the group “ Why people visit the different places” . 3. They will be able to select the of Means of Transport as per the distance to cover and its availability. |
| 3 | Explain/Describe the activity in detail. Add work sheet wherever necessary.(also mention if individual/group/whole class activity | <ol style="list-style-type: none"> 1. To observe the provided visuals of the historical places or sights or events or tourist places to recognize the place/state/country with which it is related. 2. Presenting views on any place the child has visited. 3. Writing the purpose , planning and arrangements that one requires for visiting a new place. 4. Collecting the flight ticket/ train ticket / Bus ticket and having discussion on them. 5. Need of travel agency and name of different apps or site on website to book ticket. 6. Do this : <ol style="list-style-type: none"> a) Which mean of transport do you need to travel 10 KM. distance..... b) To cross a water body..... |

| | | |
|---|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| | | c) To travel from Delhi to Mumbai..... d) To travel from Newyork to New Delhi..... e) To cover a distance of 3 KM..... |
| 4 | Individual/ group/Whole Class | Whole Class during PPT/ 8 small groups During presenting group Activity |
| 5 | List out the materials required and their ease of availability/preparation | PPT presentation, Google Images, You tube presentation PPT Home and abroad.pptx |
| 6 | Assessment Activities/methods(After unit is taught) | By Questioning or Make a list of tourist places/ Pilgrimage/ Granparents or relatives staying places. |

| | | |
|--------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sl.No. | | Period- 2 |
| 1 | Identify the Competency/Theme/ Concept:- | Observation, Identification , Estimation |
| 2 | Define /Identify/Specific Learning Objective:- | <ol style="list-style-type: none"> 1. Knowing how to study the Map/Atlas. Reading 2. Locating Directions and naming states direction wise viz. eastern states, western states and so on. 3. They will be exposed to the study of globe/ World Map. 4. They will get the idea of the location of the cities while Locating different places on outline map of India/World |

| | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <p>Explain/Describe the activity in detail. Add work sheet wherever necessary.(also mention if individual/group/whole class activity</p> | <ol style="list-style-type: none"> 1. Study of Atlas /Map Of India map of India.pptx 2. Map Reading/Globe Study to locate the places mentioned in the lesson(Kochi and Abudhabi) 3. Locate the Kerala, own residing state/, Andhra-pradesh and J&K in the Outline Map of India. 4. Locate Abu-Dhabi in the Outline map of world. 5. Labelling the neighbouring countries in the outline map of World 6. Rough estimation on location of some countries in the globe. 7. Water bodies(Sea/ Oceans) in blue colour in the Globe |
| 4 | <p>Individual/ group/Whole Class</p> | <p>Whole Class/ 8 small groups in globe study</p> |
| 5 | <p>List out the materials required and their ease of availability/preparation</p> | <p>Outline map of India and World.</p>  <p>The image contains two maps. The top map is titled 'India Outline Map' and is a blank outline map of India with labels for neighboring countries: Afghanistan, Pakistan, Nepal, Bhutan, Bangladesh, and Myanmar. It also labels the Arabian Sea to the west and the Bay of Bengal to the east. The bottom map is a 'World Outline Map' showing the outlines of all continents and countries. A copyright notice '© 2009 www.outline-world-map.com' is visible at the bottom right of the world map.</p> |

| | | |
|---|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | Assessment Activities/methods(After unit is taught) | By Questioning Collect and paste the flag of different 10 countries in the scrap book Home-Assignment- Colour the different Continents in the outline map of World. |
|---|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Sl.No. | | Period- 3 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Identify the Competency/Theme/ Concept:- | Observation, Identification and Compare |
| 2 | Define /Identify/Specific Learning Objective:- | <ol style="list-style-type: none"> 1. Reading the text 2. They will Compare Soil type and land forms of two places 3. Listing the vegetation grow on different parts of India 4. They will observe the sand Dune and process of its formation 5. They will find the reasons of difference in vegetation at the two places. Their climate and Temperature also. |
| 3 | Explain/Describe the activity in detail. Add work sheet wherever necessary.(also mention if individual/group/whole class activity | <ol style="list-style-type: none"> 1. Collect some soil of surrounding and sand . Keep in two flower pots. Record the water retention capacity of two types. 2. Thus finding reasons of growing Date trees at Abu-Dhabi and absence of those plants that are available in kerela at sea-shore 3. Name the plants that grow in Rajashan/ North- East/ Mountain hills / Kerela at sea-shore and plain near rivers. 4. Formation of Hills of Sand (Sand Dune) due to fast wind. Sand Dunes & Wind.mp4 5. Comparing difference in Vegetation in two places . |

| Sl.No | | Period- 4 |
|-------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Identify the Competency/Theme/ Concept:- | Observation, Identification and Discovering Facts |
| 2 | Define /Identify/Specific Learning Objective:- | <ol style="list-style-type: none"> 1. The children will gain the knowledge on the Types of Houses at the two places and reasons of its making. 2. Difference in the Dressing Pattern. 3. The currency in India and at Abu-Dhabi. |
| 3 | Explain/Describe the activity in detail. Add work sheet wherever necessary.(also mention if individual/group/whole class activity | <ol style="list-style-type: none"> 1. Observing PPT. 2. Look at these notes. Do they all belong to India? Put a circle around notes that are not Indian. Find out which country do they belong to. |



The CURRENCY OF ABU-DHABI SHOWN BELOW





Need of Currency Exchange when people visit to a foreign country
PPT to show dresses people wear there.

[PPT Home and abroad.pptx](#)

WORKSHEET

KENDRIYA VIDYALAYA _____
 CLASS : IV NAME : _____
 SUB : EVS ROLL NO : _____ DATE : _____
 WORK SHEET L-24 - Home and Abroad

1) Identify them. choose the correct answer from the bracket (arab, date palm, coconut trees, oil wells, desert, sand dune, dirham)



Q.2 Name any five fast means of transport.

- (a) (b) (c)
 (d) (e)

Q.3 Find out the currency of the following countries:

- (a) U.S.A : (b) U.K. :
 (c) Pakistan : (d) Russia :
 (e) France : (f) Bangladesh :

Q.4 Enlist any four reasons for people going abroad.

- (a)
 (b)
 (c)
 (d)

| | | |
|---|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Individual/ group/Whole Class | Whole Class/ 8 small groups |
| 5 | List out the materials required and their ease of availability/preparation | Chart paper, Crayons to draw the dresses and vegetation Duplicate Currency Notes |
| 6 | Assessment Activities/methods(After unit is taught) | <ol style="list-style-type: none"> <u>1.</u> Collect pictures of dresses worn by people of other countries. <u>2.</u> Which is the country you would like to visit? Why? Collect pictures and information about it <u>3.</u> Paste a picture of any Indian currency and write down all that you see on the note. |

| | | |
|--------|------------------------------------------------|------------------------------------------------------------|
| Sl.No. | | Period- 5 |
| 1 | Identify the Competency/Theme/ Concept:- | Observation, Identification and Discovering Facts |
| 2 | Define /Identify/Specific Learning Objective:- | 1. To assess the learning Outcome at the end of the lesson |

3

Explain/Describe the activity in detail. Add work sheet wherever necessary.(also mention if individual/group/whole class activity

Monitoring of Worksheet

1. Draw the picture of sand dune and a palm tree in the boxes.

| | |
|--|--|
| | |
|--|--|

2. What will be the means of transport if a person goes from India to Singapore?

Answer: _____

3. How does a globe help you in studying E.V.S.?

Answer: _____

4. Find out the 4 differences between your country India and a gulf country Abudhabi and write below.

INDIA

ABU-DHABI

5. Draw the clothes that male and female wear in Abu-Dhabi. Write

| | | |
|---|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p><u>MCO</u> <u>Tick the right answer from the options given below</u></p> <p>1) The trees found in Abudhabi i)Coconut tree ii)date palm iii) jackfruit iv) papaya</p> <p>2) Fastest means of transport i) train ii) car iii) aero plane iv) bus</p> <p>3) Abudhabi is in this continent i) South America ii) Europe iii) Asia iv) Africa</p> <p>4) Currency of America i) pound ii) rupee iii) dollar iv) taka</p> <p>5) Official language of Abudhabi is i) Hindi ii) Arabic iii) English iv) Urdu</p> <p>6) A model of the earth is called i) Map ii) drawing iii) globe iv) box</p> <p>7) The picture on our currency note is of i) Nehru ii) Ambedkar iii) Gandhiji iv)Manmohan Singh</p> <p>8) Currency of Abudhabi i) rouble ii) dirham iii) dinar iv) dollar</p> <p>9) Abudhabi is in i) U K ii) U S A iii) UAE iv) U S S R</p> <p>10) Our neighbouring country i) Bangladesh ii) Africa iii) U A E iv) Russia</p> |
| 4 | Individual/ group/Whole Class | Individual |
| 5 | List out the materials required and their ease of availability/preparation | Printed Material |
| 6 | Assessment Activities/methods(After unit is taught) | <u>1.</u> In the physical map of the world colour desert areas with yellow colour ,mountains with brown colour ,plains with green colour ,and water bodies with blue colour. |

थप्प रोटी थप्प दाल
द्वारा रत्नेश कुमार झा

(7)

पाठ-योजना

| | |
|----------|--|
| Page No. | |
| Date. | |

कक्षा :- चतुर्थ विषय :- हिन्दी

पाठ का नाम :- थप्प रोटी थप्प दाल

कालांशों की संख्या :- 04

शिक्षक का नाम :- रत्नेश कुमार झा

विद्यालय :- मासिमपुर

संभाग :- सिल्लयर

प्रथम कालांतर

दक्षताएँ :- सुनना, बोलना

अपेक्षित अधिगम स्तर :-

- प्रस्तुत पाठ के अधिगम के उपरान्त छात्रों
- ⇒ मौखिक अभिव्यक्ति का विकास होगा।
 - ⇒ रसीद्वय में उपयोग में आनेवाले विभिन्न वस्तुओं के बारे में जानकारी प्राप्त करेंगे।
 - ⇒ सृजनात्मक अभिव्यक्ति का विकास होगा।

विषय-वस्तु /- संभावित क्रियाकलाप (पूरी कक्षा)

सर्व प्रथम बच्चों को रसीद्वय में खाना बनाने के लिए उपयोग में लाए जानेवाले वस्तुओं के बारे में संक्षेप में बताया जाएगा। फिर तत्पश्चात् रोटी बनाने के लिए किस-किस सामग्री का उपयोग किया जाता है। उसके बारे में बारी-बारी से जानकारी दी जाएगी। फिर दाल कैसे बनाया जाता है, उसकी जानकारी दी जाएगी।

शिक्षण - सहायक सामग्री :-

-चकला, बेलन, तवा, आटा, नमक, चूल्हा, विभिन्न तरह की दालें आदि।

मूल्यांकन :-

प्र०:-1 रोटी बनाने के लिए क्या-क्या सामग्री चाहिए ?

प्र०:-2 दही किस चीज से बनाया जाता है ?

प्र०:-3 तुम्हारे घर में पकाए जानेवाले पाँच भोज्य पदार्थों के नाम लिखें।

द्वितीय-कालांतर

दक्षता है :- सुनना, बोलना, लिखना

अपेक्षित अधिगम स्तर :-

- ⇒ मौखिक प्रक्रियाओं का विकास
- ⇒ उचित लय, गति एवं स्वर के साथ पद्य में कृशल ।
- ⇒ अभिनय के विभिन्न पक्षों की जानकारी ।
- ⇒ पाठ में आए नवीन शब्दों की जानकारी ।

अधिगम के लिए विषय-वस्तु / संभावित क्रियाकलाप

- ⇒ दूसरे के अंतर्गत बच्चों को पाठ के बारे में विस्तार से बताया जाएगा ।
- ⇒ शुरु शुरु उल्लेख एवं उचित विराम चिह्नों को ध्यान में रखते हुए ० पाठ का अध्ययन
- ⇒ फिर पाठ में आए विभिन्न पक्षों तथा - मुला, नीना, यून्स, बिल्ली, सरला, टिंकू और ~~अन्य~~ अन्य बच्चों के बारे में जानकारी दी जाएगी ।
- ⇒ हमारे शरीर के विभिन्न अंगों के बारे में बताया जाएगा ।
- ⇒ अंत में पाठ में आए नवीन शब्द तथा - उल्लाह, मट्टा, हाँडी, स्वाद, ककड़ी, रंगमंच आदि के बारे में बताया जाएगा ।

समूह :- पूरी कक्षा

शिक्षण-सहायक सामग्री :-

● प्रशामपट्ट, फ्लैट कर्टे, मानव शरीर का चार्ट आदि

मूल्यांकन :- कार्य पत्र द्वारा ।

कार्य - प्रपत्र

| | |
|----------|--|
| Page No. | |
| Date. | |

प्रश्न :- पढ़ो, समझो और लिखो।

हमारे शरीर के हर एक अंग कोई-न-कोई काम में आता है। नीचे दिए गए कामों के लिए किन-किन अंगों का इस्तेमाल होगा है।

(क) देखने के लिए = _____

(ख) सुनने के लिए = _____

(ग) स्वाद पहचानने के लिए = _____

(घ) लिखने के लिए = _____

(च) दौड़ने के लिए = _____

(द) झूँकने के लिए = _____

(ज) टेलीविजन देखने के लिए = _____

(झ) चलने के लिए = _____

तृतीय कालांतर

दक्षताएँ :- सुनना, बोलना, पढ़ना

अपेक्षित अधिगम स्तर :-

प्रस्तुत पाठक अधिगम के उपरान्त हित :-

- ⇒ शुरु उच्चारण के साथ पढ़ने की क्षमता का विकास होगा।
- ⇒ अभिनय-कला का विकास होगा।
- ⇒ सृजनात्मक अभिव्यक्ति का विकास होगा।
- ⇒ नैतिक क्षमता का विकास होगा।

अधिगम के लिए विषय-वस्तु / क्रियाकलाप :-

- ⇒ पूरी कक्षा को तीन समूहों में बाँटा जाएगा। तथा प्रत्येक समूह के सदस्य अपने-अपने अंशों/सूक्तों का चुनना स्वयं करेंगे।
- ⇒ समूह के मुखिया नाटक में आए विभिन्न पात्रों के अभिनय के लिए सदस्यों का चुनाना करेंगे।
- ⇒ प्रत्येक समूह द्वारा बारी-बारी से नाटक का प्रदर्शन किया जाएगा।
- ⇒ जिस समय एक समूह नाटक का प्रदर्शन कर रहा होगा। बाँकी बच्चे प्रस्तुत की गए नाटक में कथकों एवं विशेषताओं को नोट करेंगे।
- ⇒ अंत में प्रस्तुत नाटक के बारे में बच्चों से परीक्षण कराया जाएगा।

शिक्षण-सहायक सामग्री :-

गोरी बच्चे की सामग्री, दाल बनाने की सामग्री, हाँडी, किल्लीक मुड़कें आदि।

मूल्यांकन :- कार्य-पत्र द्वारा।

① सही शब्द पर रेखा खींचो।

(क) रंगमंच , रंगमन्च , रंगमँच

(ख) खवराई , खवर्राई , गवर्राई

(ग) प्रवेश , प्रवेश , प्रवेश

② स्तार्थक शब्द बनाओ।

(क) क ट ना = _____

(ख) न अ ङि ष = _____

(ग) त्सा ह उ = _____

③ सही अक्षर चुनकर लिखो।

(क) म ___ न (क्क / कख.)

(ख) ___ व (स्वा / श्वा)

(ग) ~~उ~~ 3 ___ ह (त्सा / क्सा)

चतुर्थ कक्षा

दक्षतार्य :- सुनना, बोलना, पढ़ना, लिखना

अपेक्षित अधिगम स्तर :-

प्रस्तुत पाठ के अधिगम के उपरान्त छात्र :-

- ⇒ घर एवं घर से बाहर खेल जाने वाले खेलों के बारे में बता देंगे।
- ⇒ खेल से होने वाले फायदों के बारे में बता देंगे।
- ⇒ हमारे सह राष्ट्रीय खेल के बारे में बता देंगे।

विषय-वस्तु / संगानित क्रियाकलाप

- ⇒ घर के अंदर एवं घर के बाहर खेल जाने वाले खेल
- ⇒ घर के अंदर खेल जाने वाले खेलों के नाम
(क) लूडो (ख) कैरम (ग) बिजनेस/व्यापार (घ) वातरंज
- ⇒ घर से बाहर खेल जाने वाले खेलों के नाम
(क) फुटबाल (ख) क्रिकेट (ग) शैकी (घ) वालीबाल
- ⇒ खेलों के महत्व
- ⇒ घर के अंदर और बाहर खेल जाने वाले खेलों के नाम और उन पर एक स्कैप बुक बनवाना

शिक्षण - सहायक सामग्री :-

विभिन्न खेलों के चित्र, खेलों की सामग्री आदि।

अभ्यास कार्य प्रपत्र

| | |
|----------|--|
| Page No. | |
| Date | |

प्रश्न (1) तुम अपने साथियों के साथ कौन-कौन से खेल खेलते हो, उनके नाम लिखो।

उत्तर:-

प्रश्न (2) सूचीकर बताओ।

(क) बच्चों ने खाने-पीने की चीजें दीके में क्यों रखी ?

उत्तर:-

(ख) चुन्नु ने दाल को पहले खटा फिर मीठा क्यों बनाया ?

उत्तर:-

प्रश्न (3) तीन पकवानों के नाम लिखो और उन्हें बनाने के लिए किन चीजों की जरूरत पड़ती है ?

| पकवान का नाम | किन चीजों की जरूरत होती |
|--------------|-------------------------|
| | |
| | |
| | |
| | |
| | |

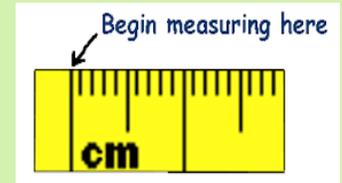
Tenths & Hundredths

by Akhilesh Gujrathi , HM AECS Tarapore

Period :1

Theme : To measure length of the given object and say the answer.

Objective :They have already learnt to use a scale .
They will measure the length of the objects.



Objective : one tenth of a centimeter is one millimetre.

They will be able to tell cm & mm.

Activity :

Students will measure the length of their pencil box, pencil .

Oral questions will be asked .

Period 2

Theme : One tenth

Specific learning : to introduce decimal point

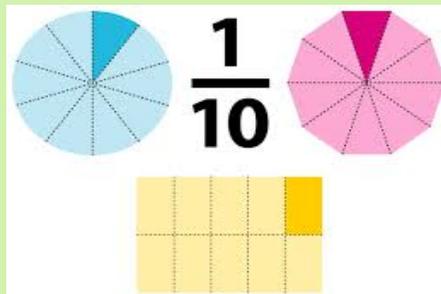
Objective : to measure the objects accurately.

For eg 10cm &3 mm .

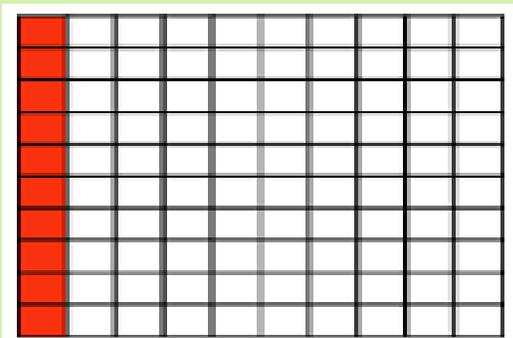
$3\text{mm} = 3/10\text{ of a cm} = 0.3$

$= 10.3\text{cm}.$

Introduction of one tenth



One tenth



Period 3

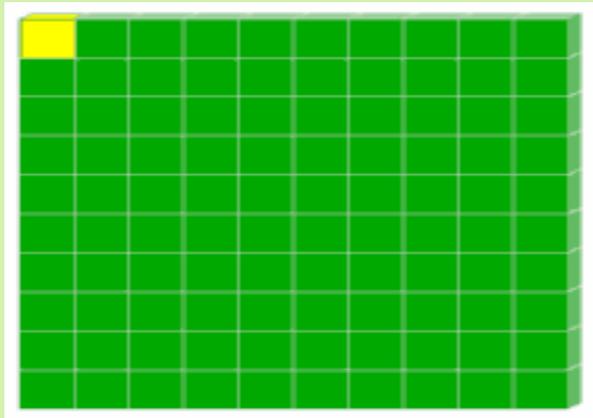
Theme : One hundredth

Specific objective : children will be able to understand hundredths .

Objectives : they will be able to tell about Metre & Centimetre .

Rupees & paise .

One hundredth



From the figure :

There are 100 green boxes and one is yellow .

$$1/100=0.01$$

Similarly 1 rupee = 100paise

1 paise = $1/100=0.01$ rupee

And also in heights

Oral activity :

Height of children . Length of desk

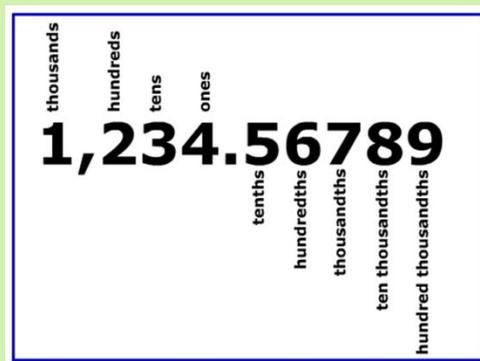
Period 4

Theme : Place value in decimals in both Indian and international system.

Objective : The students will be able to identify the places in the decimal .

This will enable them to go beyond Hundredths.

Place value in Indian System



Place value in international

| WHOLE NUMBERS | | | | | | | | DECIMALS | | |
|---------------|-------------------|---------------|-----------|----------|------|------|---------------|----------|------------|-------------|
| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones | decimal point | tenths | hundredths | thousandths |
| 3 | 6 | 8 | 2 | 1 | 4 | 5 | . | 7 | 0 | 9 |

ROUNDING TO THE NEAREST WHOLE/TENTH
SHEET 3

| NUMBER | NEAREST WHOLE | NEAREST TENTH |
|--------|---------------|---------------|
| 12.53 | 13 | 12.5 |
| 1.37 | 1 | |
| 0.76 | | 0.8 |
| 2.77 | | |
| 9.03 | | |
| 0.65 | | |
| 12.92 | | |
| 5.36 | | |
| 8.04 | | |
| 0.08 | | |
| 13.27 | | |
| 6.98 | | |
| 24.34 | | |
| 8.84 | | |
| 3.08 | | |
| 35.27 | | |
| 0.95 | | |
| 2.54 | | |
| 11.07 | | |
| 20.48 | | |
| 32.61 | | |
| 4.56 | | |

KTI-SALAMAKAPER.COM

Period 5

Theme : to compute the operation of addition & subtraction

Objective : the students will be able to do addition & subtraction.

