

केन्द्रीय विद्यालय संगठन, नई दिल्ली
KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

प्रधानाध्यापक हेतु १२ दिवसीय सेवा-कालीन प्रशिक्षण कार्यक्रम
18.05.2016 से 29.05.2016 तक

IN-SERVICE COURSE FOR HEADMASTERS

2016-2017



आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुम्बई

ZONAL INSTITUTE OF EDUCATION & TRAINING, MUMBAI

NCH Colony, Kanjurmarg (West) Mumbai- 400078

COURSE MANUAL

संरक्षक

PATRONS

श्री संतोष कुमार मल्ल
माननीय आयुक्त
के. वि. संगठन, नई दिल्ली.

Mr. Santosh Kumar Mall, IAS
Hon'ble Commissioner
KVS New Delhi



श्री जी.के .श्रीवास्तव
अपर आयुक्त (.प्रशा)
के. वि. संगठन, नई.दिल्ली

Mr. G. K. Srivastava, IAS
Additional Commissioner (Admin.)
KVS New Delhi



श्री उदय नारायण खवारे
अपर आयुक्त (शैक्षिक)
के. वि. संगठन, नई.दिल्ली

Mr. U. N. Khaware
Additional Commissioner (Acad.)
KVS New Delhi



डॉ शची कान्त

संयुक्त आयुक्त (.प्रशि)

के. वि. संगठन, नई.दिल्ली

Dr. Shachi kant

Joint Commissioner (Trg.)KVS New Delhi



डॉ वी. विजयलक्ष्मी.

संयुक्त आयुक्त (शैक्षिक)

के. वि. संगठन, नई.दिल्ली

Dr. V. Vijayalakshmi

Joint Commissioner (Acad.)KVS New Delhi



डॉ .ई . प्रभाकर

संयुक्त आयुक्त (कार्मिक)

के.वि . सं नई दिल्ली .

Dr. E. Prabhakar

Joint Commissioner (Pers.) KVS New Delhi



श्री एम अरुमुगम .

संयुक्त आयुक्त(वित्त)

के.वि . सं नई दिल्ली .

Mr. M. Arumugam

Joint Commissioner (Fin.) KVS New Delhi



श्री विजय कुमार

संयुक्त आयुक्त (प्रशासन)

के.वि . सं नई दिल्ली .

Mr. Vijay Kumar

Joint Commissioner (Admin)

KVS New Delhi



आभारोक्ति

ACKNOWLEDGMENTS

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उपायुक्त एवम निदेशक ऑ मुम्बई .सं.प्र.शि.

पाठ्यक्रम निदेशक

MS. USHA ASWATH IYER

DEPUTY COMMISSIONER & DIRECTOR ZIET MUMBAI
COURSE DIRECTOR



श्री दीपक आहिर

उप-प्रचार्य,के. वि. वायुसेना स्थल, देवताली

पाठ्यक्रम सह निदेशक

SH. DEEPAK AHIRE

Vice- Principal, KV.AFS,Devlali

Associate Course Director



संसाधक

Resource persons

1. श्रीमती आर. जयलक्ष्मी

प्रधान अध्यापिका, जीट मुंबई

MR. R. JAYALAKSHMI

HM, ZIET, MUMBAI



2. श्री हरमन छुरा ,

प्रधान अध्यापक, जीट मुंबई

MR.HARMAN CHHURA

H.M ZIET, MUMBAI



श्रीमति पुष्पा वर्मा ,स्नातकोत्तर शिक्षिका अर्थशास्त्र
MRs Pushpa Verma , PGT Economics



श्री एम श्रीनिवासन, स्नातकोत्तर शिक्षक गणित
Mr.M.Srinivasan, P.G.T.Maths



श्री यूजीन लीन, स्नातकोत्तर शिक्षक अँग्रेजी
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श्री एम .जी.,रेड्डीस्नातकोत्तर शिक्ष भौ तिकि
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श्री शशिकांत सिंघल, स्नातकोत्तर शिक्षक वाणिज्य
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श्रीधर्मेन्द्र कुमार ., अनुभाग अधिकारी
MR. DHARMENDRA KUMAR, SECTION OFFICER



श्री मनोज परनेकर , सहायक
MR. MANOJ PARNERKAR, ASST.



श्रीमति जोयस जे.पी ., स्टैनो
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MR. PRABHAKAR JILLA, U.D.C



श्री किशन नवले, सबस्टाफ-
MR. KISHEN NAWLE, SUB STAFF



श्री गोपीराम बाल्मीक , सब स्टाफ-
MR. GOPIRAM VALMIKI, SUB STAFF



From the Director's Desk...