Activity : length of things , height of person .

Addition of decimals

$3.21 + 4.5$

Line up the decimal points...

$$\begin{array}{r} 3.21 \\ + 4.5 \\ \hline 7.71 \end{array}$$

Add as usual!

and just drag that decimal point straight down!

Subtraction of decimals

Line up the decimal points...

$$\begin{array}{r} 8.97 \\ - 2.82 \\ \hline 6.15 \end{array}$$

Subtract as usual!

and just drag that decimal point straight down!

Worksheet

Name _____ Date _____

Adding Decimals 0 to 10 Worksheet

| | | | | |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| $\begin{array}{r} 0.06 \\ + 0.00 \\ \hline \end{array}$ | $\begin{array}{r} 2.28 \\ + 0.15 \\ \hline \end{array}$ | $\begin{array}{r} 6.24 \\ + 1.57 \\ \hline \end{array}$ | $\begin{array}{r} 7.78 \\ + 1.73 \\ \hline \end{array}$ | $\begin{array}{r} 4.31 \\ + 2.12 \\ \hline \end{array}$ |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|

| | | | | |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| $\begin{array}{r} 0.56 \\ + 0.52 \\ \hline \end{array}$ | $\begin{array}{r} 3.36 \\ + 2.46 \\ \hline \end{array}$ | $\begin{array}{r} 4.13 \\ + 3.11 \\ \hline \end{array}$ | $\begin{array}{r} 9.91 \\ + 2.53 \\ \hline \end{array}$ | $\begin{array}{r} 6.06 \\ + 0.22 \\ \hline \end{array}$ |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|

| | | | | |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| $\begin{array}{r} 6.71 \\ + 1.45 \\ \hline \end{array}$ | $\begin{array}{r} 9.70 \\ + 5.14 \\ \hline \end{array}$ | $\begin{array}{r} 1.95 \\ + 0.54 \\ \hline \end{array}$ | $\begin{array}{r} 4.85 \\ + 2.51 \\ \hline \end{array}$ | $\begin{array}{r} 9.79 \\ + 4.83 \\ \hline \end{array}$ |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|

| | | | | |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| $\begin{array}{r} 5.85 \\ + 4.14 \\ \hline \end{array}$ | $\begin{array}{r} 8.10 \\ + 1.43 \\ \hline \end{array}$ | $\begin{array}{r} 0.49 \\ + 0.14 \\ \hline \end{array}$ | $\begin{array}{r} 4.42 \\ + 4.29 \\ \hline \end{array}$ | $\begin{array}{r} 8.23 \\ + 0.16 \\ \hline \end{array}$ |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|

| | | | | |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| $\begin{array}{r} 5.97 \\ + 5.08 \\ \hline \end{array}$ | $\begin{array}{r} 1.07 \\ + 0.13 \\ \hline \end{array}$ | $\begin{array}{r} 4.86 \\ + 1.14 \\ \hline \end{array}$ | $\begin{array}{r} 5.65 \\ + 2.46 \\ \hline \end{array}$ | $\begin{array}{r} 4.11 \\ + 4.06 \\ \hline \end{array}$ |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|

©This addition and subtraction worksheet is from www.teach-nology.com

Worksheet

$$\begin{array}{r} 8.4 \\ - 2.9 \\ \hline \end{array}$$

$$\begin{array}{r} 5.3 \\ - 3.7 \\ \hline \end{array}$$

$$\begin{array}{r} 8.5 \\ - 4.8 \\ \hline \end{array}$$

$$\begin{array}{r} 8.6 \\ - 5.9 \\ \hline \end{array}$$

$$\begin{array}{r} 6.5 \\ - 4.9 \\ \hline \end{array}$$

$$\begin{array}{r} 7.4 \\ - 5.9 \\ \hline \end{array}$$

$$\begin{array}{r} 8.3 \\ - 5.9 \\ \hline \end{array}$$

$$\begin{array}{r} 5.3 \\ - 4.9 \\ \hline \end{array}$$

$$\begin{array}{r} 6.2 \\ - 4.9 \\ \hline \end{array}$$

$$\begin{array}{r} 9.5 \\ - 4.9 \\ \hline \end{array}$$

$$\begin{array}{r} 9.6 \\ - 5.9 \\ \hline \end{array}$$

$$\begin{array}{r} 8.4 \\ - 4.9 \\ \hline \end{array}$$

$$\begin{array}{r} 9.4 \\ - 4.9 \\ \hline \end{array}$$

$$\begin{array}{r} 9.5 \\ - 5.9 \\ \hline \end{array}$$

$$\begin{array}{r} 9.6 \\ - 5.9 \\ \hline \end{array}$$

WWW.WorksheetFun.com

WWW.WORKSHEETFUN.COM



Worksheet

- **Which place had the highest temperature at 3pm ?**
- **Which place is the coolest at that time ?**
- **How much higher is the temperature in Mumbai from that in Srinagar ?**
- **How many degree will the temperature need to rise for it to reach 40degree in Thiruvananthapuram ?**

Class III EVS : Poonam's Day Out by Kavita Bhist

| PERIOD | COMPETENCY | THEME | SPECIFIC LEARNING OUTCOME: | ACTIVITIES PLANNED | TLM | EVALUATION | Group size |
|----------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------|------------------------|
| 1 Block period | Observation Identification Discovery of facts | Exploring children's ideas about a 'Plant', Plant diversity, size where they grow, shape | Observe the trees keenly and identify the types of the plants and name the parts of plant. Distinguish between thick and thin trunk | 1. Organize a nature walk and observe the plants keenly. 2. List the familiar plants and classify them based on their size as herbs, shrubs and trees. 3. conducting the game like the touch the plant and name it. 4. Touch thick and thin trunk. (maths) | School campus | Name the different types of the plants. Name the different parts of the plant. | 10 students in a group |
| Day 2 | Observation Identification Discovery of facts | Children compare the different types of leaves and draw conclusion | Observes the leaves of different plants and identify and draw inferences based on their observation. | Observe the leaves, size, shape, margin, colour, aroma. Touch and find the texture Crush the leaves and smell it. | Different types of leaves | Are the leaves of same size or colour, shape, are the leaves rough, smooth. | 10 students |

| | | | | | | | |
|----------------------------|--------------------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------|----------------------|
| <i>Day 3</i> | <i>Observation and discovery</i> | Fun with colours | Enjoy making the impressions and rubbing of barks. Developing the imagination. | Collect fallen leaves. Make rubbings of leaves and barks with different crayons. | Different types of leaves | Creativity of child | Individual |
| <i>Day 4</i> | <i>Discovery of facts</i> | Creativity with leaves | Project based learning To develop the imagination and creativity of the students | Collect different types and size of leaves. Press in newspaper. Keep it for 10-15 days to dry. Combine and paste to make different shapes of animals or any other design. | Different types of leaves | Questions on presentation | 5 students |
| <i>Day 5</i> | <i>Observation and discovery of facts.</i> | Conservation of leaves/plants. | Understanding the uses/importance of leaves/plants. Do not pluck or destroy leaves or any other parts of the plants. | Discussion on the uses of leaves and plants. Do not pluck leaves | Worksheet | Qs based on the concept. | individual |
| <i>Day 6 Block periods</i> | <i>Observation and discovery of facts.</i> | Conservation of plants/nature. | Acquaint with gardening tools planting and watering the trees | Organize a vanmahotsav. | Gardening tools, saplings. | Identify and List the different types of tools used. Steps of gardening | Group of 10 students |

| | | | | | | | |
|--------------|---------------------------|------------------------|-----------------------|-------------------------------------|--------------------|-------------------------------------|----------------------|
| <i>Day 7</i> | <i>Discovery of facts</i> | Conservation of plants | Save trees Save Earth | Organize a slogan writing activity. | Colours A 4 sheets | Content creativity and presentation | Group of 5 students. |
| <i>Day 8</i> | <i>Discovery of facts</i> | Conservation of plants | Save trees Save Earth | Practice for the puppet show. | puppets | Creativity and presentation | Group of 10 students |

CLASS V

SUBJECT . ENGLISH

UNIT I STORY - 'WONDERFUL WASTE! By Mrs.Surjit Kaur Makan

NO.OF PERIODS . 09

DAY . I BLOCK PERIODS

COMPETENCY . (a) LISTENING (b) SPEAKING (C) COMPREHENSION
(D) WRITING

SPECIFIC OBJECTIVES .(A) EXTRACTING THE WORDS . WASTE ,
WONDERFUL WASTE OR BEST OUT OF WASTE FROM STUDENTS (B)
STUDENTS TO GRASP THE READING SKILL (C) TO UNDERSTAND
AND COMPREND PHRASES LIKE - BITS AND PIECES , IN A FIX ,
FLASHED ACROSS THE MIND .(F) LEARN SPELLINGS - SURVEY ,FEAST
, SCRAPS ,STERNLY .

ACTIVITIES - (1) Teacher to display certain articles of use and question
children about their usefulness/ disposal , after first use . (2) co- relating it
to recycling of food (left overs) (3) Showing a picture of a vegetable having a
traditional name CHOW -CHOW .It is also called bangalore bringal or
chayote in English. Even the skin of this vegetable is used to make delicious
chutney .(4) Students share their experiences . (4 to 5) . (5) Model reading
by the teacher . Pg 10 /11 .Once , thehis mind . (6) silent reading
by students to understand and comprehend the phrases . (7)Students frame
sentences with the phrases.

TEACHING AIDS . (1 Text book and BB . (2) picture of CHOW - CHOW
(additional information) .

GROUP SIZE . Entire class for listening and speak or answer individually
when asked .

ASSESSMENT ACTIVITIES . (1) Prepare a list of things thrown away at
home and put the findings on the class board .(2) Make a paper bag from old
newspaper or any one article (best out of waste) .

THIRD PERIOD .

COMPETENCY . (A) SPELLING (B) READING

SPECIFIC OBJECTIVES . (a)Recapitulation of phrases and spellings
(b).Reading skill.

ACTIVITIES . a . Matching flash cards (students) . b. Students write
spellings on blackboard . c. 4-5 students read the previous day's text . d.
Teacher continues reading pg 11/12 . He tookwaste !

TEACHING AIDS . Flash cards .Text books .

GROUP SIZE . INDIVIDUALLY .

ASSESSMENT ACTIVITIES .(1) Matching flashcards .(2)Spelling on blackboard
(3) Reading skill

FOURTH PERIOD .

COMPETENCY . (A) Word building . words having more than one meaning .
(B) framing sentences

SPECIFIC OBJECTIVES . (a) Students to understand the words having more
than one meaning --point , ground ,survey , scrap , whip , tempting .(b) Be
able to use these words in correct context (make sentences)

ACTIVITIES . 1 Teacher guides the students to pick from the text typical
words those that can be used both as a noun and a verb .

2 . writes these words on the BB and explains with the help of illustrations
.3. Students frame sentences as Home work .

TEACHING AIDS . Text books , pictures , flash cards , illustrations, BB

GROUP SIZE . Entire class and individual .

ASSESSMENT ACTIVITIES . Sentences framed by students .

FIFTH PERIOD .

COMPETENCY . A) Comprehension B) Writing .

SPECIFIC OBJECTIVES .(a) Students are able to answer the related Q'S
and write them down .

(b)State whether the given statements true or false .

1) The king had ordered a dinner in the palace . -----

2) No one had heard of or tasted avail before .-----

3) The cook had planned to make another dish using the vegetable scraps .--
-----s

ACTIVITIES . 1. Asking Q's pg 12 . 2) Statements from the text.

TEACHING AIDS . TEXT BOOK .

GROUP SIZE . INDIVIDUAL . ASSESSMENT ACTIVITIES . A) Students'efforts
.B) Correctness of answers .

SIXTH PERIOD .

COMPETENCY .A) Reading and comprehension . B) handwriting

SPECIFIC OBJECTIVES . 1) knowing the correct order of steps involved in
making of AVIAL . 2) Neat and legible handwriting .

ACTIVITIES . a) Students come forward , take a sentence strip and read aloud the step written on it . b) They then try to put these strips in order and fix them on the classboard .

TEACHING AIDS . Sentence strips .

GROUP SIZE . GROUP OF 7 .

ASSESSMENT ACTIVITIES . A) Correct order of strips . B) Copy writing .

SEVENTH PERIOD .

COMPETENCY .(A) Comprehension (B) handwriting .

SEPCIFIC OBJECTIVES . Correct use of - First , Then , Next , After that , Finally .

ACTIVITIES . 1) Students silently read the list of activities given in the text book . 2) They carefully pick five things in a proper order and write it neatly in their note books .

TEACHING AIDS . Text book . pg 13 .

GROUP SIZE . Individual

ASSESSMENT ACTIVITIES . A) Awareness of students . B) Handwriting with punctuation .

EIGHTH PERIOD .

COMPETENCY . Development of vocabulary .

SEPECIFIC OBJECTIVES . A) Making new words by adding / dropping a few letters from the root word ie . using these endings

---ed , -----ing , -----er , -----est .

B) Knowing words using all the four endings .

ACTIVITIES . 1) Teacher makes a related table on the BB .

2) Students come to complete or put a cross on the table .

TEACHING AID . BB . Text book page 15 .

Group size - individual .

Assessment activities . Worksheet with other words .

NINTH PERIOD . DISCUSSION / SPEAKING .

TOPICS . food made in your home/state .---1) --for feast / festival . 2) when you are unwell . 3) Every day . Share information with your friends .

ASSESSMENT . Your favourite dish / what is it called ? Write the recipe , showing the ingredients and method . Present attractively and display on the class board .

Play with Patterns

Class: III
Activity Plan

No of periods required: 06
Prepared By Mr.Kaleedeen

Competency:

1. Understanding of basic concept

Specific learning Outcome:

1. Observe and understands the patterns.

TLM and Teaching Aids Required:

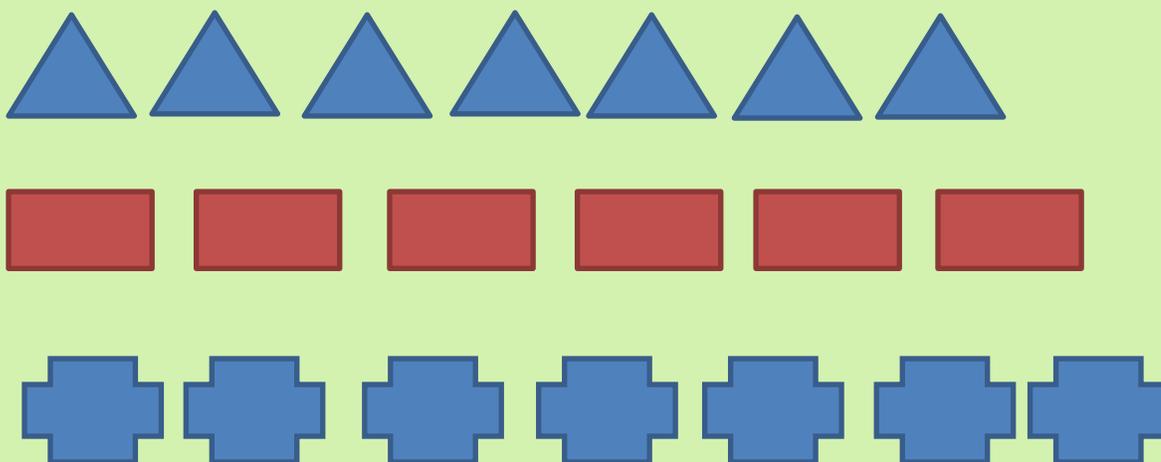
1. Printed cloth
2. leaves
3. Colorful paper
4. Colorful paper
5. PPT

Introduction:

Children are aware of patterns they come across simple type of patterns in their day to life, moreover they studied simple patterns in Class II

ACTIVITY- 1 Teacher will do an activity with the involving students and ask to students to do another activity

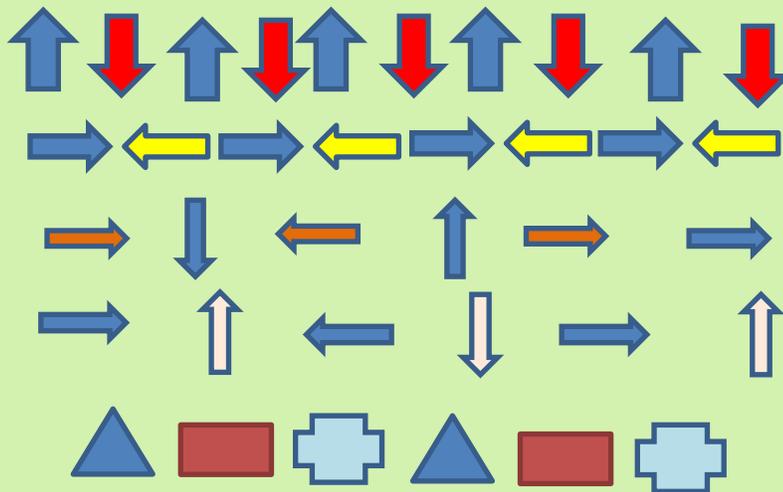
ACTIVITY-2 Teacher will divide class in 03 group and perform an activity after activity teacher try to find out concept among students.



Draw 4 patterns of your own.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

Day-2 Period- 3 & 4

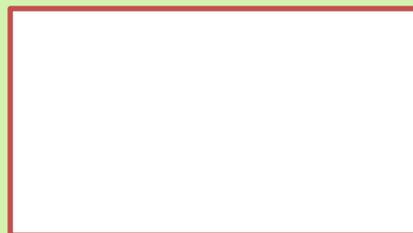
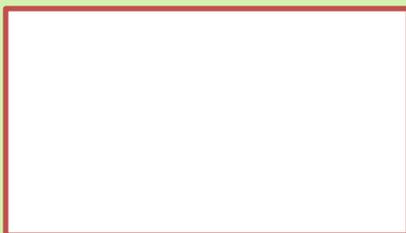


Classroom Activity -

Draw some picture patterns with the help of one thing which you like



Draw some picture patterns of your with the help of two thing which you like



Home Assignment -

Draw some picture patterns using various mathematical shapes -



Day 3 , Period 5 & 6

Competency:

1. Understanding of basic concept

Specific learning Outcome:

1. Observe and understands the number patterns.
2. Realizes the rule of creating a pattern

TLM and Teaching Aids Required:

1. Number chart
2. Color chalk

Introduction:

Children are aware of patterns they come across various kinds of patterns in their day to life, moreover they studied simple patterns in last period.

| | | | | | |
|---|---|---|----|----|--|
| 5 | 7 | 9 | 11 | 13 | |
|---|---|---|----|----|--|

| | | | | | |
|----|----|----|----|----|--|
| 10 | 15 | 20 | 25 | 30 | |
|----|----|----|----|----|--|

| | | | | | |
|-----|----|----|----|----|--|
| 100 | 90 | 80 | 70 | 60 | |
|-----|----|----|----|----|--|

| | | | | | |
|---|---|----|----|----|--|
| 4 | 8 | 16 | 32 | 64 | |
|---|---|----|----|----|--|

Make pattern with numbers

| | | | | | |
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Activity Sheet 1 - Observe the picture Pattern and draw the next picture Pattern



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Activity Sheet - 2

Growing & Repeating Pattern

Draw the picture that comes next in each pattern.



Activity sheet -3

Complete the pattern

3, 9, 27, 81, 243, _____

Describe the Pattern:

1, 1, 2, 2, 4, 4, 8, 8, _____

Describe the Pattern:

2, 4, 4, 8, 8, 16, 16, 32, _____

Describe the Pattern:

1, 2, 3, 2, 4, 6, 4, 8, 12, _____

CLASS : III SUB : MATHEMATICS

UNIT : TIME GOES ON

NO. OF TOTAL PERIODS REQUIRED TO COMPLETE THE LESSON :- 6

Value- Importance of time, Punctuality

by Jiju Singh Bhatia

PERIOD : 1

1. Competencies :

1: BASIC CONCEPTS

a) KNOWLEDGE

b) UNDERSTANDING

2: SPECIFIC LEARNING OUTCOMES

To estimate the length of time

The child understands that the length of time taken by various activities is different.

3: ACTIVITIES:

a) Throwing of a ball upwards and clapping 1,2,3-----times.

b)



Individual activity:

A few students will be called and asked to do the activity of throwing the ball and clapping and counting before they catch back the ball.

4: MATERIALS REQUIRED:

A small ball.

5: ASSESSMENT ACTIVITIES:

1. HOW long does it take for the following activities?

a) a bath

b) to stitch a shirt

c) a school day

d) to weave a sari

e) to change from summer to winter.

f) To grow wheat (From Seed to a big Plant)

g) For a Banana to become ripe.

PERIOD : 2

1. Competencies : 1: BASIC CONCEPTS a) KNOWLEDGE
b) UNDERSTANDING 2. Ability to compute

2: SPECIFIC LEARNING OUTCOMES

The child understands how to read a birth certificate.

Estimate the length of time.

Group Activity:

A sample of birth certificate will be given to a group of 6-8 students in each group and asked to study it .

4:MATERIALS REQUIRED:

Different sample of birth certificates.

5:ASSESSMENT ACTIVITIES:

1. After studying of the certificate by the different groups they will be asked questions like
 - a) How old will the child be on 2nd November 2017?
 - b) How old will the child be in the year 2032 ?
 - c) How many years old is the child now ?
 - d) After how many months of the child's birth was the certificate issued ?
 - e) What is the registration number of the child's certificate ?

6: ASSIGNMENTS

The children will be asked their date of birth and how to write it in the numbers.

Children will be asked to tell their parents to show their respective birth certificates .

PERIOD : 3

1. Competencies :

1:BASIC CONCEPTS

a)KNOWLEDGE

b)UNDERSTANDING

2. Ability to compute 3. Problem Solving Ability

2: SPECIFIC LEARNING OUTCOMES

- a) To read the calendar and understand its use through interesting exercises.

3:ACTIVITIES:

The teacher will show a calendar and explain it.

The teacher will ask the students to recite the poem about the number of days in different months of a year.

“ 30 days have September,

April , June and November

All the rest have 31.

Except the February Alone.

Whole Class Activity: 1) The students will recite the poem after the teacher.
2)The students will answer the questions in writing based asked on the basis of calendar study.



WORKSHEET

Calendar

Let us look at the calendar for the year 2006.

- * How many months does a year have?.....
- * List the months which have 30 days.....
- * List the months which have 31 days.....
- * How many days does the month of February have?.....
- * How many days makes a week?.....
- * How many weeks are there in July? Is it true for all the months?
.....
- * In which month did you come to Class

III?.....

- * Make a circle on these dates in the calendar:

26th January
14th November
31st December.

Is there something special about these dates?

Answer.....

- Fill in the blanks with the correct year:

| | | | | | | |
|------|---|------|------|------|------|------|
| 2005 | , | 2008 | 2007 | 2004 | 2009 | 2010 |
|------|---|------|------|------|------|------|

1. Which year was it two years back?.....
2. In which year were you in Class II?.....
3. Which year will be the next year?
4. Which year will come after 3 years?

4: MATERIALS REQUIRED:

A Calendar and Work sheets

5: ASSESSMENT ACTIVITIES:

Look at the Calendar (2006) to find the days on which these fall

| <i>Name of the festival</i> | Date | Day |
|-----------------------------|-------------|-----|
| Diwali | October 21 | |
| Pongal | January 14 | |
| Raksha Bandhan | August 9 | |
| Gandhi Jayanti | October 2 | |
| Milad-Ul-Nabi | April 11 | |
| Onam | September 5 | |
| Guru Nanak's Birthday | November 5 | |
| Guru Ravidas's Birthday | February 13 | |
| Christmas Day | December 25 | |
| Bihu | April 14 | |

PERIOD : 4

2. Competencies :

1: BASIC CONCEPTS

a) KNOWLEDGE

2) Ability to compute

3) Problem solving ability

b) UNDERSTANDING

2: SPECIFIC LEARNING OUTCOMES

- ❖ To understand the magic patterns in a calendar.
- ❖ They will be able to try and discover more magic through a calendar.

3: ACTIVITIES:

The teacher will exhibit the calendar for the month of February 2007.

Let us mark a square on the calendar and see some magic.

FEBRUARY – 2007

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

- Which is the number in the centre of the square?
- Join three numbers by drawing a line. The line must pass through the number at the centre.
- How many such lines can you draw?
- Add the three numbers on each of these lines.

What do you notice?

$$5 + 13 + 21 =$$

$$6 + 13 + 20 =$$

$$19 + 13 + 7 =$$

$$12 + 13 + 14 =$$

* Now look at the calendar of 2017. Also look for the present month and draw any similar square in your notebook. Does the magic work for these?

Group activity: Whole Class

4: MATERIALS REQUIRED:

A Calendar of the particular year.

5: ASSESSMENT ACTIVITIES:

Can you find any other magic patterns in the Calendar? Provide clues.

PERIOD : 5 & 6

Competencies :

1: BASIC CONCEPTS

a) KNOWLEDGE

b) UNDERSTANDING

2) Problem solving ability

2: SPECIFIC LEARNING OUTCOMES

- ✓ To understand the use of a Clock through interesting exercises.

- ✓ Draw the hands of a clock to show the given time .
- ✓ Use of A M and P M

Write the activity that you do at the given time.

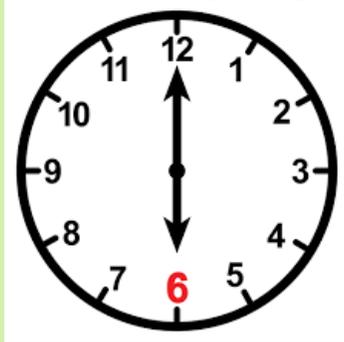
3:ACTIVITIES:

Lets see what Kusum is doing everyday .

One Day in the Life of Kusum

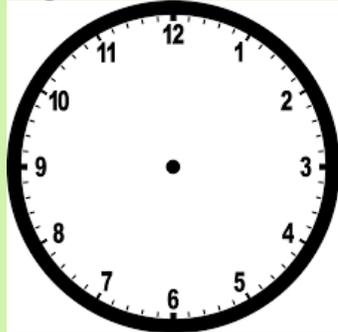
Let's see what Kusum does every day. Write down the time for each picture. For some pictures the time is already written and you must draw the hands on the clock. In others you have to write the time shown by the clock.

- 1) Kusum gets up early in the morning



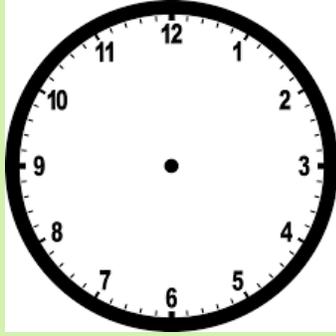
.....

- 2) She brings water from the well.



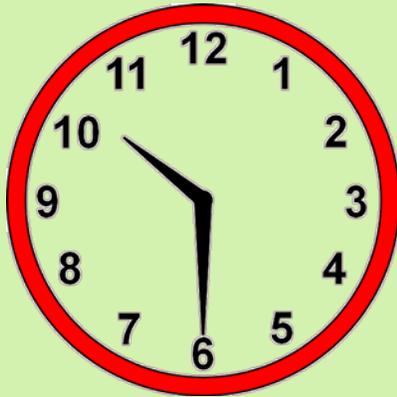
At 6.30 in the morning

- 3) She goes to school.

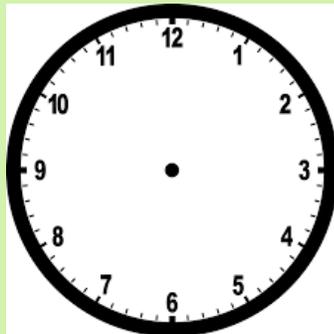


At Eight o' clock

- 4) She is studying in the school

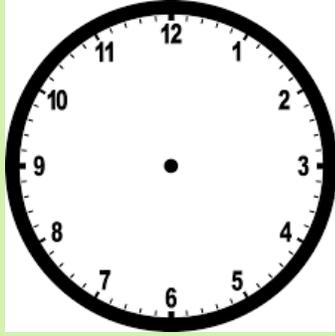


- 5) She comes back from school.



At 2 O'clock in the afternoon.

- 6) She takes lunch with her brother and grandmother.

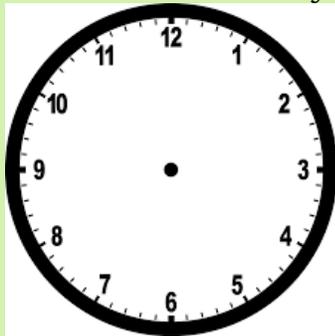


At 2.30 in the afternoon.

- 7) She plays with her friends



-
8) She listens to a story from her grandmother before she sleeps.

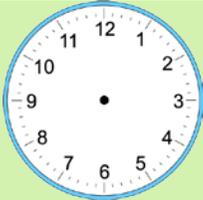
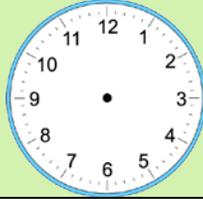
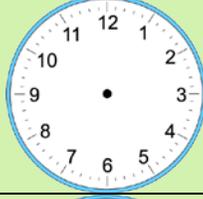
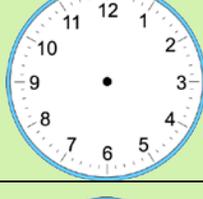
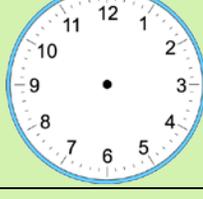


10 o'clock at night.

Group activity: Whole class.

4: MATERIALS REQUIRED: blank pictures of Clock..

5: ASSESSMENT ACTIVITIES: Now prepare a chart showing your own daily routine.

| <i>Time of the day In words</i> | <i>On the clock</i> | <i>What do you do at this time?</i> |
|-------------------------------------|---------------------|---------------------------------------------------------------------------------------|
| | |  |
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पाठ योजना

कक्षा - पाँचवीं
विषय - हिन्दी

पाठ - स्वामी की दादी

कालांश - 7 ए की

दिन - 1 दक्षताएँ → बुनना / बोलना
अपेक्षित कुशलताएँ → कहानी को सुनेंगे, पूछे
गए प्रश्नों के उत्तर देने में समर्थ होंगे। अपने
विचार अभिव्यक्त कर सकेंगे।

काल खंड - 1

सुझावित क्रियाकलाप

① पाठ से संबंधित कहानी सुनाई जाएगी। कहानी के आधार
पर विद्यार्थियों द्वारा अपने दादा-दादी, नाना-नानी के विषय
में बताया जाएगा।

② विद्यार्थियों को अपने-अपने मित्र की विशेषताएँ बताने के लिए
कहा जायेगा।

मूल्यांकन अपने बड़े-बुजुर्गों से स्नेह रखना। उनका सम्मान करना।
शिक्षण अधिगम सप्ताही : → जापानी कहानी, (बाल पत्रिका से)

दिन - 2: दक्षता → पठन -

अपेक्षित कुशलताएँ → पाठ का अनुच्छेद सही उच्चारण
के साथ पढ़ सकेंगे। उचित विराम चिह्नों का उपयोग
जानेंगे। ⑥ अतिरिक्त जानकारी हासिल करेंगे।

काल खंड - 2

सुझावित क्रियाकलाप

① कहानी/पाठ के पहले अनुच्छेद का सही उच्चारण
के साथ आदर्श वाचन होगा। विद्यार्थियों द्वारा अनुकरणीय
पाठ वाचन होगा।

② अनुच्छेद पढ़कर छोटे-छोटे प्रश्न पूछे जायेंगे।

③ पाठ में आए नए शब्दों के अर्थ बताए जायेंगे।

④ पुलिस विभाग में कार्यरत कर्मचारियों के पद बताए जायेंगे।

⑤ पुराने सिक्कों की चर्चा की जायेगी। धातुओं के बारे में
बताया जायेगा। ⑥ संवाक्य के माध्यम से आर.के नारायण

की कहानी दिखाई जायेगी (- व्हिडिओ -

- शिक्षण अखिगम सामग्री
- ① पुराने सिक्के
 - ② (व्हिडिओ) - द्रुक-काल्य
 - ③ पाठ्यपुस्तक

दिन 3 दक्षता → लेखन

- अपेक्षित कुशलताएँ →
- ① शब्द भंडार में वृद्धि
 - ② रचनात्मक अभिव्यक्ति का विकास, लिखने में समर्थ होंगे।

काल खंड 1.

सुझावित क्रिया कलाप

- ① पूर्वज्ञान के आधार पर दादा दादी या नानी-नाना पर अनुच्छेद लिखवाना
- ② अपने प्रिय व्यक्तियों की विशेषताओं के बारे में लिखना।

दिन 4. दक्षता → व्याकरण

अपेक्षित कुशलताएँ →

- ① लिंग भेद जानेंगे।
- ② बहुवचन - जानेंगे/ लिखेंगे
- ③ व्याक्तिवाचक संज्ञा छाँटेगें।
- ④ पुंलिंग युक्त शब्द

सुझावित क्रिया कलाप

- ① पाठ से - वाक्यों के लिंग भेद जानेंगे।
जैसे पुलिस की वर्दी -
- ② बहुवचन - पाठ में आये शब्दों से बहुवचन का ज्ञान कराया जायेगा। कुछ शब्द ज्यों के त्यों रहते हैं, इस पर ध्यान दिलाया जायेगा।
- ③ विद्यार्थियों द्वारा नामों के आधार पर व्याक्ति-वाचक संज्ञा का बोध करवाया जायेगा।

MATHEMATICS - (CLASS-IV)

- ★ LESSON :- TICK TICK TICK
- ★ No of periods required :- 06
- ★ Competency :- Concept. LESSON-01
- ★ Subcompetency :- Knowledge.
- ★ Specific Learning Objective - Construction of knowledge from the previous experience of the children.

Asking the different sounds of object/
a clock.

What sound do you hear?

Ans. tick tick tick tick.

Hear Children our lesson is tick, tick, tick
instruction :- Don't give mass response.

ACTIVITY

- Q1 - At what time do you get up?
- Q2 - At what time do you start for school?
- Q3 - At what time your prayer starts?

[Recalling the time and expressing
in terms of hour and minutes is KLO]

ACTIVITY :- (FLASH CARD)

Aman takes 30 minutes to reach home.

Suman takes 40 minutes to reach home.

- Q1 - Who does take more time to reach home?
- Q2 - Who does take less time to reach home?
- Q3 - How much longer Suman takes than Aman?

ELO - Students will know and express less and more time in terms of hour and minutes.

WORK SHEET

- * 1st period starts at 8.50 in the morning and ends at 9.30 in the morning
- * 4th period starts at 10.50 in the morning and ends at 11.30 in the morning
- * Lunch starts at 11.30 in the morning and ends at 12 noon.

FILL IN THE BLANKS :-

- Q1. The duration for 1st period is — minutes
- Q2. The duration for 4th period is — minutes.
- Q3. The duration for both 1st & 4th period is the —.
- Q4. The shortest duration is — minutes.

ASSESSMENT.

(Showing Flash cards)

- * Who prepares a cup of tea taking more time? (Mom/Dad)
- * Who takes more time to brush teeth? (you / your brother/sister)

H. Work.

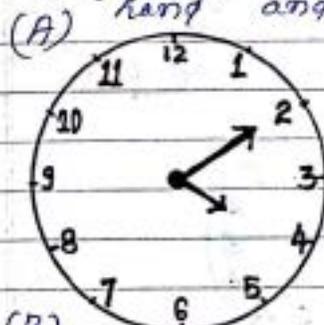
- Q1. How much time your Mom takes to prepare dinner?
- Q2. How much time your father takes to read newspaper?

LESSON PLAN-02. (3)

Competency - understanding Basic concept.

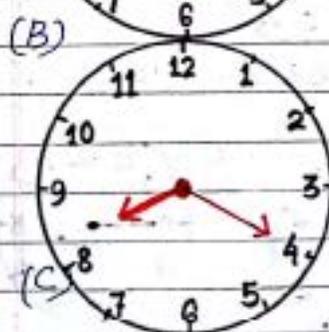
ELO. They (Students) will understand the time a clock shows & apply to identify time.

[5 groups are formed. Showing the position of hour hand and minute hand questions are to be asked]



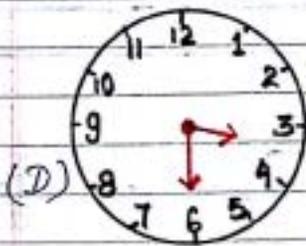
- (i) Minute hand points at ---
- (ii) Hour hand points at ----
- (iii) The time is - - - - -

[One can say _____ minutes past.]



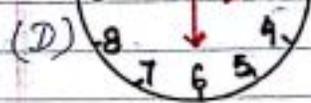
- (i) Minute hand points at .
- (ii) Hour hand points at ----
- (iii) The time is - - - - -

[One can say _____ minutes past.]



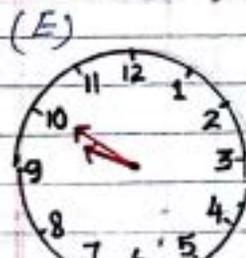
- (i) Minute hand points at .
- (ii) Hour hand points at -
- (iii) The time is - - - - -

[You can say _____ minutes past.]



- (i) Minute hand points at .
- (ii) Hour hand points at .
- (iii) The time is .

[You can say _____ minutes .]



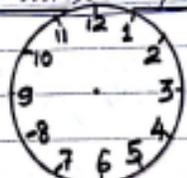
- (i) Minute hand points at. _____]
- (ii) Hour hand points at _____
- (iii) The time is

[You can say _____ minutes past.]

WORK SHEET.

Q1- Draw the hour hands and minute hands in their correct position.

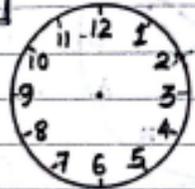
(i) 10 minutes past 9



(ii) 20 minutes past 11

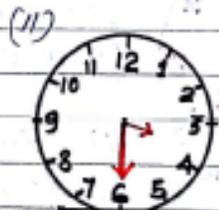


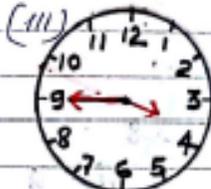
(iii) 15 minutes past 4



Q2. Tell the time in each clock.

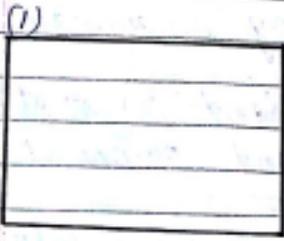


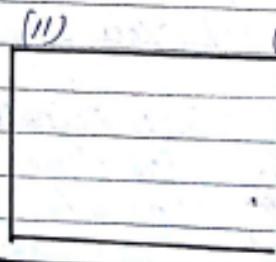


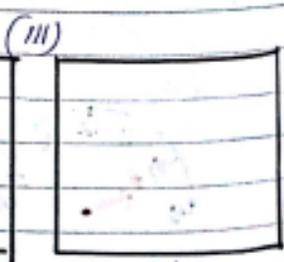


HOME WORK

With help of a bangle draw the clocks and write the time.







LESSON-03

Competency :- Problem solving ability.

E.L.O :- Students will calculate the time taken for a particular action

Activity :- The class is divided into 5 groups (A, B, C, D, E). The following activities by each group will be conducted. The time keepers will note down the time in black board.

| ACTIVITY | TIME TAKEN | | | | |
|----------------------------------|------------|------|------|------|------|
| | gr.A | gr.B | gr.C | gr.D | gr.E |
| SKIPPING A ₁ | | | | | |
| JOGGING A ₂ | | | | | |
| DRAWING A PICTURE A ₃ | | | | | |

ACTIVITY SHEET:

| Activity | Which group takes more time (Longer) | Which group takes less time |
|-------------------------|--------------------------------------|-----------------------------|
| A ₁ Skipping | | |
| A ₂ Jogging | | |
| A ₃ Drawing | | |

HOME WORK.

- ① What is the time taken by you to reach the school? (home to school)
- ② Observe and write the duration of time taken by your Mom to prepare breakfast.

LESSON-04

| | |
|----------|--|
| Page No. | |
| Date | |

6

Competency - concept

Sub competency - Knowledge

ELO: Students will know 12 hour and 24 hour time.

Activity: Showing a Railway Time Table the concept of 12 hour and 24 hour will be introduced.

(About a particular train)

(1) What is the arrival of Howrah Mumbai Mail at Bilaspur. (any station)

(24 hour)

(2) What is the expected arrival of that train at Nagpur? (24 hour)

Instruction - After 12 noon, 12 hours is to be added up to 12 o'clock midnight.

| TIME BY YOUR WATCH | TIME BY A 24 HOUR CLOCK |
|------------------------------|-------------------------|
| ① 3 o'clock in the afternoon | |
| ② 5 o'clock in the afternoon | |
| ③ 12 o'clock at midnight | |
| ④ 8 o'clock in the morning | |
| ⑤ 6 o'clock in the morning | |

Instruction - From 12 midnight to 12 noon, it is am and from 12 noon to 12 midnight it is pm.

Activity - (Choose the right one)
(i) You came to school at 7 o'clock in the morning. It is (am/pm)

(ii) Your game period starts at 10.30 in the morning. It is (am/pm)

(iii) Your father comes to home from office at 6 in the afternoon. It is (am/pm)

(iv) You go to bed at 9 at night. It is (pm/am)

HOME WORK

(i) You brush your teeth at — (am/pm)

(ii) Your father goes to office at — (am/pm)

(iii) You go from school at — (am/pm)

(iv) You take your lunch at — (am/pm)

— X —

LESSON- 05

| | |
|----------|--|
| Page No. | |
| Date | |

8

Competency - concept
Sub-competency Knowledge

E.L.O. Students will study the calendar and know about the Day, Date, month and year.

Activity -

A calendar will be shown. Students will be asked about the day, date, month & year.

- 01 - What is the month?
- 02 - What is the day today?
03. What is the year?
04. 30 Dec falls in which day?

Instruction - How to write the Date of Birth?

01. Date of Birth of --- is ---.
02. Mohit's D.O.B is ---.
03. Write the Date 15 May 2006 in number. ---.
04. 10th Aug 2007 (in number) is ---.
05. 05/05/06 is written like 5th May, 2006.
12/07/07 is ---.

ACTIVITY - SHOWING the holiday list..
All of you look at the holiday list in your students diary

Fill in the Blanks

| | |
|----------|--|
| Page No. | |
| Date | |

(9)

| Occasion | From DATE TO | Number of days |
|--------------------|--------------|----------------|
| Summer holiday | | |
| Autumn Break | | |
| Winter Break | | |
| Holiday after Exam | | |

Learning Obj - Seeing the calendar students will be able to count the no. of days and they will apply in their life situations.

HOME WORK.

You will have to note down the D O B of the following members in your family

- ① Father.
- ② Mother.
- ③ Grandpa
- ④ Grandma
- ⑤ Any of your friend.

LESSON PLAN - 06

| | |
|----------|--|
| Page No: | |
| Date: | |

Comp-Concept:

ELO - Who is younger and who is older. Can compare ^{the age} without memory.

Showing pictures of the animals / persons etc

- ①
- | | | |
|-------------------|-------------|------------------|
| Appu - (Elephant) | 2 years old | How old is Appu? |
| Rani: (Elephant) | 6 years old | How old is Rani? |

Who is younger?
 Who is older?
 (What is difference) How much older is Rani than Appu?

- ② Gopi is 12 years old
 Gopi's grand father is 60 years old.

| | |
|----------|--------------------|
| Gopi | Gopi's Grand Fath. |
| 12 years | 60 years |

How old is Gopi?
 How old is Gopi's grand father?
 How much older is Gopi's Grand Father than Gopi?

- ③
- | | |
|---------|-----------------|
| Hen | is 6 months old |
| Chicken | is 1 month old. |

(1) How old is the hen?
 (2) How old is the chicken?

Ins. Obj From this activity the children will know how old or how young is the animal or person and transfer of knowledge can be taken place.

Flash card

- ① GRANDPA — FATHER
- ② GRAND MAA — MOTHER

Q1. Who is older grandpa or father?

Q2. Who is younger grandma or mother?

- ③ Debina's D.O.B is 7th July, 2006
Varun's D.O.B is 10th Jan, 2006

Q1. Who is older?

- ④ Showing the wrappers of any commodities.
Q1. Tell me the date of manufacture.

Q2. Tell me the date of expiry.

H. WORK

Q1. Where have you seen 24 hour clock being used?

- Q2. We are and pm
(a) Time of sunrise.
(b) Time of sunset.

A Treat for Mosquitoes by Mrs. Usha Vallabhan

Period 1

Concept : A treat for Mosquitoes.

Competency :Identification

mosquitoes spread diseases.

Previous knowledge : Sources of water & Uses of water .water accumulated around the house .

children see rain water collected around the school & house. Mosquitoes breeding in stagnant water .

Learning Objective: Children will be able to understand Mosquitoes spread disease.

Blood Test

Read the Clinical Pathology Report .

Medicine for malaria .

Activity : Role Play by students. (Group)

The teacher ask them to discuss why their friend has not come to school . They will discuss about his health and other details . What was his experience in fever ? How was it identified ? Was blood test done ? How much of blood was removed ?

What was their finding ?

Activity

- Through role play they discuss & find out that their friend was suffering from Malaria.
- Teachers input .

They pricked the needle on his finger in the hospital and 2 -3 drops was collected . It was examined under the microscope . The child was diagnosed fever with chills and Rigors.