Ms . Usha Aswath Iyer
Director, ZIET, Mumbai

An in-service course for Headmasters is very important because the headmasters are the in-charges of the Primary section. And the Primary is the seed ground of all education, whether academic, moral or physical. Thus the role of a headmaster extends far beyond Class V, as what the students imbibe during their five years of primary schooling will lay the pattern for their future.

Our headmasters need to take their responsibility seriously- and focus on the academic areas where students need help. They need to find out the gaps in students understanding of the basic concepts and design remedial strategies. Answer sheets as well as worksheets need to be analysed to find out the learning gaps. A team of teachers under the guidance of the headmaster will be able to evolve strategies to overcome some of the problems of the students' learning outcomes.

Any leader has to be first of all competent in his/her subject. Secondly s/he should have compassion and a sense of guardianship towards all under his/her charge-be it students, teachers or goods. A good leader puts everybody's interests and welfare first, s/he will always be last.

Become a leader whom people look up to, that is how one's stature and importance increases.

From the Associate Course Director's pen

Primary education is the backbone of the education system in India which contributes major role in all round development of a child. Moreover teaching in primary classes is also not an easy task. In Primary teaching techniques is more important than content area. The Headmaster plays a vital role in building a better primary education.



The In-Service Course for Headmasters held in ZIET, Mumbai has a great significance. I came across the various techniques, aspects of learning, difficulties and challenges in primary wings of KVS though out the country.

I am grateful to Ms. Usha Aswath Iyer, Director ZIET Mumbai for extending her helping hands in every filed for successful completion of the course.

I sincerely appreciate the Resource Persons Mrs R. Jayalakshmi and Mr. Harman Chhura , HM for their whole-hearted devotion and dedication in conducting the course.

I wish that all participants will complete their 21 day of In-service course in ZIET, Mumbai and they will take the primary education to the greater height in KVS.

Sh. Deepak Ahire

Vice-Principal, KVAFS Devall
Mumbai Region
Associate Course Director

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KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI
VENUE :ZONAL INSTITUTE OF EDUCATION & TRAINING, MUMBAI & MYSORE
In-service Course for HMs 2016-17(SPELL-I)
Time Table18TH MAY to 29TH MAY 2016

			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	18 MAY 2016 (WED)	Registration / Inauguration		Tea Break	ICE BREAKING GROUP FORMATION & GROUP WORK DISTRIBUTION	Lunch Break	PRE TEST			
2	19 MAY 2016 (THURS)	Prayer / Report	5 E'S OF LEARNING H.CHHURA (HM)		CMP S BHARGARV		ICT/ GROUP WORK	Tea Break	ICT/ GROUP WORK	
3	20 MAY 2016 (FRI)	Prayer / Report	CCE R JAYALAKSHMI (HM)		Role of HMs U A IYER (C.D.)		DEMO 1-4		ICT/GROUP WORK	
4	21 MAY 2016 (SAT)	Prayer / Report	ASSESSMENT OF LANGUAGE- ENGLISH		DEVELOPING READING SKILLS- ANUPAMA DIDDI (GL)		DEMO 5-8		GAMES PACK SANDHYA SINGH (GL)	
5	22 MAY 2016 (SUN)	Prayer / Report	ASSESSMENT OF LANGUAGE - HINDI		CLASSROOM SUPERVISION U A IYER		CLASSROOM MANAGEMENT DEEPAK AHIRE (V.P)		DEMO 9-12	
6	23 MAY 2016 (MON)	Prayer / Report	MID TEST		ACTION RESEARCH RADHA S (PGT BIO)		DEMO 13-16		DEMO 17-20	
7	24 MAY 2016 (TUES)	Prayer / Report	LEARNING DISABILITY D MODY (GL)		DEVELOPING READING SKILLS- ANUPAMA DIDDI (GL)		DEMO 21-24		DEMO 25-28	
8	25 MAY 2016 (WED)	Prayer / Report	ASSESSMENT OF MATHS HC		CHILD RIGHTS MG REDDY (PGT)		DEMO 29-32		DEMO 33-36	
9	26 MAY 2016 (THURS)	Prayer / Report	ASSESSMENT OF EVS JR	ACTION RESEARCH RADHA.S (PGT)	DEMO 37-40	DEMO 41-46				
10	27 MAY 2016 (FRI)	Prayer / Report	CODE OF CONDUCT P VERMA (PGT)	VERMI COMPOSTING GL	RECORD MAINTENANCE -HC & JR	ICT / GROUP WORK				
11	28 MAY 2016 (SAT)	Prayer / Report	Post TEST	PERSONAL CLAIMS D AHIRE (VP)	SETTING OF TLM EXHIBITION	ICT / GROUP WORK				
12	29 MAY 2016 (SUN)	Prayer / Report	INCLUSIVE EDUCATION U A IYER	TLM EXHIBITION	PLENARY SESSION	Valedictory				