Assessment :

Do you know anyone who has had malaria?

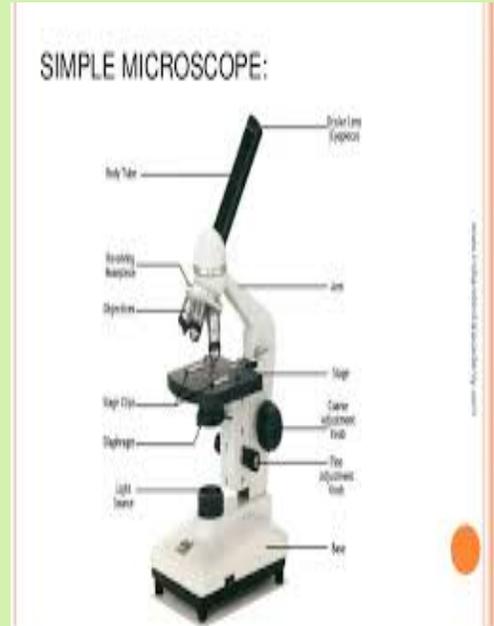
How did they find out that they had malaria?

What problems did they have on having malaria ?

In which season is malaria common ?

What other diseases can be caused by mosquito bites?

Which mosquitoes bite causes Malaria?



- Identify the tree & instrument.
- What is microscope used for?

Worksheet

1) Answer in one word

- Microscope
- Magnifies small things
- shrinks big things .

2) Malaria is common in _____ Season.

- Summer season
- Winter season
- Rainy season / Monsoon season

4) A _____ Is an instrument that magnifies small things.

- microscope
- Stethoscope
- bioscope

5) Malaria is diagnosed by

- Vomiting
- Fever
- Fever with chills & Rigors

2nd period

Concept : breeding of mosquitoes & prevention

Learning objective: Children will be able to learn to keep the surroundings clean

Effects of unhygienic environment.

Breeding ground for mosquitoes.

Prevention of diseases by mosquitoes.

Activity : look and the pictures and describe the healthy environment.

Sample

Clean environment



Dirty environment



Discussion

- **In which environment do we prefer to live ?**
- **In which environment will we fall sick ?Why?**
- **Why do we not like to live in unhygienic environment ?**

- Keeping the surrounding clean is very important. Why ?
- What other diseases can be caused by mosquito bites?

- What do you do in your house to protect yourself from mosquitoes ?
- Teachers in put
- Name the mosquito that spread malaria ?
- Anopheles mosquito

Worksheet

Choose the correct answer

1) Mosquitoes spread

- A) Malaria
- B) Typhoid
- C) Jaundice

2) _____ is poured on stagnant water does not allow the mosquito to breed .

- A) Kerosene
- B) Milk
- C) Tea

3) Mosquitoes lay lots of eggs and breed on

- A) Clear , running water
- B) stagnant water
- C) None of the above

4) To prevent mosquitoes from breeding we must

- A) Fill all our vessels with water
- B) Pour a few drops of kerosene on stagnant water.
- C) Catch them with a fishing net.

3rd period

Content : life cycle of a mosquito

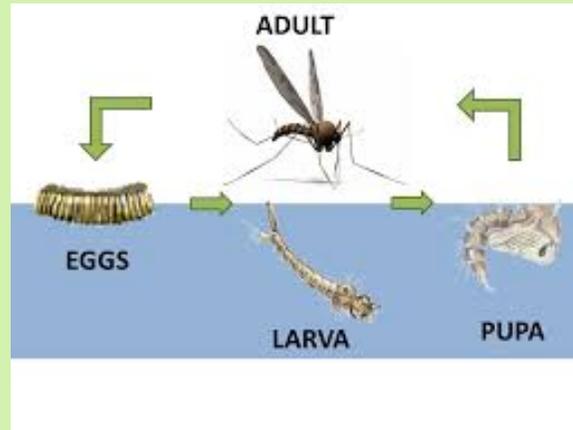
Competency : Knowledge

ELO: children will learn about the life cycle of mosquito.

Objectives : They will know about the different stages in the life cycle of the mosquito ,. They will compare it with butterfly.(Verbal)

Identifying the stages of mosquito from the picture .

Life cycle of a mosquito



Activity

- Collect the stagnant water in 4 different bottles. Keep them in a place with minute holes in the lids observe the details .



Teachers information

- Eggs : They are laid in water one at a time or attached as rafts. They need 48 hours to hatch.
- Larva : They live in water and come to the surface to breathe. They shed their skin 4 times as they grow. They have siphon tubes for breathing and hang upside down. They feed on microorganism & organic matter.

- Pupa : Pupa is the resting stage , they don't feed on anything but they are mobile, they respond to light .It takes 2 days for them to metamorphosis. The pupal skin splits and adult mosquito emerges.
- The adult mosquito rests on the surface of water for a short time to allow itself to dry.

Ronald Ross



Worksheet

- Fill in the blanks :
- The baby mosquitoes are called _____.
- The mosquitoes eggs need _____ hours to hatch.
- _____ is the resting stage of mosquitoes.
- _____ mosquitoes spread malaria.
- How will you prevent breeding of mosquitoes ?
- What will happen when oil is spread on the water?
- What did Ronald Ross prove ?
- Name the highest reward received by Ronald Ross .

Critical thinking

- The biological route is how [malaria](#) infects more than half a billion people each year. Its disease agent, the *Plasmodium* parasite, relies on the mosquito as a go-between to settle in human hosts. Every mosquito bite involves a female mosquito looking for a blood meal to nourish her eggs. She injects saliva to keep the blood from clotting, and an allergic reaction to the saliva makes our skin annoyingly itchy and red after the bite. If the mama mosquito happens to bite a malaria-infected person, she ingests the parasites, which end up invading her cells and replicating. They then migrate to the salivary glands from where they can infect another human host in her next bite.
- If the blood that she sucks up contains HIV, though, the virus can't follow the same path as the malaria parasite. Instead of

multiplying and eventually heading for the salivary glands, the viruses get digested, and meet their death in the insect's gut.

4th period

- **Content : diseases spread by flies**
- **Competency : children will learn about diseases spread by flies & its precautions.**
- **Objectives : They will know where the flies breed .**
- **Identifying the diseases spread by flies.**
- **Prevention**
- **Name the diseases are spread by flies.**
- **Where do they see flies ?**
- **Do they bite us?**
- **How do they transmit the disease causing germs?**

Food exposed to flies



Concept: Survey -1

Students will survey their surrounding near their houses, markets, school, and playground and say the cause of breeding.

They will bring out the data where they have seen more.

They will interview their friends & neighbors about the mosquito repellent they use and take the data.

Survey -2

They will interview their parents & neighbors.

They will find out whether they suffered from malaria, anemia , jaundice etc.

They will collect the data.

With these data they can correlate this content to data handling & smart charts in Mathematics.

**Few Samples of
Action Research
Papers**

AREA OF ACTION RESEARCH

An action research is performed with the main aim of investigating ways of improving primary school students conceptual understanding of mathematics where the main point of focus is multiplication problem solving ability of the learners.

A teaching program was designed with specific cater group of high achievers of class 5 in an attempt to:

- (a) improve the accuracy of the multiplication (two digit with two digit number like $38 * 97$)**
- (b) improve the speed of solving the problem with the application of concept of Vedic mathematics.**

**Name: Tulika Mohan Gogoi Designation: HM
KV: KV OIL Duliajan Region: Tinsukia**

REASON OF SELECTION OF THIS AREA

Being from a mathematical background it always seemed a little annoying to me that most of the learners in primary classes now a days are running away from the calculation at this early stage. In current CCE system it never got proper attention from the teacher. Whereas the learners move ahead in next class this weakness more often than not seems like a hindrance in future learning of mathematics as well as science. I initiated this application of Vedic mathematics concept after self-testing and trial and found a pretty drastic improvement in speed and accuracy.

It is quite often seen that until something appeal to a learner he tends to run away from the same. With the help of different techniques, I aim to develop among learners a curiosity to learn maths, the curiosity to practice and to alter the feeling of fear and stress into a joyful experience. I focus on turning mathematics into a hobby from a dull and difficult subject and VEDIC MATHEMATICS technique can help out in this regard.

It also enabled me to reach at the root cause of the things mostly hidden in nature about the shortcomings of above average group of learners as their grades more often than not belongs to the top tier and this make it even more difficult for a teacher in regular classes to focus or identify their specific area of weakness or for that matter their area of deeper interest which can be enhanced to a great level.

BACKGROUND

In schools especially with a mix of heterogeneous students, the main issue that linger is the inability of teacher, due to various constraints, to focus on something that is well completely out of the prescribed syllabus. Especially in a subject like mathematics this become more evident as the syllabus focus on learning the computational skills but nowhere does it ensure that the skills are not just learned but enhanced and mastered. This result into a developing disinterest among learners towards the subject of abstract numbers and abrupt calculation. For this the module developed is based on Vedic Mathematics.

Vedic Mathematics is the name given to the ancient system of Indian Mathematics which was rediscovered from the Vedas between 1911 and 1918 by Sri Bharati Krsna Tirthaji (1884-1960). According to his research all of mathematics is based on sixteen Sutras, or word-formulae.

Perhaps the most striking feature of the Vedic system is its coherence. Instead of a absurd mix of unrelated techniques, the whole system is beautifully interrelated and unified: the general multiplication method, for example, is easily reversed to allow one-line divisions and the simple squaring method can be reversed to give one-line square roots. And these are all easily understood. This unifying quality is very satisfying, it makes mathematics easy and enjoyable and encourages innovation.

In the Vedic system 'difficult' problems or huge sums can often be solved immediately by the Vedic method. These striking and beautiful methods are just a part of a complete system of mathematics which is far more systematic than the modern 'system'. Vedic Mathematics manifests the coherent and unified structure of mathematics and the methods are complementary, direct and easy.

The simplicity of Vedic Mathematics means that calculations can be carried out mentally (though the methods can also be written down). There are many advantages in using a flexible, mental system. Pupils can invent their own methods; they are not limited to the one 'correct' method. This leads to more creative, interested and intelligent pupils.

SAMPLE GROUP

A group of 20 students from class 5 was selected for this research work. The criteria for the selection was quite simple and straight forward, any student scoring 'A' grade was eligible provided he was interested in learning something new and different. The zeal to learn was the pre requisite for selection in the group. Only those learners who showed an interest in devoting extra time for improvement in their performance were given chance as the main aim was to create a alternate way to enhance the overall level of mathematica and also to alter students attitude towards it.

The reason behind selecting the given group is to get a hold of things and to judge whether or not the adopted strategy be implemented on a more general level for overall improvement in the standard of mathematical aptitude of the learners at primary level.

PRE-TEST

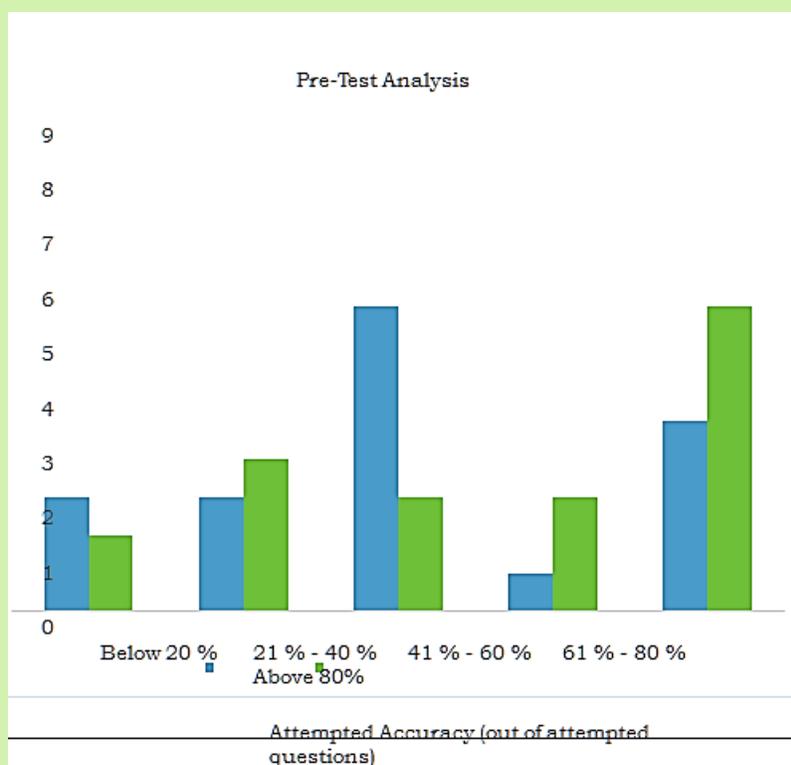
After two introductory classes for simulation of the learners regarding the aim of the program, a standard sample test was given to them.

The paper involved 20 two digit by two digit multiplication problem which were to be attempted by the learners in the given time frame of 15 minutes. The students were judged on two parameters:

a) How many out of the total 20 questions have been attempted: to check the SPEED of calculation.

b) How many of the attempted problems were correctly solved: to check the ACCURACY of calculation.

The graph given below gives an idea of the findings of the pre- test –



Findings of pre-test suggested that the average amount of time used for solving 1 question is

86 seconds (1.42 minutes) and if only the questions which are correctly solved are taken into account, the average time taken by the group in general for successfully and correctly solving a question is 118 seconds which is almost 2 minutes.

The whole program is focused on changing this data and to improve the speed as well as the accuracy of calculations: multiplication to be specific in this case, with the help of Vedic Mathematics technique and through various drills and activities to simulate faster calculation habits among the students.

STEPS TAKEN

Mathematics is considered to be among the most boring aspect of school curriculum by the majority of students. We tried to first tackle this factor as without bypassing this achieving the aim would have been a uphill task. For the same the strategy undertaken was to inspire and aspire learners. A presentation cum demonstration was given in which I showcased the speed which they can attain after the program. It was a simple presentation in which each student asked me to solve multiplication question of 2 digit by 2 digit and I solved it orally as quickly as possible. Through proper aura and a bit of drama the students were quite assumes and ready for put in the efforts for learning the same skill they just witnessed.

In the classes that followed I focused first on addition table as it holds a very crucial role in the said Vedic mathematics

techniques. After this I drilled them through reverse multiplication table of up to 9 for three weeks. It included random multiplication question and few interactive games as well as group activities.

It was in the fourth week of the program that the learners were first introduced to the algorithm of Vedic multiplication method. I introduced the algorithm not as some new formula or something but in fact the secret method through which I was able to give them that demonstration. This very quietly motivated them and inspired them to learn the same. After the introduction, the only thing required was to make it their natural way of calculation and not something that has

been impelled upon them. This was done with rigorous practice for next two three weeks.

Improvement was visible in their approach as well as interest they took in the sessions. At end of every session most of them were interested to know about the next one. This seemed to fulfil one side motto of developing interest among them for the art of mathematics.

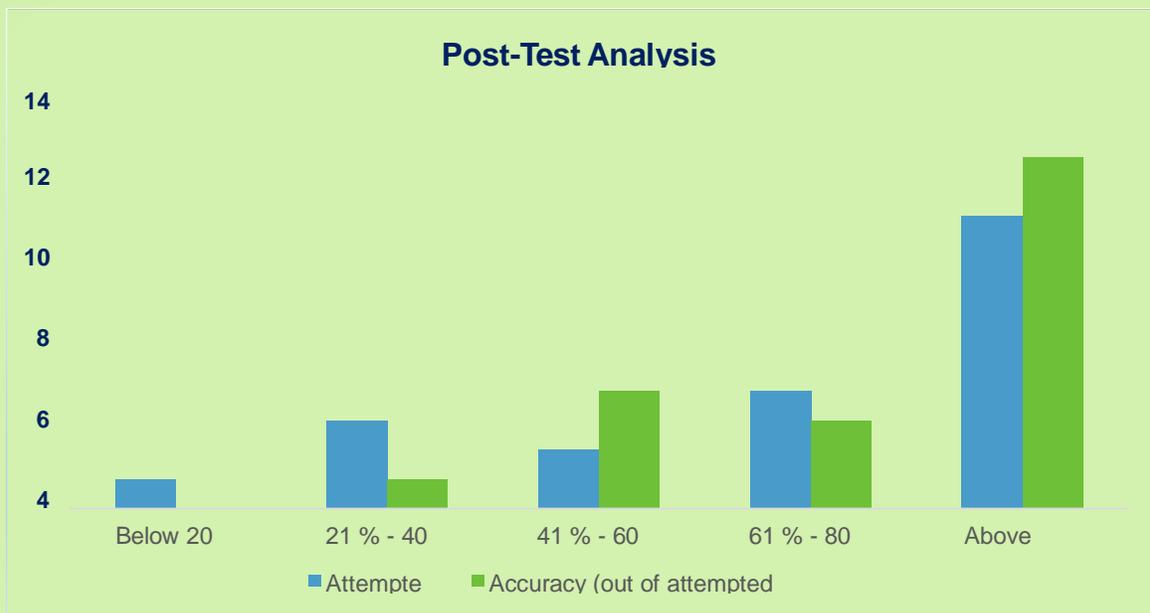
To wide spread the interest among other learners also a workshop cum demonstration was organised where the selected 20 students competed with other 'A' grade students and showcased highly improved speed and accuracy of calculation against those who were not enrolled in the research. This action resulted in keen interest among other learners as well as the teachers and hence the program is being continued but on a larger scale with help of other teachers and great base of learners who have volunteered to take part in it.

POST-TEST/ RESULT

A post test was conducted at the end to find out whether there has been any improvement in their performance after the program and sessions. The paper involved 20 two digit by two digit multiplication problem which were to be attempted by the learners in the given time frame of 10 minutes. The students were judged on two parameters:

- a) How manyout of the total 20 questions have been attempted: to check the **SPEED** of calculation.
- b) How many of the attempted problems were correctly solved: to check the **ACCURACY** of calculation.

The graph given below gives an idea of the findings of the post- test -



Findings of post-test suggested that the average amount of time used for solving 1 question is 32 seconds (around 0.5 minutes) and if only the questions which are correctly solved are taken into account, the average time taken by the group in general for successfully and correctly solving a question is 51 seconds which is less than 1minutes.

CONCLUSION

The findings are quite fascinating as the results indicate very steep improvement in accuracy as well as speed. This proves that the sessions very clearly helped the learners and also generated a keen interest in mathematics. The research also suggested about an alternate method of mathematics teaching which may result in overall standard improvement of mathematics teaching learning [process.

COMPARETIVE ANALYSIS OF DATA

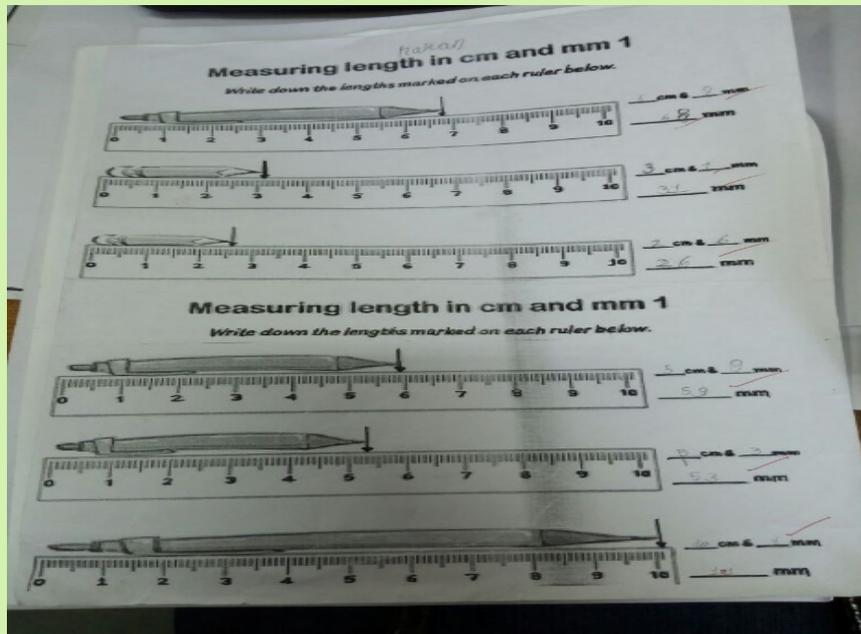
| | Average time taken (per question) | |
|--------------------|-----------------------------------|---------------------------|
| | Attempt | Accurate Solution |
| PRE-TEST | 86 seconds | 118 seconds |
| POST-TEST | 32 seconds | 51 seconds |
| Improvement | 54 seconds (67.8%) | 67 seconds (56.8%) |

It's very clear that the average time of attempting the questions of same degree of difficulty **reduced by 67.8%** whereas the time taken for solving the question accurately **reduced by around 56.8%**.

Kendriya Vidyalaya BSF Jodhpur
Action research at vidyalaya level by h.m.
DEVELOPMENT OF BASIC SKILLS IN MATHS

Pre-Assessment

- **Pre-Test**



- **Oral Questions**

Activities done to understand Measurement

- 1- **Students measure their classmates height, classroom door's height etc.**
- 2- **Flying planes with papers and measure that distance with the measuring tape.**
- 3- **Measurement games.**
 - **Race**
 - **Tug of War**

Assessment

- Post Test

Measuring Length



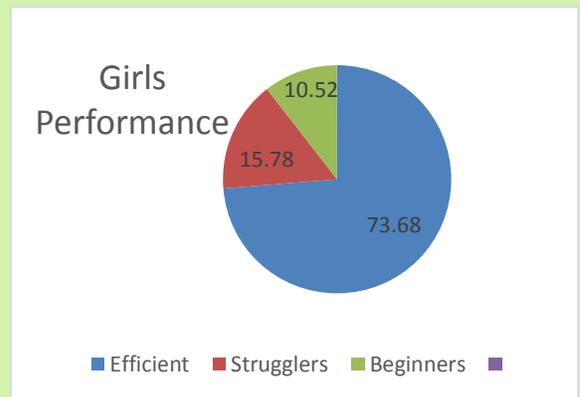
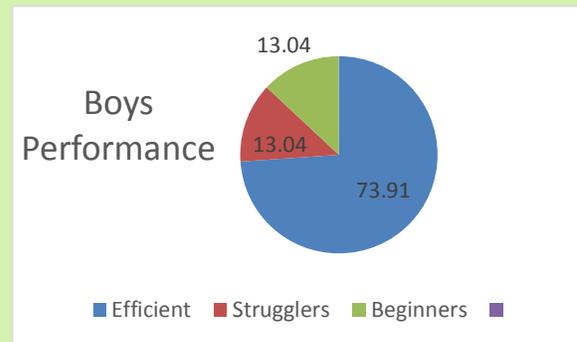
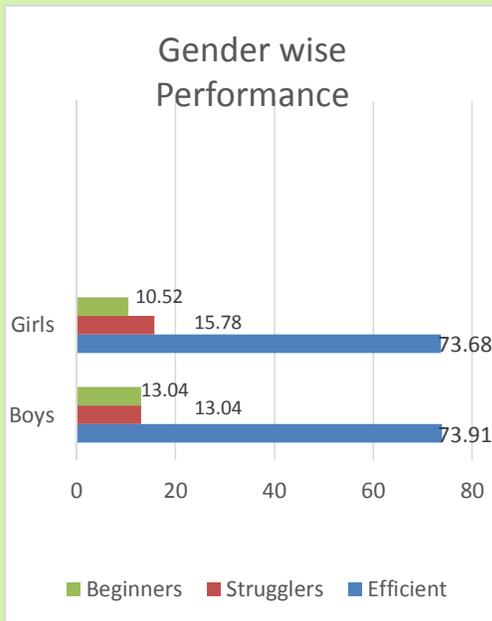
Estimate the length of each item before you measure.
Then measure the items which can be found in your home.

| Item | Estimate | Actual length |
|-------------------------------------------------------------------------------------|----------|---------------|
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |

- Worksheets of different levels.
- Quick Maths

Gender wise Performance

| CAT | Total | Beginners | % | Struggler | % | Efficient | % |
|-------|-------|-----------|-------|-----------|-------|-----------|-------|
| Boys | 23 | 03 | 13.04 | 03 | 13.04 | 17 | 73.91 |
| Girls | 19 | 02 | 10.52 | 03 | 15.78 | 14 | 73.68 |



Activities for Beginners and Strugglers.