Kendriya Vidyalaya Sangathan, New Delhi
Zonal Institute of Education and Training, Mumbai

12- Day In-service Course for HM - Spell I

Participants

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GROUP FORMATION



PRAKASH

1. Mrs.Bandana Das Konwar Nagaon
2. Mrs.Nanda J Ingole CRPF Nagpur
3. Sh. R.L. Dave BSF Jodhpur
4. Sh. Kaledeen No.1,Kankarbagh,Patna(SS)
5. Ms.Deepa Upadhyay Dantewada



PEACOCK

1. Smt.Pranayaza Soni, Silvassa
2. Mr. Sandeep Kumar, Katihar
3. Mrs. Anna Minz, No.1 HEC Ranchi
4. Mrs. P.Neeraja, Kalaikunda No.1
5. Mrs. Maria Ngoruh, Langjing



POWER HOUSE

1. Sh. Hem Raj Naval, Ahmedabad Cantt
2. Mr.S. K. Sahu, Barkuhi
3. Mrs.Sunita Tripathi, AFS Thane Shift-1
4. Mr. P.K.Pani, Raigarh
5. Jagdish Chand,Manauri



LOTUS

1. Mr. Ratnesh Kumar Jha Narangi
2. Mr Vijay Singh Bana No.1 Bikaner
3. Mr.Anand Kumar Srivastava Port Blair No.1
4. Shri Birendra Sahu Khagaria
5. Mr. AK Hazarika AFS Jorhat



Dronacharya

1. Mrs.Kavita Bisht JNU Delhi
2. Smt.Sudha Bedi, HM 1 STC Jabalpur, Jabalpur
3. Shri Trilok Chand No.1, Ajmer Jaipur
4. Mr.P.R.S Chauhan Aurangabad Shift I Mumbai
5. Ms.Manisha Bhattacharya Dhanpuri Raipur



Butterfly

- 1 Mr.Jajju Singh Bhatia O.F. Bhandara Jabalpur
- 2 Mr. Ajay Kumar Deoli Jaipur
- 3 Mrs. Surjit Kaur Makan, CME Pune,Mumbai
- 4 Shri B. Pandey Danapur (SS) Patna
- 5 Mr. Tripurari Shukla 39 GTC Varanasi Varanasi



SARGAM

1. Mr.Sandeep Kumar Pande O.F.Chanda
2. Mrs Maninder Kaur Samba
3. Sh Puran Lal Nangalbhur
4. Mr. Sharad Sahu Khairagarh
5. Mrs. Tulika Mohan Gogoi Duliajan



Chandan Taru

1. Mr Satender Pal Singh No 3 Amritsar Jammu
2. Smt. Champa D. Bhatia, KV AFS Ojhar Mumbai
3. Mr.Chakradhar Dehury Jagdalpur Raipur
4. Mr. D.N. Jarika Bondamunda Ranchi
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1. Mrs Neelam Dhir, No 3 Jalandhar
2. Smt. Sapna Singh, HFC Barauni
3. Mr. S K Raju, Sonpur
4. Mrs.Kiran Kujur, Ambikapur
5. Mrs. P.K. Chand, Koraput