- 1- Students measure the weight and height of their friends
- 2- Measurement of their desk, Classroom Almira and blackboard.



Progress Made:

It shows interest among students towards mathematics and also shows improvement in basic skills in maths.

RL DAVE
HM

KUSUMLATA JOSHI
OFFG PRINCIPAL

**DON'T JUNK YOUR LIVES WITH JUNK FOOD
AN ACTION RESEARCH PROJECT**

**P. NEERAJA
11/22/2016**

**ACTION RESEARCH - DONT JUNK YOUR LIVES WITH JUNK FOOD-
IMPLEMENTATION**

The Action Research included the following steps:

- I. PROBLEM IDENTIFICATION
- II. PLAN OF ACTION
- DATA COLLECTION (THROUGH ARTEFACTS)
- IV. DATA ANALYSIS (DATA INTERPRETATION)
- V. PLAN FOR FUTURE ACTION

I. PROBLEM IDENTIFICATION

The proponent is shocked to see the frequent absenteeism and the prevalence of obesity in the school and planned to conduct a project to see and ascertain if there is any link between these two issues.

• OBJECTIVES:

- To study the food habits of KV Salua children and to create awareness amongst the children about the risk factors of junk food.
- To discuss the importance of balanced food for our health.
- To motivate the children to have fresh, unadulterated balanced food to grow into healthy human beings.

DRAFTING AN ESSENTIAL QUESTION

MAIN QUESTION: “If we're not willing to settle for junk living, we certainly shouldn't settle for junk food.” Justify with suitable arguments.

SUB QUESTIONS

1. What is balanced diet?
2. What makes a food “Junk food?”

3. What is the importance of balanced diet for a growing child?
4. Are we what we eat?

II.PLAN OF ACTION:

PRELAUNCH TASKS/PLANNING

- Advertisement within the premises of the school and displaying it in the school notice board.
- Information to parents well in advance
- A brain storming session to generate excitement and interest about the project and bring an awareness of healthy life vis- a – vis the food.
- Familiarizing students with new technology tools
- The purpose to take up this project.
- Defining the objectives of the research.
- Drafting the Essential questionnaire
- Division of children into various groups based on their skills.
- Selecting a group leader.
- Fixing the time line and ground rules.
- Identification of various resources available.
- Preparation of artefacts
- Guest lectures.
- Exhibition of Culminating products
- Presenting demos by individual or team members.
- Assessment :Self-assessment. Peer review and teacher review .

STEP 1: LAUNCHING THE PROJECT:

The project was launched in the Vidyalaya on 15th September 2016.It is a teaching approach that showed students precisely what they need to understand about specific topics and skills. Before launching the project a brain storming-cum-lecture session was held to brief 40 students from classes IV to VII about the project, its scope, the need to take up this project, different food groups, our digestive system and ill effects of junking. A questionnaire was given to the students to check the previous knowledge about the AR topic. Time to time instruction was given to students to meet the basic requirements and the students were guided to follow the right track.

STEP 2: GROUPING OF STUDENTS:

Characteristic of each individual student like their expertise in using technology, sociability, Knowledge of content matter, organizing skills, gender, location, accessibility etc were considered while placing them into different groups.

40 students were divided into 4 groups of 10 each with sub groups in each group. Each group was allotted a specific area of the project. Heterogeneous grouping was done. Each group had students belonging to both the genders. The teacher had chosen the group leader and informed the students.

STEP 3: DEFINING TASKS

Distribution of tasks to 4 groups namely STAR

(**S**- Survey group, **T** -Technology group, **A**-Artist group, **R** -Research/Recording group)

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S | T |
| <ul style="list-style-type: none"> • Surveying -1 (Tiffin boxes) • Surveying -2 (thro' questionnaire) • Conducting interviews • BMI report • Compilation | <ul style="list-style-type: none"> • Photographing • Net research • PPT making |
| A | R |
| <ul style="list-style-type: none"> • Drawing • Collage making • Scrap book preparation • Slogan writing • Caption contest | <ul style="list-style-type: none"> • Report making of the project • Library/Net research • Essay/Poem writing • Special talk in the assembly • Article collection from Newspaper • Presenting in the school magazine |

Final Exhibition -All group leaders with the help of other Team members.

Field Trip to fast food centre - All group leaders

Skit- All group leaders + 4 members from each group based on their skills.

STEP 4: ROLE DEFINITION

| ROLE | DESCRIPTION |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project Leader/Coach | Teacher |
| Team Leader | Each group Team Leader will lead his/her team and plan out strategies to carry out the project. He/She will meet the Project leader periodically to review and get feedback from the project leader. |
| Team member | Each group will comprise 10 team members to execute various tasks based on their capacities and skills. They will first report to their team leader about their accomplishments and then at a later stage with their team coach. |
| Surveyor | Will carry out surveying by distributing questionnaire |
| Compiler/Editor | Will compile the data collected during the survey and research |
| Researcher (on line) | Will conduct online research |
| Researcher (library) | Will refer to relevant books to collect useful material |
| Photographer | Will record events and take pictures in digital camera |
| Artists | Will make artefacts |
| Report Writer | Will make the final report of the project |
| Reviewer | Will review the work done by other team members. |
| Presenter | Will present the final presentation |
| Techno s | Will make PPTs ,take prints and scan etc |

STEP 5: Grouping Strategy

| Task | Group size |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <ul style="list-style-type: none">♣ Briefing the students about the topic by the teacher♣ Time line fixation by the teacher♣ Criteria for assessments, feedback | Whole group |
| <ul style="list-style-type: none">♣ Discussions♣ Surveys♣ Making collages♣ Peer review♣ Quizzes♣ Skit♣ Exhibition of the project | Small group (here 10 in each group) |
| <ul style="list-style-type: none">♣ Canvassing about the project♣ Library and online research♣ To bridge the gap of student knowledge and skills(by the teacher)♣ Interviewing♣ Article collection♣ Drawing♣ Measuring BMI | Dyads and Triads |
| <ul style="list-style-type: none">♣ Report writing and printing♣ Recording events on digital camera♣ Slogan ,poem and essay writing& caption contest♣ Report reading in the assembly | Individual |

STEP 6: Task Schedule

A detailed work plan which was followed is attached mentioning the time schedule.

The Project began on 15thSeptember and closed on 10th November 2016.

Resources:

| S. No | Resource(s) |
|--------------|---------------------------------------------------------------------|
| 1 | Computer lab for online research |
| 2 | Library for research |
| 3 | Digital Camera to record events and take pictures of survey |
| 4 | Printer to take the questionnaires and final print |
| 5 | Games room/First Aid Room to measure BMI |
| 6 | Guest speaker |
| 7 | Field trip (Visit to fast food centre depending on the possibility) |

III.DATA COLLECTION (THROUGH ARTEFACTS)

| S. No | Artefacts produced | |
|--------------|-----------------------------------------------------------------|------------------|
| 1 | Survey questionnaires: | Sample attached |
| 2 | Survey reports: | Sample attached |
| 3 | Drawings: | Sample attached |
| 4 | Collage: | Sample attached |
| 5 | Scrap book pictures of obese and different kinds on junk foods: | Sample attached |
| 6 | Newspaper article collection related junk food: | Sample attached |
| 7 | BMI rough and final reports: | Sample attached |
| 8 | Slogans and Captions: | Sample attached |
| 9 | On line and research rough and final drafts | Sample attached |
| 10 | Digital Photographs: | Sample attached: |

| Cl | Total Survey Sample | NO.Brought Junk Food | No.brought balanced food | % Junk Food | % Balanced Food |
|----|---------------------|----------------------|--------------------------|-------------|-----------------|
| 1 | 20 | 8 | 12 | 40 | 60 |
| 2 | 18 | 7 | 11 | 39 | 61 |
| 3 | 16 | 6 | 10 | 38 | 63 |
| 4 | 10 | 4 | 6 | 40 | 60 |
| 5 | 5 | 2 | 3 | 40 | 60 |
| 6 | 14 | 9 | 5 | 64 | 36 |
| 7 | 17 | 11 | 6 | 65 | 35 |
| 8 | 10 | 7 | 3 | 70 | 30 |

A. COMPARISON - NUTRITIOUS FOOD vs. JUNK FOOD: They compared the nutritional value of each food item they ate. (Nutritious vs. junk)
(Attachment: ANALYSIS)

INFERENCE – self explanatory

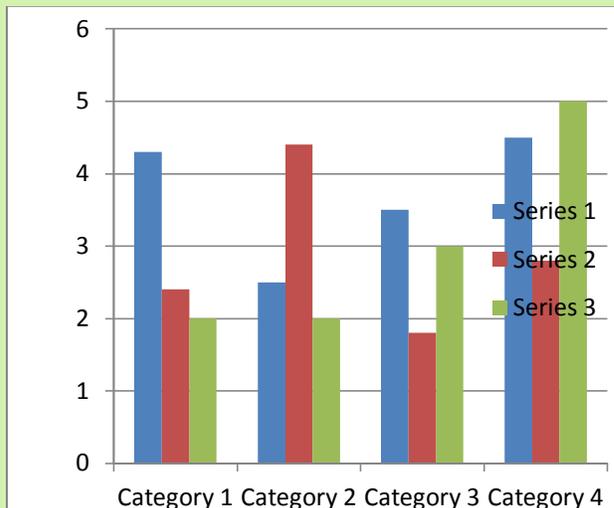
B. SURVEY OF IMPRESSIONS Children conducted a survey on how they felt after consuming junk food:

| JYOTI D | NABANITA M | MUSKAN R | HARDHIK M | SURELA M |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Frankly i enjoy mam. But I told my parents that i will stop eating junk food because it is bad for health also and I want to remain slim also | First I enjoy, later I thought very bad. | First I enjoy, later I feel bad for doing a bad thing.. hmmm | After eating junk food I say myself...ohhh..... ahh.....my stomach is aching,my teeth are paining ohh...ah..what did I eateat food or poison!!!!!!!!!!I feel like vomiting ahhhhhhh..... | When I see junk food I eat it because I love the taste of junk foods very much. But after eating it, I just feel something will happen to me, I'll get food poison or vomiting because I have heard that junk food is not good for our health. Why did I eat it? |

INFERENCE:

Though the children were tempted and enjoyed consuming junk food, their feeling after consuming the food is not comfortable.

C. MEASUREMENT OF BODY MASS INDEX:



| NAME | CL | AGE (YRS) | HEIGHT (CMs) | WEIGHT (KG) | IDEAL WEIGHT (KG) |
|-------------------|----|-----------|--------------|-------------|-------------------|
| SAYANTAN | 5 | 10 | 139 | 51 | 39 |
| ANIRUDH | 3 | 8 | 142 | 54 | 42 |
| MUBARAK | 5 | 10 | 142 | 50 | 42 |
| SHUBHADEEP | 4 | 9 | 130 | 38 | 30 |
| ROHAN ROY | 4 | 9 | 132 | 42 | 32 |
| KOUSTAB | 5 | 10 | 140 | 50 | 40 |
| ARUNAVA | 5 | 10 | 141 | 49 | 41 |

INFERENCE: It is evident from the above data is that all the children are having more weight than they are supposed to be.

D. PREPARATION OF PPT Junk food : Attached: Hard copy - PPT
INFERENCE – self explanatory

E. PREPARATION OF REPORT : Based on their internet research and class room survey they made a **report** Samples Attached,
INFERENCE – self explanatory

F. SKIT: They also **prepared and performed a skit** on the project theme.
INFERENCE – self explanatory

G. SLOGANS/POSTERS AND COLLAGES : Students **made slogans , posters and scrap book** about their project theme:Samples Attached,
INFERENCE – self explanatory

H. DRWING COMPETITION: A **drawing competition** was held (Topic- ,Food groups,Balanced food, Different kinds of junk foods and their effect on us)Samples Attached
INFERENCE – self explanatory

Portfolios: Work **documented** in an art gallery. Assessment was carried over by the teacher, student peers and other experts. (English teacher EVS teacher,Drawing teacher and Computer teacher.

Summative Assessment:

Here culminating products were used for final findings.

Presentation of **artefacts** before an audience that include:

- ♣ Final report presentation based on their library and internet research
- ♣ Presentation of their survey reports
- ♣ Final power point presentation
- ♣ Skit
- ♣ Poster and slogan exhibition
- ♣ Collage making(e.g. snakes and ladder form)
- ♣ Essays and newspaper articles related to food habits
- ♣ Self-written Poems on junking
- ♣ Tests (multiple choice and open ended response formats)

Reviews and Check points

Whether we are meeting the objectives of the project:

- ♣ To complete work allotted for the week.
- ♣ To plan for next week
- ♣ Each group to meet the coach of and on to discuss about the progress

I preferred to have flexible meeting schedules to interact with the student's .However---

There were frequent review meetings with the team leaders and an interactive session with other team members to check the milestones

Culminating Product

The culminating product enabled authentic assessment and can include:

- ♣ **Factors that influence children in indulging in junk consumptions- PPT**
- ♣ **Proposals – Investigative survey reports**
- ♣ **Need to develop good food habits-.Report**
- ♣ **Effects of poor food habits-PPT**
- ♣ **Causes and prevention of Obesity- Report**
- ♣ **Balanced food and its importance-PPT**
- ♣ **Reports at various stages and artifact presentations**
- ♣ **Presentations - Exhibitions and demonstrations**
- ♣ **Performance tasks and worksheets**
- ♣ **Essays**
- ♣ **Classroom presentations and oral discussions.**
- ♣ **Final Reports on the work done**
- ♣ **Self composed and collected Poems**

OUTCOME OF THE ACTION RESEARCH:

1. **KNOWLEDGE ON RISK FACTORS:** Children understood the risk factors/consequences of junking (obesity, gastric problems ,allergy, asthma etc.)
2. **KNOWLEDGE ON THREE FOOD GROUPS:** They also realized the need to develop good food habits attained knowledge on main food groups
3. **DEVELOPMENT OF 21ST CENTURY SKILSS:** They learnt to think rationally and critically and are now convinced not to get tempted by the advertisements on junk food. They also have attained technical skills like making of PPT, taking digital photographs etc
4. **CULMINATING PRODUCTS:** Children have learnt to work in teams collaboratively and also individually.They learnt to prepare collages,

Posters, Slogans, compose poems, report making, surveying ,taking interviews , participate in role plays and skits.

PLAN FOR FUTURE ACTION:

THE REVIEW

At the end of project a questionnaire was given to the students to help them to review the work they have done and also check if they have achieved the target of the project.

- What was the aim of the project and have I achieved it?
- In the process what did I learn?
- Was my approach to solve problems correct?
- Could I have increased the scope of the project?
- Have I utilized the resources to the fullest possible extent?
- Did I enjoy working with this team?
- Have I acquired any other skills?
- If I compare my achievement with my peers where do I stand?
- What other skills I need to acquire?
- Have I developed any leadership qualities?
- What was the best phase of the project?
- Have I contributed to the project as much as I was expected to?
- Did I maintain cordial relation with other team members?
- What was the most difficult /challenging part of the project?
- What did I like / did not like in the project?
- What would I do differently in my next project?

ACTION RESEARCH
On
“FOOD HABITS OF PRIMARY STUDENTS”

BY:
SAPNA SINGH (HEAD MISTRESS)
K.V.CRPF (GC)
AMERIGOG
GUWAHATI-23

ACKNOWLEDGEMENT

School is the right platform to explore the best evolvement of our students right from their young age till they attain wisdom and strength. And their full development is based upon one important aspect of life the “food”. Here, I got an opportunity to explore the vast area of students’ food habit. In this respect, I extend my sincere thanks to all the esteemed Team members, the Primary Teachers and head of our Institution Shri. Vishnu Dutt Tailor for their immense help and cooperation in completing the Task. I also extend my sincere thanks to all the respected Parents and students for involving in the task of compiling data for the Task assigned.

I, hope that, this effort will bring in change in the way our students and parents think about food for the over development of our future citizens.

Sapna Singh
(HM)

ACTION RESEARCH

| | |
|-------------------------------------|------------------------------------------------------|
| TOPIC | : FOOD HABIT OF PRIMARY CHILDREN |
| SCHOOL SELECTED | : KENDRIYA VIDYALYA (CRPF) AMERIGOG GUWAHATI- 23. |
| STUDENTS SELECTED | : CLASS I – CLASS V |
| AGE GROUP | : 6 yrs. 10 yrs |
| SURVEY TIMING | : LUNCH TIME, STUDENTS OTHER MEAL TIME (at home) |
| NUMBER OF TEACHERS INVOLVED: | 16 nos (PRTs) |

REASONS FOR CHOSING THE TOPIC

It is 21st century, and everyone is confronting a fast paced lifestyle. Our life too is affected by the very fast changing life style around us. And today's students/children are very much affected by the evolutionary changes taking place around them be it technologically or socially and as a result of which the role of the Vidyalaya's and teachers multiplies many folds to observe the changes and effects on them. Therefore, it is felt that a strong initiative is required to be started to find out the ground reality of trend followed by the present generation of students as well as their parents in different areas of life.

Food is one area which is highly vulnerable and not so focused gained area by many, especially when it comes to the food habit of Kendriya Vidyalaya's Students. What they eat, what they usually bring in their Tiffin's, what their parents serve at home, what is the choice and interest of the students, what is the general approach of the parents to feed their children, what is the role of socio-economic condition of parents in affording the quality of food to their wards etc.

All these questions have given a platform to carry an ACTION RESEARCH on this highly important topic "FOOD HABIT OF PRIMARY CHILDREN". The research would unearth many layers of shrouded curtains about the food habits of our students which generally go unnoticed for decades.

PLAN OF ACTION/STEPS OF THE ACTION RESEARCH CONDUCTED

1. Firstly, a range of class and students are selected.
2. A definite numbers of parents are shortlisted for the survey.
3. Range of class selected: (Class I - V).
4. Age group of students categorized
 - a. Group A (Class I & II) Age group 5yrs – 7yrs
 - b. Group B (Class III & V) Age group 8 yrs – 11yrs
5. Teachers involved in the Action research – Mrs.Deepali Sarmah, Mrs. Mausami Sharmah, Mrs. Manideepa Sarmah, Mrs. Seema Rekha Chodhury, Miss Supriya Das, Mrs. Sujata Chakraborty, Mrs. C. Hazarika, Miss Alpana Das, Mrs. Chetna Deuri, Mrs. Afifa Ahmed,

Mr.kuldeep, Mr.Hitesh Kumar Sharma, Mr. Mahesh Kumar, Mr. Puran Meena, Mr. Kumar Avinash and Mr. Riyaz Sheikh.

6. Survey timing – Lunch Time at School, Breakfast, Evening snacks and Dinner Time at home.

7. Place chosen for survey –

- a. In the classroom.**
- b. In school canteen.**
- c. At Student’s Home.**

8. Other arrangements

- i. Survey Sheets (As per the area planned for seeking the data’s).**
- ii. Photography of the survey done.**
- iii.Videography of the survey done.**

Class V



Class II



Class III



CLASS IV



CLASS I



DATA COLLECTION

FIRST ROUND:

1. Date of commencing of 1st round of survey from students – 16th Aug 2016
2. First data collected: A survey sheet is distributed to all the selected range of students targeting the following areas for information.
 - a. The food they like the most (25 food item's name given for the liking by the students).
 - b. Liking is done on the scale 10 by the students.
3. Date of commencing of 1st round of survey from parents- 18th August 2016.

SECOND ROUND

1. Date of commencing of 2nd round of survey from students :
2. Second data collected: 2nd descriptive survey sheet of two questions only is distributed to all the selected range of students targeting the following areas for information.
 - a. The reason for liking/disliking fast food/junk food.(Noodles, Burger, Pizza, Egg roll, Veg Roll, Fried Rice, Sausage, Sandwich, Momos, Maggie, chowmein, Pakoda, Veg Chop, Non-veg Chop, Gol Gappa/Pani Puri, Aloo Tikka, Cake).
 - b. The reasons for reason for liking/disliking staple food. (Roti, Plain Rice, Dal, Sabzi, Fish, Meat, Egg, Plain Milk, Milk with Horlicks/Bournvita).