REPORT DAY-1
By- Butterfly group

18.05.2016



The first spell of ISC for H.Ms is being held at ZIET Mumbai w.e.f. 18.05.2016 to 29.05.2016. It has received a whole -hearted participation of 45 H.Ms from various parts of the country. Undoubtedly, most of the participants were comfortably accomodated and the day began enthusiastically in the cool ambience of 'Sahayadri' hall. Mrs. R.Jayalakshmi, H.M. ZIET Mumbai warmly and formally welcomed the Course Director & D.C. Ms. Usha Aswath Iyer, Mr. Deepak Ahire, V.P. K.V. Devlali and Associate Course Director, Mr. Harman Chhura, H.M. ZIET Mumbai, faculty members of ZIET and all participants. This was followed by the solemn 'lighting of lamp' by the Course Director, Associate course director and two senior participants. After the Morning Prayer, the Course Director welcomed the participants and addressed them, apprising them, on the content of the course and the various tests to be taken up. In an 'ice-breaking' session participants were divided into nine groups each bearing a special name and a leader to guide and organize activities. After tea break Group wise photographs were taken to cherish memories. Necessary instructions were given to the participants. After lunch pre-test was conducted. All participants showed overwhelming enthusiasm during the test 'as if a child'. After submitting the answer sheets the group dispersed for a sip of tea and that marked the end of the day-'A satisfying experience' more so because of an extremely seasoned, experienced, warm and genuine leader, none other than our Course Director and her commendable team. Hospitality is at its best, as always. The Butterfly group wishes ZIET Mumbai, the highest stride to EXCELLENCE!

Mr. Jiju Singh Bhatia

REPORT DAY-2

19.05.2016

Second day of Inservice Course began with traditional custom of a morning assembly presented by the butterfly group.

Honourable Assistant Course Director Mr Deepak Ahire Ziet Mumbai shared his own experiences as Incharge Principal citing lively examples with the participants. He also explained about the human Touch i.e. how to behave with the Teachers..He stressed on the quality of professionalism to have a good leadership.

Thereafter Resource Person Mr Harman Chhura H M Ziet Mumbai engaged the participants in dance with a melodious song ***Meri chhoti si gagar chhoti main*** . It was followed by the distribution of flash cards having some similar pictures on it and to write down as many as activities possible based as per the subject mentioned on it. He took the class on 5E's. He minutely briefed the elaborative form of 5E's i.e. Engage , Explore , Explain , Elaborate and Evaluation.

Mrs Shruti Bhargav, Honourable Assistant Commissioner KVS Mumbai Region gave lecture on strengthening of Common Minimum Programme . She nicely elaborated each and every aspect of Common Minimum Programme and quality indicators.

Afternoon Session with planning for the preparation of Teaching Learning Materials .Materials were provided to each group by the Resource Persons.

Resource Person Mrs R Jayalaxmi HM Ziet Mumbai took up a lesson on ICT to create an Auto Gap Fill exercise on web portal HOT POTATOES Software.

Second day of In Service Course of HMS came to end with retrograde of Group Activities.

Prepared by

Sh Chakradhar Dehury
HD M
Chandan Taru Group

प्रतिवेदन

Day-3

20.05.2016

द्रोणाचर्य समूह की ओर से आप सभी को सुप्रभात, कलप्रातः कालीन प्रार्थना सभा का आयोजन चंदन तरु समूह द्वारा आयोजित किया गया था। जिसमें लघु नाटिका द्वारा शून्य के महत्व को दर्शाया गया जिसमें यह संदेश मिला कि , प्रत्येक व्यक्ति अपने आप में संपूर्ण नहीं है। किन्तु महत्वपूर्ण है । इसके उपरांत सेवाकालीन प्रशिक्षण शिविर की संशोधक

श्रीमति जयलक्ष्मी महोदया के द्वारा सतत बोधात्मक मूल्यांकन पर प्रकाश डाला गया। एक छोटी सी विडीओ क्लिप के द्वारा पृष्टि मिली की बच्चा अपने आप आसपास के वातावरण से सरलता, सहजता से आत्मसात कर लेता है।

तदपश्चात समूह कार्य में एक ही चित्र से चार विषयों के अधिगम परिणामों का सभी समूहों द्वारा प्रस्तुतिकरण किया गया। अवकाश के बाद पुनः हम सभी कार्यविन्त हुए जिसमें हमारी प्रशिक्षण शिविर के निर्दिशिका महोदया उषा अय्यर द्वारा प्रधानाध्यापक / प्रधानधायिकाओं के कर्तव्य पर प्रकाश डाला गया। तदपश्चात सभी प्रतिभागियों ने भोजन के लिए प्रस्थान किया। इसके बाद चार प्रतिभागियों जिसमें श्री हेमरज नवल, श्रीमति कविता बिष्ट, श्री रतनेश झा द्वारा गणित और श्रीमति प्रनन्या सोनी द्वारा पर्यावरण अध्ययन विषय पर आदर्श पाठ का प्रदर्शन दिया गया। इसतरह चौथे दिन की समापन हुआ।

द्रोणाचर्य समूह

REPORT Day-4

21.05.2016

by LOTUS GROUP

Good Morning, to one and all present here. The day 4th of the ISC started with a melodious and informative morning assembly which was conducted by the Dronacharya Group. The group presented a skit in their special programme whose theme was based on wastage of message. The message that we should not waste food was clearly understood by the participants. The skit involved all the five members in an effective way and they showed the quotes such as "Nobody is perfect but everyone is important in this world.

Thereafter Shri Deepak Ahire, Associate Course Director of our course took a welcome session. Further Shri Harman Chura, RP started the session with a group action song – "train me chanan chanan hoye ray....." which the participants welcomed wholeheartedly. He also gave his presentation on Assessment in Languages and explained that atmosphere plays a role a vital role in language learning.

After the tea break, Ms. Anupama, Director from Ekagra, an educational organization gave his presentation on “Phonetics”. She used her dynamic skills and undertook her presentation dynamically with ‘Inquiry Based Learning’.

Thereafter, we had a session of 4 demo lessons by Mrs. Vandana Das on ‘seeds and seeds’ for Class 4th, Mrs. Sudha Bedi on Sanghya from Hindi Vyakaran for Classes III, Mr. S K Sahu on smart charts for Class 4th and Shri Sandeep Pandey delivered his lesson beautifully on the topic Bandar baant of class 3rd. Director Ms. Usha Aiyar Madam enriched each of the presenters with her valuable suggestions.

Finally the day ended on a positive note with presentation on Use of physical Education Cards for the primary Children presented by Ms. Sandhya, National Awardee PET from KV Bhandup.

Each and every participant participated enthusiastically in all the group activities enthusiastically.

REPORT Day -5

22.05.2016

By Peacock Group

The fifth day of 12 day In Service Course for HM s at ZIET Mumbai started with the morning assembly conducted by Lotus group.

The day’s proceedings began with a group activity and a video clipping, by one of the dynamic resource persons Mrs. Jayalaxmi Ravi. She in her interactive session vividly explained the importance of **Evaluation**. She discussed clearly on when and how to carry out with the evaluation procedures and provided the participants with various tips and suggestions.

Later Mr. Deepak Ahire, the Associate Course Director had given an insight into smooth and effective ways of **Classroom Management**, which included the content management, classroom activities and most importantly the discipline.

The post lunch session began with an interesting interactive session by honourable Course Director, Ms. Usha Aswath Iyar. **Case Studies** on various situations faced by HMs were dealt with smoothly and the participants were guided to come out with amicable solutions through discussions and role plays.

The post lunch session came to an end with the group activities.

REPORT Day -6
23.05.2016

6th Day of the In-service course for HMs 2016-17 started with the morning Assembly conducted by peacock Group. The assembly group presented a skit on road safety. The first session of the day started with Mid Test of 50 Marks. The portion was from the 1st day session to 22nd May 2016 sessions. Every participant tried their best to attempt the questions. After the tea break a session on Action research was taken by Mrs Radha Subramanian, PGT (Bio) ZIET, Mumbai. She elaborately discussed the different dimensions of action research through different activities. Dr. V. Vijayalakshmi, Joint Commissioner (Academics) KVS (HQ) New Delhi visited ZIET Mumbai and interacted with participants. During her interaction all HMs raised the problems of maintaining records in primary section and other issues related to HMs and Primary. Joint Commissioner ,academics instructed all the participants to carry out one action research as part of the assessment for the 2nd Spell of Inservice Course. She also instructed the HMs to prepare a list records which are to be maintained or not and sent to the KVS (HQ) for discussion at her level. Post Lunch session started with demo lesson. 8 participants presented their demo lesson. Group Work of seminar Presentation was undertaken during the post tea session. Overall 6th Day of the course was a fruitful day for all.

Presented by
Power House

REPORT Day -7

24.05.2016

“A day well begun is half done”. Morning Assembly conducted by Power house group touched the heart everyone to devote oneself to almighty. 1st session of the day was on current topic Learning Disability by Dr. Dhaval Mody. Dr. Mody minutely discussed how to identify children with special needs, ADHD, the causes of learning disability. He also shows different ways to handle children with special needs. It was a brainy storming session for the participants. The post tea session was another exciting and enjoyable for the participants . Mrs. Anupma Diddi, came with the session Development of Reading Skills in English through phonics. She illustrated and practised the 44 sounds system (BRP), phones, family words, blends, diagraph, sight words etc. through audio and videos. Every participants participated actively and enjoyed a lot. Post lunch session was demo for 8 participants. The course director, Associate course Director and Resource persons suggested different ideas on demo lesson. The last session of the day after tea break was group work on preparation of Worksheet. Everyone worked with their group and the day's session ended at 5.30 PM