KENDRIYA VIDYALAYA CRPF (GC) AMERIGOG GUWAHATI 781023
FIRST SURVEY SHEETS FOR THE STUDENTS

1. NAME OF THE STUDENTS :

2. CLASS AND SECTION : .

3. FATHER'S NAME :

Dear Student,

QUESTIONNAIRE

Please give your choice and response to your hearty food as given below!

| Sl. No | WHICH FOOD DO YOU LIKE MOST | GIVE YOUR | RATE THE | HOW MANY |
|--------|-----------------------------|--------------|--------------|------------|
| | | RESPONSE BY | ITEMS OUT OF | TIMES YOU |
| | | TICKING YOUR | THE SCALE OF | HAVE IT IN |
| | | CHOICES | 10 MARKS | ONE WEEK? |
| 1. | NOODLES | | | |
| 2. | BURGERS | | | |
| 3. | PIZZA | | | |
| 4. | EGG ROLLS | | | |
| 5. | VEG ROLLS | | | |
| 6. | FRIED RICE | | | |
| 7. | SAUSAGES | | | |
| 8. | SANDWICHES | | | |
| 9. | MOMOS | | | |
| 10. | MAGGI | | | |
| 11. | CHOWMIN | | | |
| 12. | PAKODA | | | |
| 13. | VEG CHOP | | | |
| 14. | NON VEG CHOP | | | |
| 15. | GOL GAPPA/ PANI PURI | | | |
| 16. | AALU TIKKA | | | |
| 17. | ROTI | | | |
| 18. | PLAIN RICE | | | |
| 19. | DAL | | | |
| 20. | SABZI | | | |
| 21. | FISH | | | |
| 22. | MEAT | | | |
| 23. | PLAIN MILK | | | |
| 24. | MILK WITH | | | |
| 25. | CAKE | | | |

KENDRIYA VIDYALAYA CRPF (GC) AMERIGOG**GUWAHATI 781023**

FIRST SURVEY SHEETS FOR THE PARENTS



Name of the parent:

Father or Mother of:

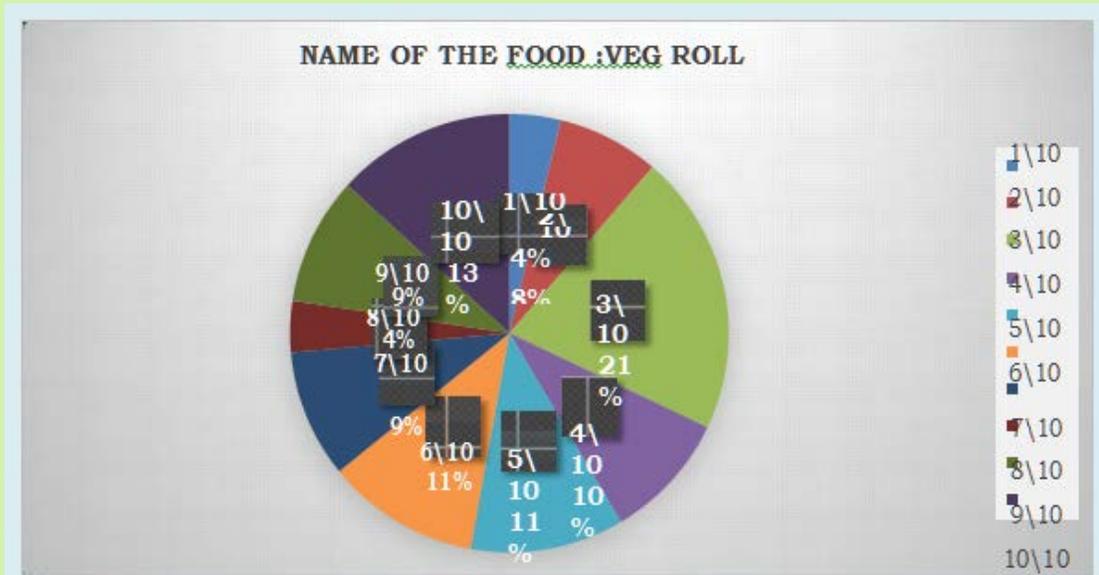
Class and section:

SUBJECT : Dear Parents, Kindly fill the information as sought in the columns below for a survey done by the Vidyalaya on the Food habits of our students.**Questionnaire**

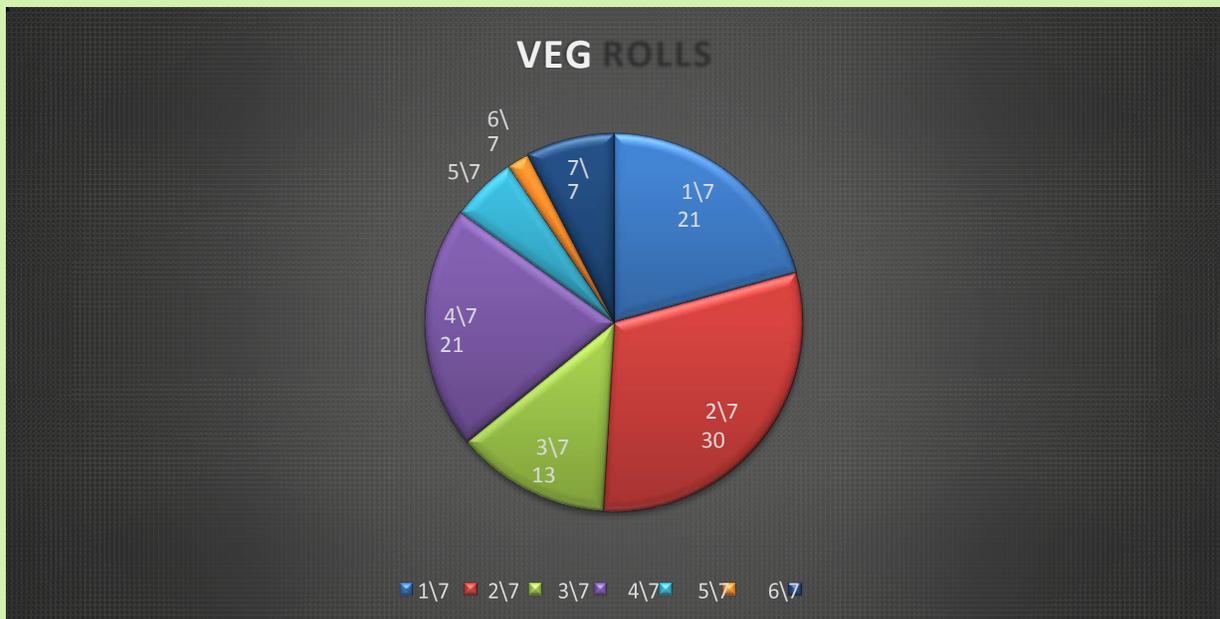
| S.n | Meal time | Name the type of food you serve to your children during the following meal time | Tick the items your child often eat or you bring for them. | Put the (√) on the appropriate place |
|------------|-------------------|---------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------|
| 1 | Break fast | 1 | Noodles | |
| | | 2 | Burgers | |
| | | | Pizza | |
| | | 3 | Egg rolls | |
| | | 4 | Veg rolls | |
| Fried rice | | | | |
| 2 | Tiffin box | 1 | Sausages | |
| | | | Sandwiches | |
| | | 2 | Momos | |
| | | 3 | Maggi | |
| | | 4 | Chowmin | |
| | | | Pakoda | |
| 3 | After school time | 1 | Any other fast food | |
| | | 2 | | |
| | | 3 | | |
| 4 | Evening | 1 | | |
| | | 2 | | |
| | | 3 | | |
| | | 4 | | |
| | | 5 | | |
| 5 | Dinner | 1 | | |
| | | 2 | | |
| | | 3 | | |

Cell phone no:**signature of the parent**

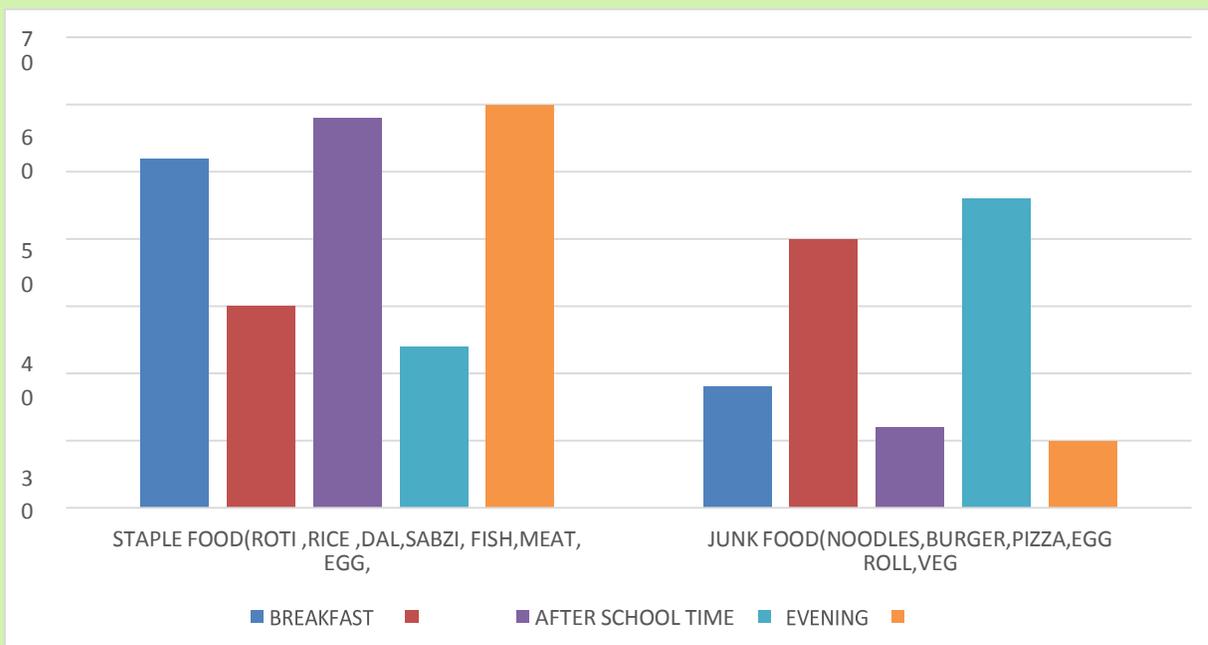
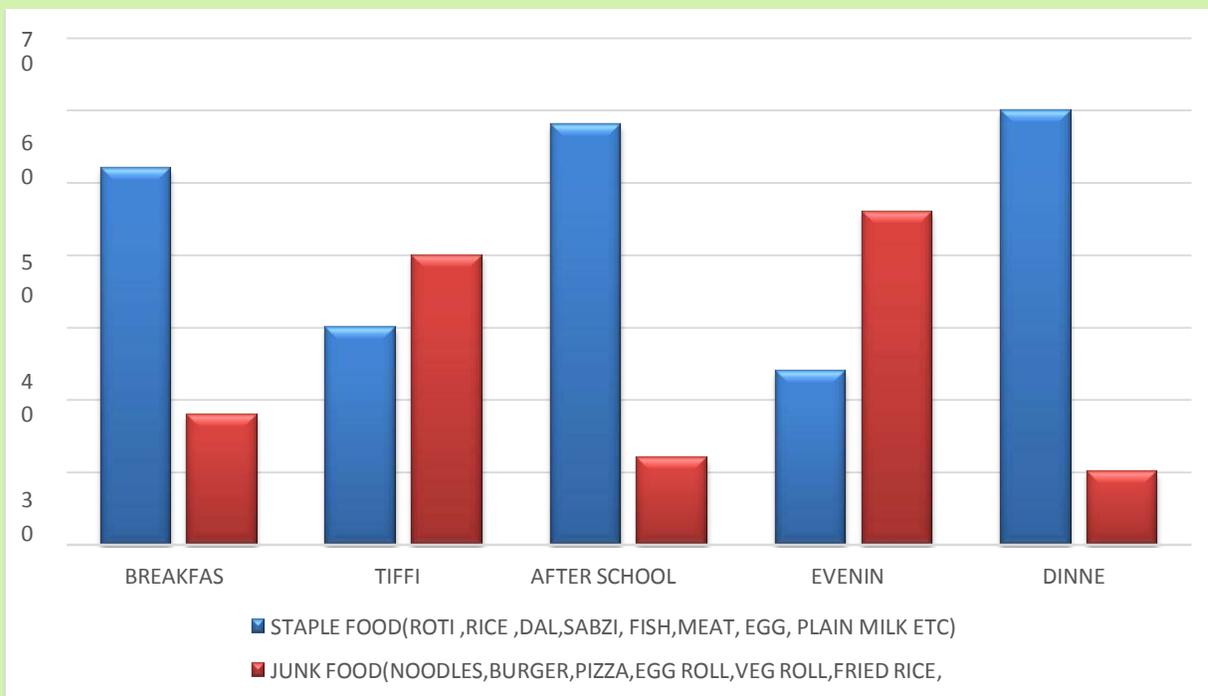
**ANALYSIS OF FIRST DATA COLLECTED ON RATING GIVEN
BY OUT OF THE SCALE OF 10**



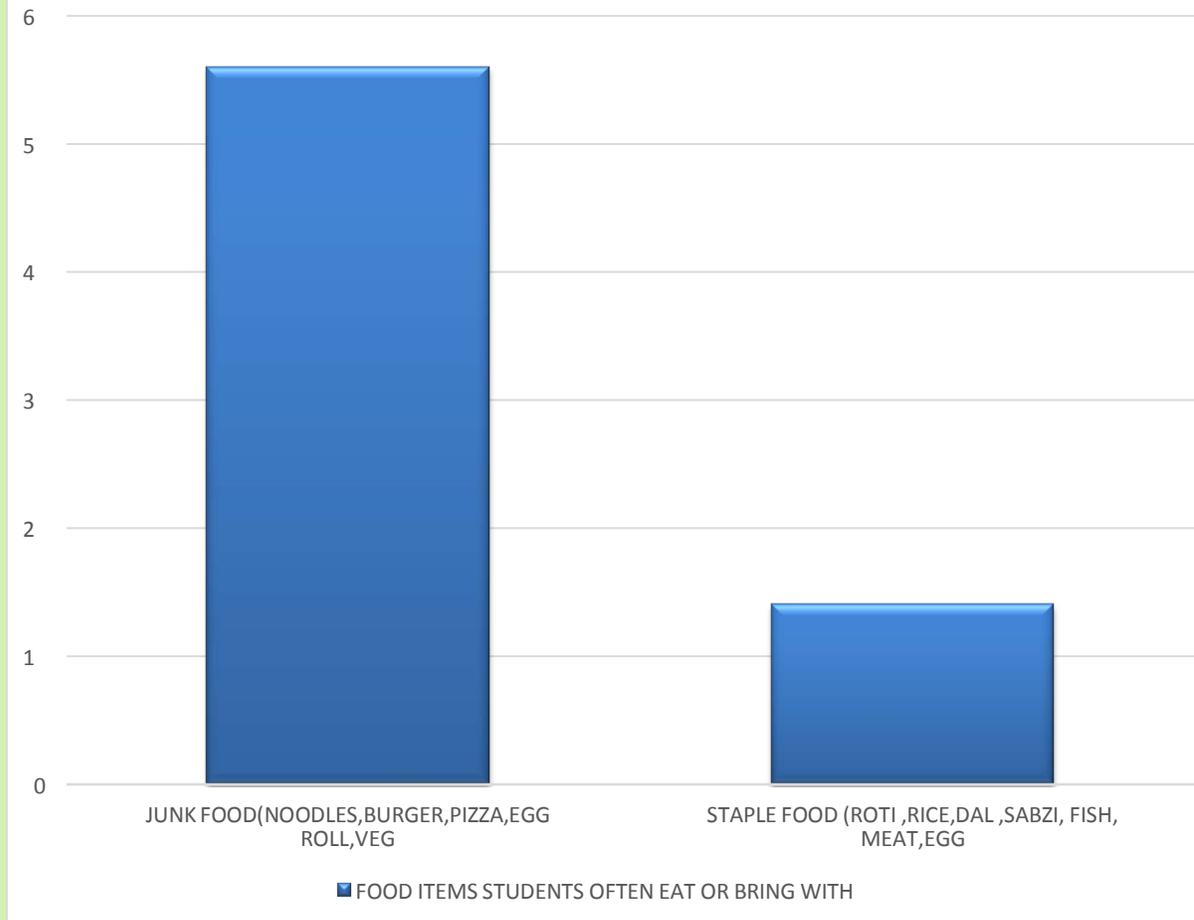
ANALYSIS OF FIRST DATA COLLECTED ON WEEKLY BASIS



TYPES OF FOOD ITEMS SERVED BY PARENTS TO THEIR CHILDREN DURING THE FOLLOWING MEAL TIME.



FOOD ITEMS STUDENTS OFTEN EAT OR BRING WITH THEM IN TIFFIN



2nd SURVEY SHEET

This survey sheet is given to the parents

Qns No 1 . The reason for liking/disliking fast food/junk food.(Noodles, Burger, Pizza, Egg roll, Veg Roll, Fried Rice, Sausage, Sandwich, Momos, Maggie, chowmein, Pakoda, Veg Chop, Non-veg Chop, Gol Gappa/Pani Puri, Aloo Tikka, Cake).

Qns No 2. The reasons for reason for liking/disliking staple food.(Roti, Plain Rice, Dal, Sabzi, Fish, Meat, Egg, Plain Milk, Milk with Horlicks/Bournvita).

Name of the student : Class and Section :

The descriptive answer sheet is attached herewith.

ADVOCACY TO STUDENTS AND PARENTS

After extensive analysis of the data collected from the students on their choice of food and preferences and also the parents role is the food habits of present generation of students it is strongly felt to do serious advocacy of the status quo of the health condition of our students viz a viz with the intake of kind of food they undertake in daily life.

Therefore, one exhibition cum Advocacy session was organized on 25.09.2016.

The following points were told to all the students and Guardians:

- a.) It is noticed that, more and more numbers of students are inclined towards the Junk food and Fast Food.
- b.) But Parents serve more staple food in main food meals like breakfast, Lunch and Breakfast. Which is seen very encouraging.
- c.) But the Tiffin provided by the parents contains large percentage of Junk food then staple food.
- d.) Parents are not very well aware of the role of food in the overall growth of their wards.
- e.) Students too are developing sedentary life style amalgamated with food which is unhealthy for them.

EXHIBITION

a. In order to follow up the advocacy done to the parents and students after getting the data on extensive survey, it was strongly felt to organize one exhibition to show the importance of healthy balanced diet.

b. The exhibition included all the charts and foods that signifies the value of all essential ingredients required for the proper growth of a primary student.

c. Also, pamphlets and charts on the calorific value of almost all the 25 numbers of food items shortlisted for the survey has been distributed to students and parents.

d. Also, one oath has been administered on the day of exhibition for always giving the importance to the healthy food in daily life.

CALORIFIC VALUE PER 100g

Noodles – Calories: 440kcal

Fat: 16.00g Carbs: 62.00g Protein 11.00g

Burger- Calories: 295kcal

Fat: 14.00g Carbs: 33.00g Protein 11.00g

Pizza- Calories: 301kcal

Fat: 10.00g Carbs: 33.00g Protein 11.00g

Egg Roll - Calories: 222kcal

Fat: 11.00g Carbs: 24.00g Protein 7.00g

Veg Roll- Calories: 240kcal

Fat: 4.00g Carbs: 26.00g Protein 4.00g

Fried Rice- Calories: 333kcal

Fat: 34.00g Carbs: 51.00g Protein 15.00g

Sausages- Calories: 95kcal

Fat: 8.00g Carbs: 0.00g Protein 5.00g

Sandwiches- Calories: 110kcal

Fat: 0.00g Carbs: 39.00g Protein 5.00g

Momos- Calories: 342kcal

Fat: 2.3g Carbs: 60.00g Protein 26.00g

Maggie- Calories: 220kcal

Fat: 8.2g Carbs: 32.00g Protein 4.5g

Chowmein- Calories: 342kcal

Fat: 2.3g Carbs: 60.00g Protein 26.00g

Veg Chop- Calories: 100kcal

Fat: 700g Carbs: 30.00g Protein 2.00g

**Non-Veg Chop- Calories: 342kcal
Fat: 10.00g Carbs: 60.00g Protein 26.00g**

**Gol Gappa- Calories: 225kcal
Fat: 10.00g Carbs: 34.00g Protein 4.8g**

**Aloo Tikka-Calories: 144kcal
Fat: 4.8g Carbs: 23.00g Protein 2.8g**

**Roti- Calories: 110kcal Fat: 3.00g
Carbs: 23.00g Protein 2.8g**

**Plain Rice- Calories: 242kcal
Fat: 0.4g Carbs: 54.00g Protein 4.4g**

**Dal- Calories: 53kcal Fat: 1.2g
Carbs: 8.00g Protein 2.8g**

**Sabzi- Calories: 104kcal
Fat: 3.4g Carbs: 17.8g Protein 2.4g**

**Fish- Calories: 31kcal Fat: 304g
Carbs: 0g Protein 22g**

**Meat-Calories: 165kcal Fat: 3.6g
Carbs: 0.1g Protein 22g**

**Plain Milk- Calories: 149kcal
Fat: 8g Carbs: 11.9g Protein 8.5g**

Milk with Horlicks/

**Bournvita- Calories: 236kcal
Fat: 4g Carbs: 18g Protein 3g**

**Cake- Calories: 459kcal Fat: 26g
Carbs: 52g Protein 6.4g**

**CONCLUSION ON THE ACTION RESEARCH DONE ON
“ FOOD HABIT OF PRIMARY STUDENTS ”**

After this extensive Action Research carried out in the period from 16.08.2016 to October 2016, the team concluded the following inference:

- a) The students of the present generation are more involved in eating fast and Junk food.
- b) Parents too succumb to the need and demand of the students.
- c) There is a serious need to spread the message of eating healthy staple diet and shun the affinity for Junk and fast food.
- d) So, the Team of Action research is herewith submitting the report at right forum with the request to apply the conclusion done in appropriate manner to all the Kendriya Vidyalayas so that, the health of the future citizens of the Nation is taken care of in right spirit.
- e) Team extends its thanks to and all for their support and involvement in carrying out the Research.

**KENDRIYA VIDYALAYA KATI HAR
ACTION RESEARCH**

TOPIC- How to improve Handwriting at Primary Level.

HANDWRITING IMPROVEMENT

Handwriting is a developmental process which starts when children are very young, with simple lines, dots and dashes, often seen as scribble. Learning pre-handwriting patterns is the important first step in handwriting, with children learning the shapes and strokes needed to correctly form letters. As a child develops control of the drawing tool they move from large to small pre-handwriting patterns. Once your child has mastered pre-handwriting patterns they are ready to learn how to form letters, numbers and symbols.

In this session (2016 -17) the teachers have regularly been trying to improve the handwriting of our students of primary section at K.V. KATI HAR . From the very beginning of this session there have been various measures taken by our teachers to improve the handwriting of our students.

The first stage (Beginners) is learning to move a pencil in the correct directional sequence of movements; don't worry about the size of the letters. Once the letters can be formed, your child needs to focus on the size and position of the letters in relation to each other (Refiners).

Once a child has learnt how to form and position letters they are ready for join their handwriting.

They learn how to join both bottom and top joining letters for cursive and continuous cursive handwriting styles. Handwriting styles which allow the letters to join are best for children as they make their handwriting fluent and quick, by reducing the strain on their hand, wrist and fingers.

To help the students improve their handwriting the following activities were undertaken by our team of Kendriya Vidyalaya, Katihar.

1. By making writing fun for the students

The students were offered colored pencils. And they were not just given the words to copy. Instead they were given simple word puzzles, anagrams, or brainstormed with lists around a theme to give writing practice a purpose.

2. Drawing and Games were encouraged to develop motor skills

In order to develop the physical requirements of writing — holding a pencil correctly, posture, control, coordination — the students were made to spend more time manipulating objects, like they were given board pins and clips to put on the board. They were asked to put coins in a stack so that they are able to develop their control over hand and fingers.

3. The exact problem in the handwriting was pinpointed

Common handwriting problems lie in four main areas: letter formation, sizing, spaces between words, and line-alignment. Focus was laid on child's practice on the letters or concepts that challenged them and it was made sure that they were using two hands to control the paper.

They were pinpointed wherever they missed out on touching the alphabet at the base line or formed a letter outside the prescribed lines.

4. The rights tools were used

In the cases where the students were struggling with a regular pencil, a smaller or shorter color was used. And it was ensured that they had a good eraser handy so that they were not afraid of making mistakes.

5. Writing outside the box

A foggy mirror, rice grains, clay and bowl of sand were used to help them get perfect letters because these things make great surfaces for writing practice. The students were allowed to practice with their fingers, a stick, a pencil whatever they wanted to inspire their creativity and fun.

6. Tracing

Students were made to trace, copy and use visual cues to learn how to form letters. Then they produced the letters from memory.

7. Direct instruction

The students were instructed on how to form upper and lowercase letters in a specific order so that similarities or differences between letters can be emphasized.

8. Feedback

The teacher encouraged the students to correct/rewrite poorly formed letters and praised them for correctly formed letters too. Monitoring while the students were in the process of writing was important so that the product was not the only thing being assessed.

9. Writing correction code

Writing homework was set. The work was collected and corrected it using the correction code. The mistakes were underlined which the teacher wanted learners to notice, either underneath or in the margin.

Then the work was returned and learners were asked to take it home and correct it, then submit it again.

The first time this was done, it was explained to the learners what was being done and why. Talk was held through the worksheet. And the first time this was done, the correcting work was done in the class.

10. Writing consequences

Each student added one stage to the story then folded the paper to cover the information and passed the paper to the student on the right. At each stage, before folding and passing to the student on the right, these instructions were given:

- Write the name of a man. It can be a famous man or a man everyone in the class knows.
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows.
- Write the name of a place where the two people meet.
- When they meet, he says something to his friend. What does he say? Students wrote what he says to his friend.
- The friend replies to the man. What does the friend say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story. What does the world say as a comment?

The end result was a mixed-up story that can often be amusing. Then the students were invited one by one to unfold their stories and read them to the group.

**** The students have been introduced with the importance and basics of a good handwriting .**

We have made the students introduced with the importance of a good handwriting and its impact and impression in the daily life . They have been told about its benefit eg a good handwriting helps in obtaining higher marks in the exams. The students were found to be very excited about learning this skill.

****The method of writing in attractive way had been taught by our teachers.**

The English and Hindi subject teachers have demonstrated the students the beautiful way of writing. The teachers taught the students the right method of writing English and Hindi alphabets in a four lined and two lined copies respectively. With this the students learnt the correct method of writing alphabets.

******Special emphasis on the use of pencils for writing .**

Writing with pencils has been made compulsory for the students of primary section.

It was proved to be a very important step in improving the handwriting of the students.

*******Separate handwriting copies were brought into the use.**

Students were asked to use separate handwriting copies for writing . It grew a consciousness among the students about the handwriting.

******Reference books were brought into the use for this purpose**

Reference books like 'SULEKH PUSTIKA', and 'cursive writing'

Were brought into the use to make the students practice more and more.

*******Dictation classes**

The teachers take dictation classes to improve the handwriting of the students. The dictation classes are taken regularly and are very helpful in improving the handwriting of students.

*******Regular homeworks on handwriting**

Our teachers, especially language teachers have been giving the students homework regularly on writing so that the students could practice more and more.

*******Inclusion of handwriting competition in the C.C.A. programs**

From the very beginning of this session (2016-2017)the handwriting competition had been included in the C.C.A. programs. This has improved not only handwriting but also the spelling skill of the students.

******Counseling of parents during Parents teacher meeting**

The parents were asked to motivate their children and guide them to improve their handwriting.

******Separate time table on Saturdays.**

Extra classes were organized for the late bloomers as well as identified students having writing problems, on Saturdays and in these students were motivated to write in attractive handwriting.

******Motivation in school assembly**

In the school assembly the students are told about the importance of the good handwriting and are motivated to write well.

******Awards and rewards for the students**

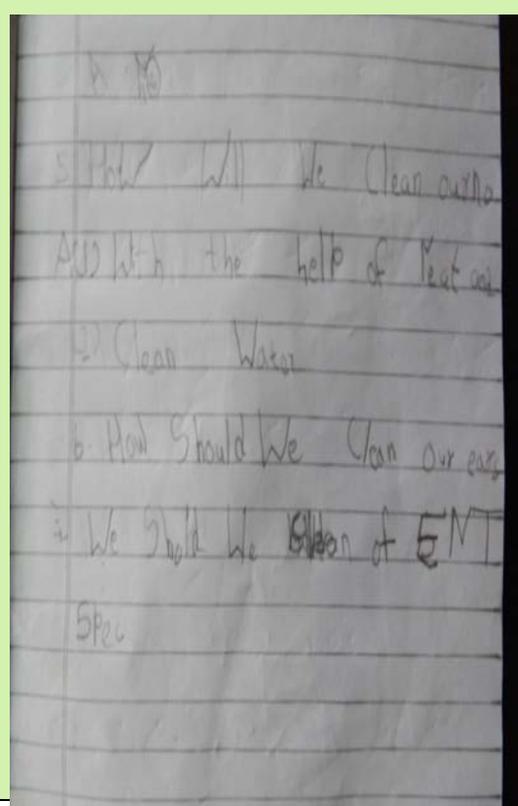
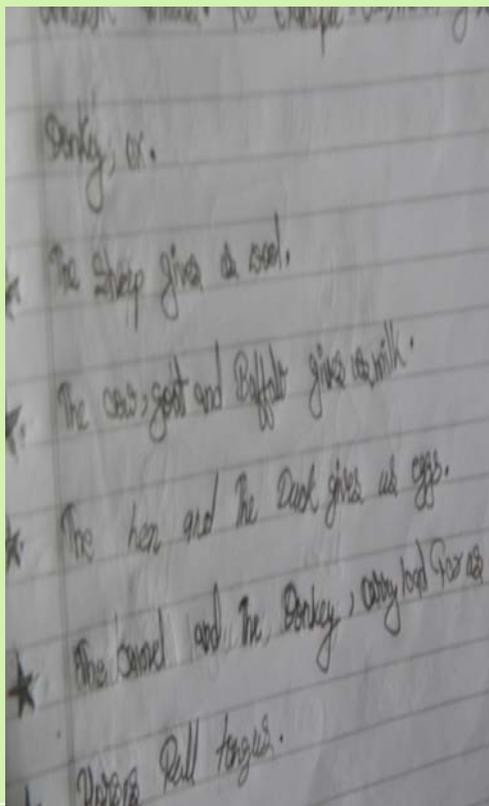
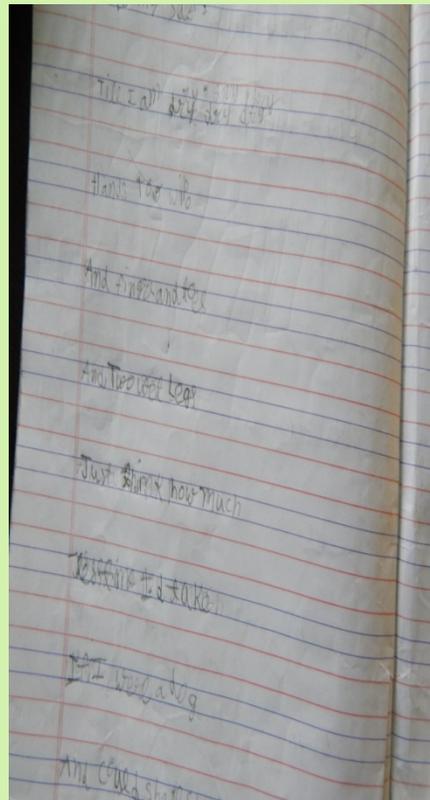
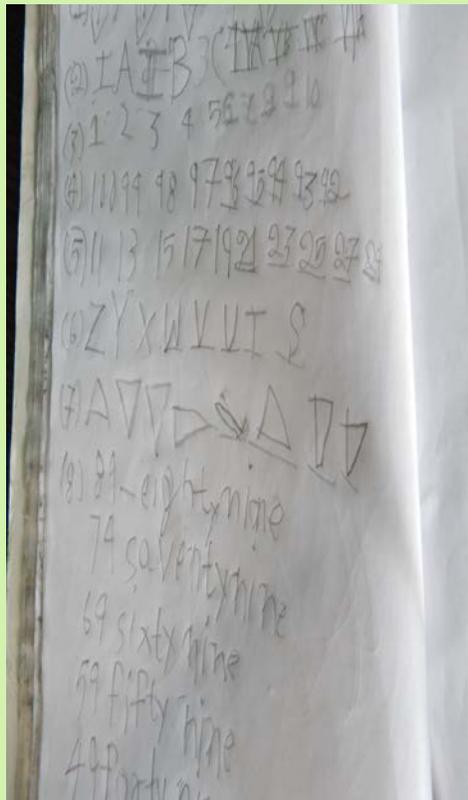
Handwriting competition winners are rewarded and awarded in the school assembly for the purpose of motivating the other students also to write in a good handwriting.

Students were instructed on how to form upper and lowercase letters in a specific order so that similarities or differences between letters can be emphasized. The teachers encouraged the students to correct/rewrite poorly formed letters and praised them for correctly formed letters too. Monitoring while the students were in the process of writing was very important.

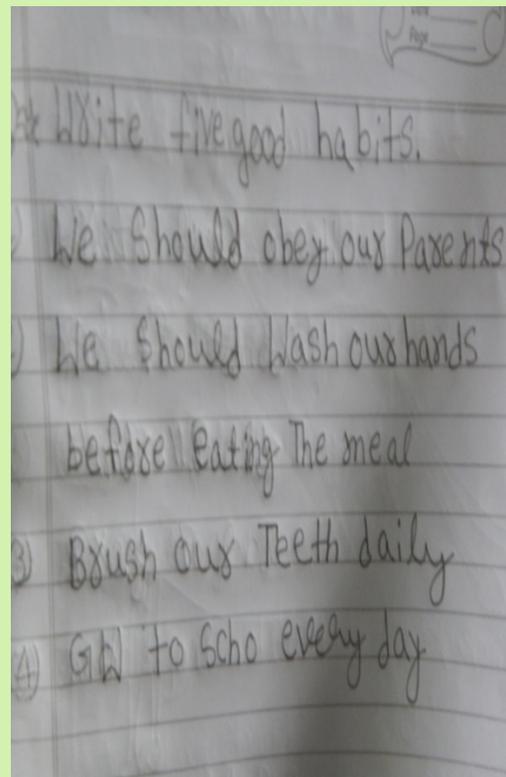
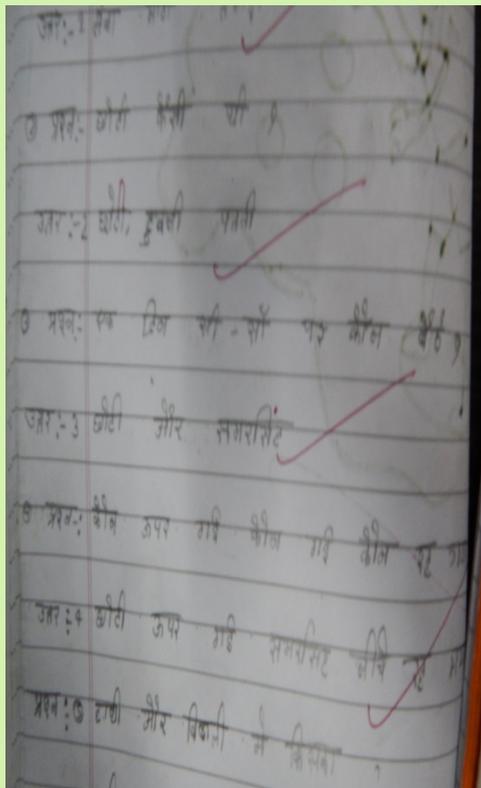
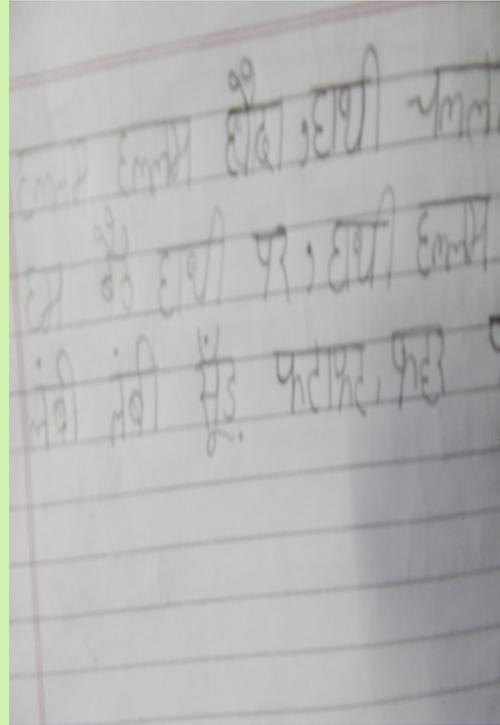
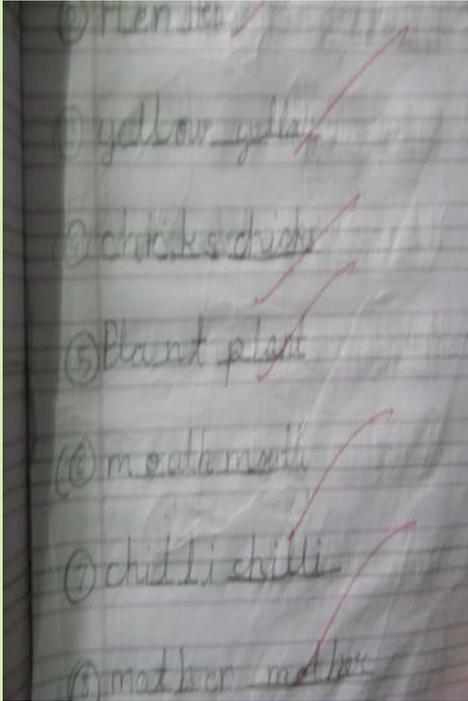
In the formative and summative assessment the students who were not good at writing were spotted and were given special instructions to improve their handwriting. Our teachers helped such students to improve their handwriting

Here are some pictures showing the improvement in the handwriting of few students during this session (2016-17)

Previous handwriting samples



Improvement during the session.



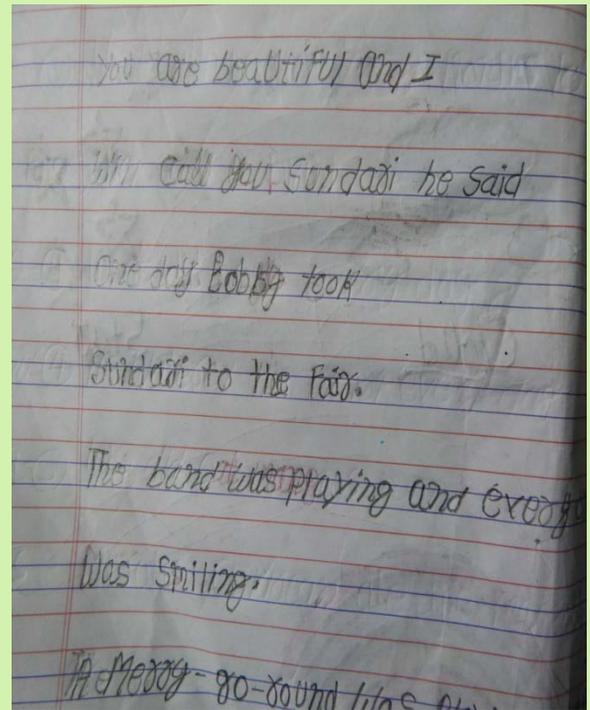
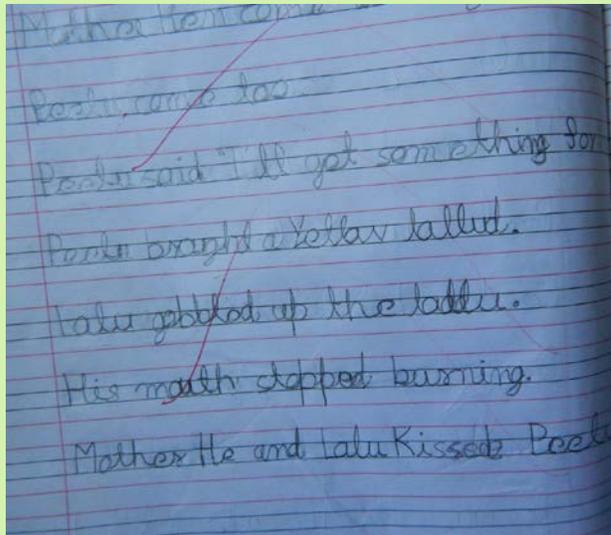
Write five good habits.

- 1) We should obey our Parents
- 2) We should wash our hands before eating the meal
- 3) Brush our Teeth daily
- 4) G.W to Scho every day

तीसों की खिलती ती टॉय-टॉय गाता,
 टॉय-टॉय गाता ती बड़ा मजा आता।
 पैंसा पास होता ती चार चक्री लाने,
 चार में से एक चना घोंडे की खिलती
 घोंडे की खिलती ती पीठ पर बँठाता,
 पीठ पर बँठाता ती बड़ा मजा आता।
 पैंसा पास होता ती चार चक्री लाने,
 चार में से एक चना घुँहे की खिलती।
 घुँहे की खिलती ती झॉत टूट जाता,

Q-2) What did he throw be
 Ans:- He threw the seed.
 Q-3) What did he see many
 Ans-3) He saw a plant.
 Q-4) What did he do every

ककड़ी → चूले
 पिल्ली → चूली
 गुता → नील
 जवला में ककड़ी बाड़ पौन आया ?
 1. ककड़ी पछे मकड़ी
 2. ककड़ी पछे पिल्ली
 3. ककड़ी बाड़ गुता



These were some of the efforts and activities taken up by the teachers to improve the handwriting of the primary level kids. The main focus was to make the handwriting practice absolutely fun rather than an imposed burden. And that's what helped in keeping the students stuck to the improvement process

**Submitted by
Sandeep Kumar, HM
Kendriya Vidyalaya, Katihar**

Action research paper submitted by Mrs. Maria Nagrouth

Area /Topic of the Action Research

Late Coming of Children

Why this area/topic was chosen /identified?

Having students coming late is something that every teacher has to deal with. It has to be dealt with before it becomes too big. In every class some students come to school late. Sometimes it is the same child who is coming late. When students come to school late, they disturb the smooth conduct of the Morning Assembly. Morning Assembly is the first and a very important activity conducted in every school. Students should reach school as attendance is compulsory. Attendance at school assembly and roll call is compulsory for all students. Late Coming, too often, cannot be tolerated. As such, this topic has been chosen as the Action Research at our Vidyalaya.

Object of the Study:

- To find out causes of late coming.
- To determine the extent of incidence of late coming.
- To evaluate the consequence of late coming.
- To attempt possible solutions to the consequence.

Execution of Plan of Action

• Announcement during Morning Assembly-

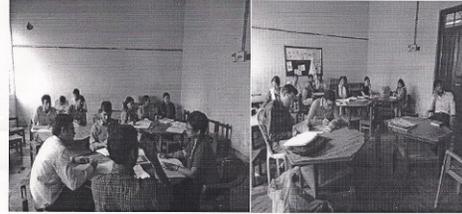
It was announced in the Morning Assembly that it is against the school rule to come late to school right from the beginning of the session. The announcement was made to ensure that children also feel responsible for their late coming. The announcement is made from time to time so as to make the children alert.



Forming a Committee

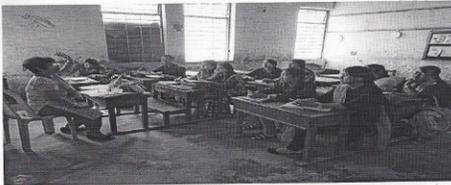
A disciplinary Committee was formed to check the late coming of the children. Besides the HM, all the class teachers, Mr Vikas PRT, Ms Bidyarani Counselor and Mr W Presh TGT (WET) are members of the committee.

The Committee members create awareness among the children about being disciplined in everything they do. They also instill in the children that punctuality will keep them in good stead all their lives and the good habit should be inculcated right from an early age, as the proverb goes 'Morning shows the day'.



Interactions/ Discussions

Every last working day and in our Saturday Interactions, we updated each other and discussed and shared what was being done to improve the late coming of some children.



Identification of Problem/ Collection of Data

There are 418 children in Primary Section of our school – 215 boys and 203 girls. In order to identify why some children come late, I took the help of the class teachers and the counselor of our school. Class teachers collected a data on the means of transport of the children in each class. As per data collected 324 children come to school either bus or van or two wheeler and 94 children come to school on foot. Class teachers were also asked to keep a record of the late coming of the children and also to ask the reason of their late coming to find out whether it was made up or genuine.



As per data collected, the reasons for the late coming of children were varied and as follow.

- Some students come late sometimes as they live far away from the school and sometimes their bus comes late to pick them from their homes. This is about children who come from BRTF Camp and Assam Rifle Camp posted at Keithalmanbi which is around 20 km from our school and Assam Rifle posted at Mantripukhri which is around 16 km far.

Whenever there is trouble in the state, many times the bus brings the children late due to Security Reasons, as the bus drivers have to be given permission to leave their campus with the children.

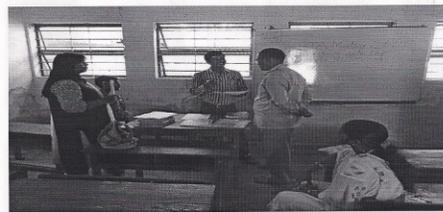
- b) Some late comers come to school by van. A van driver ferries around 17 to 20 children. As the driver goes round picking up the children sometimes they are late if and when he goes to pick up the children late or any child is late.
- c) On being asked, some of the reasons for their late coming are:- not being able to get up early, mummy not giving breakfast on time, vehicle breakdown, traffic jams, lack of responsibility, psychological problems etc.

Follow up

- After interaction with the late comers and collecting data from class teachers through a record of how often a student comes late the following follow up was executed.
 - a) Making it clear to the children that they should be in the school campus before the bell rings for the Morning Assembly, through announcements made very often.
 - b) Personalizing it for some children by sitting down with the late comer on a 1-on-1 basis to get the bottom of the problem.
 - c) Counseling by the counselor of our school.
 - d) Interacting with the parents -
 - Parents of children who come late very often were called through their wards or were informed in written about the problem for rectification because even if we execute many plans in the school if parents do not co-operate, it is quite impossible to get the desired result.

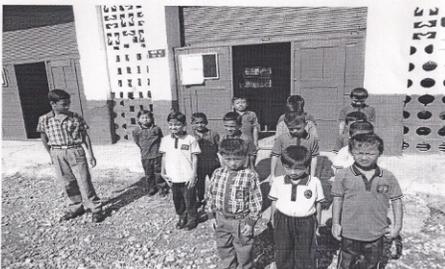


- The class teachers informed the parents in the Parent- Teacher meetings about the late coming of some of the children and were requested to co-operate in making their children come to school on time.



- e) Interacting with the van/bus drivers -

We called the van and bus drivers and informed them about the ill effects of late coming of children whom they ferry. It is not possible for me to say that by doing this, the children will never come late, but this is to ensure that the adults too take the responsibility.



Assumption of the Action Research

Students do not willfully wish to be late to school. Some factors responsible for lateness of the students can possibly be controlled by them. This activity has helped children realize the negative impact of late coming and has greatly helped to reduce the number of late comers.

The action research will continue in our Vidyalaya as it is a very important aspect in everybody's life to be punctual and regular in all our work. All the teachers have agreed to help students become punctual and we shall encourage the often late comers through a Reward System which shall be given out in February 2017.



Submitted by

Principal

(Mrs. Maria Ngoruh)

HM

Total : 8 pages

CLASS: V

SECTION: A

| DATE | NAME OF THE STUDENT COMING LATE | ACTION TAKEN | REMARKS |
|------------|---------------------------------|-----------------------|---------|
| 22-7-2016 | Amulshree R.K | Phone call to Parents | |
| 27-7-2016 | Sh. Broenska Devi | Inform Parents | |
| " | M. Urmalai | " | |
| " | A. Lovita Devi | " | |
| 26-8-2016 | H. Sanyal Chami | Inform and motivate | |
| " | W. Jennyson | Go the students | |
| 6-09-2016 | Kanglakhombia | Phone Call | |
| 12-09-2016 | Subrajit Dey | Phone call | |
| " | Ridul Ali | Inform Parents | |
| 21-10-2016 | August Dima | " | |
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CLASS TEACHER

HM

PRINCIPAL

CLASS: 5

SECTION: B

| DATE | NAME OF THE STUDENT COMING LATE | ACTION TAKEN | REMARKS |
|----------|---------------------------------|----------------------|-------------|
| 15-09-16 | Barkabu | Talked to driver | They tried |
| " | Kh. Marben | Talked to parent | to come |
| " | Ch. Manika | " | on time |
| 30-09-16 | Payel | Talked to her | |
| " | Shyam Sharma | driver and parent | They came |
| " | Shivang Kumar | " | on time |
| " | Krishna Guloria | " | except only |
| " | Sensar Baroja | " | few days. |
| " | Arthul Bis | " | |
| 19-10-16 | Arthul Bis | Talked to her | They tried |
| " | Shyam Sharma | driver | to come |
| " | Krishna Guloria | Talked to parents | on time |
| " | Payel | " | for next |
| " | Shivang Kumar | Talked to driver | time |
| 21-10-16 | Rashmita | help Counsel | Van driver |
| " | Kathama Kamei | the children. | tried to |
| " | Langpapulu | " | Came on |
| " | Lipelle | " | time |
| 22-11-16 | Sinde | Counsel the child | |
| " | Musfona | Talked to van driver | " |
| " | Tejindra | Talked to parent | " |

CLASS TEACHER

HM

PRINCIPAL

Total - 19 pages

Specific Objectives in Mathematics Theme wise and Class wise:

R.Jayalakshmi, RP & Faculty, ZIET Mumbai

Themes in Mathematics

SHAPES AND SPATIAL UNDERSTANDING

NUMBERS AND NUMBER OPERATIONS

- a) Addition and subtraction
- b) Multiplication
- c) Division

Money

Measurement:

- a) Length
- b) Mass
- c) Volume
- d) Time

Data Handling

Patterns

Shapes and Spatial Understanding

Class III:

Be able to identify rectangles, triangles and other rectilinear shapes formed by the

crease of paper on folding it.

Is able to Indicate understanding of 2-D shapes on the basis of number of sides, corners and diagonals, straight and curved edges, etc.

Is able to Demonstrate shapes like book, glass, bottle, chalk box, ball as 3-D shapes and gradually attempts to associate them with standard names like cuboid, sphere, cone, cylinder, etc.

Is able to Explore observable properties of 3-D shapes like flat and curved surface, edges, corners, etc.

Is able to Group objects on the basis of shapes (cone, cylinder, ball, etc. as they have curved surface) and other observable properties.

Is able to Demonstrate her/his ability to differentiate between 2-D shapes (like square, rectangle, etc.) and 3-D shapes (cone, cylinder, sphere, etc.)

Is able to Use different ways of drawing straight line by paper folding, straight edge, straight string with free hand and free ruler.

Is able to Cite different examples to show the understanding of difference between

straight and curved lines.

Is able to Make free-hand drawing of horizontal, vertical and slant lines.

Is able to Draw shapes of her/his liking by using straight and curved lines on a dot grid.

Class IV :

Be able to Show understanding of terms related to circle like centre, radius, diameter

and boundary of the circle.

Be able to Attempt to calculate perimeter and area of different shapes available in the surroundings (farms, parks, etc) for different purposes.

Is able to Make different shapes with the help of easily available material ,e.g. match

sticks, ice-cream sticks, etc.

Is able to Explore symmetry in figures formed by ink/colour blots on a paper.

Is able to Draw different views of an object as it looks from top, side and front.

Class V :

Is able to Indicate understanding of making angles of different types using the things easily available to the child.

Is able to explore different types of angles existing in the environment around the child.

Is able to demonstrate to differentiate between angles of different types, acute, obtuse and right angles.

Is able to Make different shapes with the help of his/her nets.

Is able to explore symmetry in various objects having 3-D shapes.

Is able to Creatively explore reflection and rotational symmetry in 2-D shapes.

Number and Number Operations:

Class III:

Be able to Devise ways of counting the given number of objects by putting them in groups of 2, 3, 4, .. 10 objects from her/his immediate environment and expresses the number as per her/his own understanding.

Is able to Attempt to read and write any given number (up to 999) and associates a given collection with a number and vice-versa.

Is able to Demonstrate strategies of comparing two numbers using sequential order of numbers, size of a number, place values of digits, etc.

Is able to Devise ways of writing a number when a group (hundreds, tens or ones) is missing..

Class IV :

Is able to Form tables of multiplication facts up to 10X10.

Is able to Creatively draw tables of relatively higher/his number (say 7) using tables of smaller numbers (say 2 and 5) and also of two-digit numbers by using the expanded form of the number.

Is able to Explore different ways of multiplying two-or three-digit numbers (e.g. using individual digits, place value concept for multiplier, etc.)

Is able to Demonstrate understanding of division by dividing a given number by another/his number in a variety of ways, such as by grouping, repeated subtraction, using multiplication facts, etc.

Is able to Attempt to develop a word problem using her/his own experiences and solving it by using various operations.

Is able to Freely use four fundamental operations (addition, subtraction, multiplication and division) in day to day activities.

Class V :

Is able to Demonstrate understanding of division by dividing a given number by another number in a variety of ways, such as by grouping, repeated subtraction, using multiplication facts, etc.

Is able to Attempt to develop a word problem on multiplication and division of numbers using her/his own experiences.

Is able to Participate actively in activities organized in the class for explaining concepts of multiples and factors.

Is able to Freely use four fundamental operations (addition, subtraction, multiplication and division) in day -to- day activities.

Fractions:

Is able to Identify $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of whole.

Is able to Appreciate equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Class V :

Is able to demonstrates understanding of the concept of half and one fourth by

completing the incomplete figures or by filling colours ,etc.

Is able to attempts to write part of a whole as a number called fraction.

Is able to appreciates that a part of a whole can be represented by more than one fraction called equivalent fractions.

Is able to adds and subtracts two like fractions by colouring/shading corresponding parts of a whole.

Is able to generalise the patterns of adding and subtracting fractions and develops her/his algorithms.

Is able to Describe the point used in units of length, mass and price as decimal point and that this point divides the number into two parts, wholes and parts of the whole.

Addition & Subtraction

Class III : Is able to Add and subtract 3-digit numbers by using different strategies like using the concrete objects in bundles of hundreds, tens and ones or by standard algorithm or by her/his own algorithm but mathematically correct process.

Is able to Analyse and describe a problem in mathematical terms and finds the given

and unknown data.

Is able to Find the strategies to reach unknown from the known.

Is able to Solves problems using addition and/or subtraction with and without regrouping.

Is able to Use estimation in verification of sum and difference of two/three-digit numbers.

Multiplication

Class III: Is able to Appreciate the use of multiplication for repeated addition.

Is able to Explore the multiplication facts of 2, 3, 4, 5 and 10 by different ways like repeated addition, skip counting, identifying and continuing pattern.

Is able to Develop different algorithms to multiply two-digit numbers.

Is able to Find product of a two-digit number by another/his two-digit numbers.

Division

Class III: to Explore ways of equal grouping/ sharing/distribution.

Is able to Understand division as another/his way of equal grouping/ sharing /distribution.

Is able to Perform division by grouping / using multiplication tables.

Is able to Show her/his understanding of division of two-digit numbers in equal distribution of money to number of persons.

Is able to Find quotient of obtained division in two digit numbers.

Money

Class III: Is able to **Demonstrate use of numbers in identifying and making currency notes of different denominations.**

Is able to Appreciate the use of money in day-today buying and selling situations.

Is able to Attempt to make small amounts of money by using notes of different denominations in different ways.

Is able to Describe ways to find balance out of a given amount after the purchase of about 100 rupees.

Is able to Establish relationship between rupee and paise and converts rupee into paise and vice-versa.

Is able to Devise ways of adding and subtracting amounts in daily life activities.

Is able to Estimate/approximate the money required and money obtained in balance in simple buying situations.

Class IV:

Is able to find rupees for given number of paise and paise for given number of rupees.

Is able to show understanding of finding total amount required or balance given in a transaction.

Is able to use addition and subtraction mentally for making calculations of small day-to-day dealings like small purchase (vegetables, milk, etc.) from market.

Is able to Attempt multiplication and division to find out total cost on the basis of unit cost and vice-versa.

Is able to Perform activities of buying and selling role-play situations and uses her/his understanding in transacting money.

Class V :

Is able to show understanding about addition and subtraction using columns e.g. rupees and paise through their application in daily life.

Is able to uses addition and subtraction mentally for making calculations of small day-to-day dealings like small purchases (vegetables, milk, etc.) from market.

Is able to attempt multiplication and division to find out total cost on the basis of unit cost and vice-versa.

Measurement:

Length

Class III:

Is able to Attempt to resolve conflicts on lengths/distances by using body parts and other non-uniform units like hand span, etc.(non-standard units).

Is able to Devise ways of making uniform units for measuring length/distances.

Is able to Use her/his vocabulary to appreciate metre as a standard (uniform) unit of length.

Is able to Demonstrate ways of measuring smaller distances using a metre scale.

Is able to Appreciate the division of one metre into centimetres to measure relatively smaller lengths.

Class IV :

Is able to Relate commonly used larger and smaller units of length (metre, centimetre) and converts one to another.

Is able to Attempt to calculate length of particular objects (a rod, a piece of cloth, etc) and finds total length of two or more objects.

Is able to estimates distance between two places (school to home, own home to friend`s home).

Class V :

Is able to Relate commonly used larger and smaller units of length (metre, centimetre) and converts one into another.

Is able to Measure the length of her/his surrounding objects like her/his bed, desk, classroom,etc.

Is able to Estimate distance between two places (school to home, own home to friend`s home) and verifies by either actual measurement (in case of small distances) or form other sources like sign boards, maps, etc.

Is able to Attempt to use four operations to solve daily life problems related to measurement of length/distance.

Mass:

Class III:

Is able to describe ways of comparing and quantifying mass (es) of common objects. Is able to use simple balance to compare weights of common objects.

Is able to use non-standard units like small stones and other/his such objects available in child`s vicinity to measure mass/weight of different objects.

Is able to understand that objects with different shapes and sizes may have same weights.

Class IV:

Is able to Attempt to estimate weight of an object and then verifies it with balance

and standard units of weight (grams, kilograms, etc)

Is able to Try to differentiate between the heavy and light weight objects and calculates the total weight of two different objects (addition) and difference in

their weights (subtraction). Out of some given amount some amount, is consumed, what left?

Class V :

Is able to relate larger and smaller units of weight and converts one to another.

Is able to Demonstrate her/his ways of finding weight of different objects using actual balance.

Volume:

Class III:

Is able to Estimate capacities of different containers and tries to order them as per their capacities.

Is able to Show the ability to compare the capacities of different containers in terms

of non-standard units (like mugs, spoons, etc.)

Is able to Understand general terms of measurement like litre for measuring volume and capacity.

Is able to Appreciate the conservation of volume like same amount of liquid seems to be more and less on pouring into narrow and wide containers respectively but is the same in quantity.

Class IV :

Is able to Attempt to estimate volume of liquids and then verifies it using container marked with the standard units.

Is able to make one litre by adding several quantities expressed in milliliters.

Is able to devise her/his ways to differentiate between more and less volumes of

liquids and calculates difference in volumes.

Is able to apply her/his understanding of addition to find total weight of two or

more objects.

Class V :

Is able to Attempt to estimate volume of liquids and then verifies it using container marked with the standard units.

Is able to Try to differentiate between more and less volumes of liquids and calculate difference in volumes.

Is able to Estimate volume of a solid object by informal measurement and/or intuitively.

Is able to appreciate volume of a solid body intuitively and also by informal measurement.

Is able to Find volumes of objects like cubes, cuboids, etc. by using her/his own intuitive ideas.

Time

Class III:

Is able to show the understanding of shorter and longer duration of different activities performed or to be performed.

Is able to use her/his experiences and talk of the people around him to express sequence of seasons in her/his own situation/environment.

Is able to Attempt to read the clock and tells the time correct to hour.

Is able to Demonstrate the skill of reading the calendar to find a particular day and date i.e. finds the day corresponding to date.

Class IV:

Is able to attempt to showcase the concept of week, month and year on the basis of number of days and uses this understanding to compute number of weeks in a year.

Is able to Show interest in reading the clock time nearest to hours and minutes and expresses the time using the terms 'a.m.' and 'p.m.'

Is able to explore ways (mental addition and subtraction) of finding time intervals between different familiar events and computes number of days between two dates.

Class V :

Is able to Explore ways (mental addition and subtraction) of finding time intervals

between different familiar events and computes number of days between two dates, number of minute and hours between two times, etc.

Is able to Interpret simple graphs given in newspapers and draws inferences.

Data Handling:

Class III:

Is able to Attempt to record information in her/his own ways.

Is able to Show/describe problems in interpretation of information.

Is able to Devise ways of representing information to make it more clear and easy to

understand and interpret e.g. uses tally marks to record large number of data.

Is able to Participate in discussions with others to draw inferences from the recorded information.

Is able to Device pictorial ways of representing information like pictograms and bar graphs.

Class IV:

Is able to engage her/himself in organising the two- dimensional data in the form of tables, pictographs and/or bar graphs.

Is able to Attempt to understand the key points

Class V:

Is able to Engage her/himself in organising the two dimensional data in the form of tables, pictographs and/or bar graphs.

Is able to Attempt to understand the key points emerging from the represented data.

Patterns

Class III:

Is able to Identify simple patterns right from school activities to home e.g. pattern in coming to school to going back, patterns in numbers and shapes and patterns in tiles and designs, etc.

Is able to Clarify numbers as even and odd.

Is able to Understand the patterns of even and odd numbers, commutatively of addition and multiplication of numbers, multiplication of numbers by 1, adding 1 to numbers ,etc.

Class IV :

Is able to Identify patterns in multiples of 9 and extends them to find more facts.

Is able to Engage her/himself in understanding specific pattern of numbers in a series and extends it.

Is able to Evolve patterns on sarees, clothes and tiles and extends them.

Class V :

Is able to observe patterns printed on dress material, tiles on floor and wall or other objects available in surroundings.

Is able to Identifies patterns in square and triangular numbers.

Is able to attempt to creatively develop patterns for border strips and tiling by using stamps made by wood, vegetables, bottle caps, etc.

KENRIYA VIDYALAYA SANGATHAN
ZONAL INSTITUTE OF EDUCATION & TRAINING. MUMBAI
In-service Course for HM (Spell –II) (24.12.2016 to 02.01.2017)
MID TEST **28.12.2016**

Max Marks: 50

TIME 1 Hr

Name of the participant _____

KV _____ **Region** _____

No. 1 Answer the followings (1 x12)

- (a) Give an example of a rhetorical question.
- (b) Half pay leave is calculated at the rate of ____ days for each completed year.
- (c) _____ is a not regular kind of leave which is not recorded in service book.
- (d) The role of a teacher in an activity class is that of a _____
- (e) Name two types of communication:
1. _____ 2. _____
- (f) Sex is biological but gender is _____.
- (g) Equal pay for equal work for man and woman deals with Article _____ of the Indian Constitution.
- (h) Which of the following will be recorded with red ink in service book.
(a) Leave account (b) LTC (c) Awards (d) Pay fixation
- (i) Maximum Number of days sanctioned as commutated leave after Maternity leave is _____.
- (j) Maximum number of days for encashment of leave for LTC is _____ .
- (k) Write the name of any one Asana _____
- (l) Yoga is not fit for elderly people. _____(True / False)

No. 2 Do as directed. (2 x 10)

- (a) Frame a question to test higher order thinking skills like evaluating or creating phrase.
- (b) What is overstay of leave? What are its consequences?
- (c) Write one specific objective for each of the following.

- (i) "The child works in groups to design a flower garden for their school"..
- (ii) "using dustbin, making queue for the Mid-Day Meal, follow instruction for not using polythene, avoiding the fire crackers on festivals..
- (d) List out specific objectives under these general objectives.
 - (i) Be able to explain reason and make logical connection.
 - (ii) Be able to classify based on observation.
- (e) Write any two examples where you feel gender insensitive in your organization.
- (f) Write any two causes of gender discrimination.
- (g) Write any two examples of passive communication.
- (h) Write two more examples of comparison " as slow as tortoise"
- (i) Write opposite of the following (i) Barren (ii) Huge
- (j) Write any one activity to develop listening skills of students.

No. 3 Write the steps required for effective organization of an activity class. (3)

No. 4 Design an activity in EVS for any **one** of these specific objectives. (3)

- (i) Be able to identify the baby animals with their mother
- (ii) Be able to discuss about food habits of friends
- (iii) Be able to report/ discuss about variety of leaves, flowers

No.5. What do these gestures convey? (3)



No.6 Write two words each : and write the rule . (4)

1. 'gh' is pronounced as 'f' _____, _____.
2. 'gh' is silent _____, _____.

No.7 Match these gestures with their implications. (5)

| | | | |
|-----|---------------------------------------------------------------------------------|--|-----------------------------------------------------------------|
| 01. | Any time we bring our hands in towards our heart or chest, | | a. you tie them to your words. |
| 02. | Any time you gesture into someone else's space or personal area, | | b. we usually want to indicate to ourselves. |
| 03. | Whenever you move your hand or gesture upwards, | | c. it can be seen as accusatory or invasive. |
| 04. | Pointing should be used with caution. We don't like to be pointed at because | | d. visible bodily actions communicate particular messages |
| 05. | A gesture is a form of non-verbal communication in which | | e. you indicate some kind of growth or increase. |

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 In-service Course for HM (Spell –II) (24.12.2016 to 02.01.2017)
 POST TEST 01.01.2017

Max Marks: 50

Time: 1 Hr

Name of the participant _____

KV _____ Region _____

Q 01 to Q 06 10

01. Agents of Socialization with respect to Men & woman are School, family , Society, Friends, _____, _____
02. How often your photo should be pasted in your Service Book.? _____
03. Fill in with correct homophone
I have had _____ since Thursday. The birds _____ to their nests.
We can see the ocean from _____. Can you _____ birds singing?
04. Write a Slogan for Awareness against Corporal Punishment
05. Classify these under Gender and Sex. (2)
 1. Not born with. 2. Created by society. 3. Cannot be changed (normally)
 4. Does not vary with race, caste or religion.
06. From the given clues write the results for the following. One is done for you (3)

| | |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| ASSERTIVE I care about myself I care about you | PASSIVE- AGGRESSIVE I don't care about myself I don't care about you |
| AGGRESSIVE I care about myself I don't care about you | PASSIVE I don't care about myself I care about you |

Assertive : I Win – You Win

Passive : _____

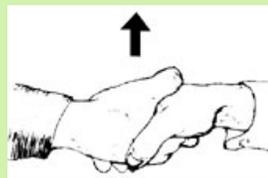
Aggressive _____

Passive – Aggressive _____

07. Frame a problem solving ability question for the following data 02

1055 flowers, 5 baskets

08. Write about relation between Fluency and Comprehension 02
09. List out the Competencies in Languages / Mathematics / EVS 02
10. Write one word each 03
1. D is silent
 2. G is not pronounced
 3. B is not pronounced
11. What do these Hand Shakes mean? 03



1. both hands _____
 2. palm down _____
 3. palm up _____
12. List out Different Types of Leave available to Central Government Employees : 03
(any six)
13. Give Reasons. Is this corporal punishment? 03
1. Chitra is weak in all subjects. She is made to sit on the last row every day.
 2. Mr. Rana, class teacher, advised Gokul's parents to consult a doctor to cure their son's stammer.
 3. Keshav gets angry and often kicks his classmates. One day the teacher pins the words ' I am a donkey' on his back
14. How can morning assembly be a platform to develop 04
1. Listening skills
 2. Speaking skills of students.
- Mention two each either in English or Hindi.
15. Write two effects of Corporal Punishment on 04
1. Children
 2. Parents

16. **Read the passage given below and frame at least two questions to test analytical skill or creativity.** 04

The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling the harbour with coagulated lava.

17. List 5 Math competencies that can be taught through excursion. 05
18. Design and explain in detail any one Teaching Learning Activity in any subject of your choice as per the following guidelines 05
1. Write Competency/ Theme/ Concept
 2. Specific Learning Objective
 3. List out the materials required and their ease of availability /preparation.
 4. Explain /describe the activity in detail. (mention if individual/group/whole class activity)
 5. Assessment Activities/Methods

GALLERY – PARTICIPANTS IN ACTION







**KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI
ZONAL INSTITUTE OF EDUCATION & TRAINING, MUMBAI
IN-SERVICE COURSE FOR HM 2016-17 (SPELL -II)**



24.12.2016 TO 02.01.2017