By Prakash Group

REPORT Day -8**25.05.2016**

Morning Assembly was conducted by Prakash Group. Sh Deepak Ahire, Associate Course Director gave a talk on positive attitude. 1st Session of the Day was Assessment of Mathematics class I-V by Sh Harman Chhura, HM ZIET Mumbai and resource Person. He started with numeration system in each grade to learn. The source book for mathematics published by NCERT gives a clear idea about the mathematics learning for every classes. He discussed the 8 basic concepts to be imparted to children with different difficulty level. Mr .H Chhura tested everybody with a worksheet on reasoning of mathematics. The session was especially helpful for all participants and specially the non-mathematics background participants. Mr. M. Gopala Reddy, PGT (Phy) took session on Child Rights in post tea session. He precisely discussed the constitutional rights of the children and legal rights. He also discussed about the corporal punishment of the children. The Post Lunch two sessions were taken as demo lesson by the participants. 16 participants presented their lesson followed by feedback, review and suggestions from the participants.+

By Sargam Group

REPORT DAY-9**26 MAY 2016**

by STRENGTH GROUP

On 26 May 2016, Sargam Group conducted the prayer in conference room. A deep thought was given by this group – Don't be like a flower because they die soon ,when they bloom ,but be like a stone, which when sculptured will be treated like the God .G.K. questions were prepared and asked to test our physical and mental presence. Through an enactment Sargam Group illustrated some traffic rules on the road and also showed us what would happen, if not followed by us. So, wear helmets and never talk on phones while driving. Then our worthy resource person Mrs.Jayalakshmi gave an activity to shake our minds and find the solutions. Then she told us about learning indicators for EVS. She told us about interdependence of subjects on each other. She told that lessons and pictures from English, Hindi and Maths books can be used to illustrate the lessons under EVS. Learning indicators should be taken care of. We got a new idea from the lecture. Mrs. Pushpa Verma PGT (Eco.) told us about the Code Of Conduct For Teachers. The whole class participated and enjoyed the lesson. After lesson, the whole class was divided into two groups and near about twelve participants delivered their demo lessons. After watching demo lessons we observed our own weaknesses and how to overcome those hurdles. After that the participants did group work .The day ended with a promise to become more energetic and efficient in our professions.

REPORT DAY -10

27.05.2016

The Morning Assembly was conducted by Strength Group. The assembly items were prayer, thought, News Headlines, Pledge and Quiz questions of the previous day. The First session of the day was started with the Director of the course Ms. Usha Aswath Iyer. Her session was absolutely based on Classroom Supervision by the Headmaster. She clearly pointed out the areas where we have to focus while observing the classroom teaching of primary teachers. She also described the various tools and techniques of the classroom observation. Another exciting session on practical of Vermicomposting was done by Mr. P Singh, from the NGO Clean Air Island, Mumbai. Mr. P Singh elaborated the garbage and its disposal. The different types of waste were discussed and how to dispose them also shown by means of powerpoint presentation. Finally Mr. P Singh showed the practical of how to do vermicomposting in the ZIET campus. It was a good experience to every participants to vermicomposting in their respective Vidyalayas. After the Lunch Break Mr. R Jayalakshmi , HM ZIET highlighted on the Record Maintenance of Primary teachers and HMs. Record maintenance is a very difficult task for teachers with loads of students and teachers ratio. Every participant gave their suggestions which records are necessary and how to be maintained. Day's sessions ends with the ICT classes in the post session.

By Butterfly Group

REPORT DAY -11

28.05.2016

“ We always work for a better tomorrow. But when tomorrow comes instead of enjoying , we think again about a better tomorrow. Let's have a better tomorrow.” The 11th Day of the In-service Course for HMs Spell –I started with the morning assembly conducted by Butterfly Group. Thought of the day really inspired us for a better tomorrow. The day started with the Post Test of the spell. It was of 50 marks from the beginning sessions. Every participants attempted their best to score good. After writing the test everybody got relaxed with tea break. The next session was Personal Claims by Sh. Deepak Ahire, Associate course director of the Course. He covered the TA / DA settlement, Leave Rules, LTC rules and other rules which are applicable for the employee of the Sangathan. Everybody was benefited from his elaborated discussion on the financial rules and service rules. The post lunch session was engaged as setting of TLM for the next day. The group members brought their Prepared TLM into Shivaji Hall for decoration and suitable arrangement. The post tea session was ICT on preparation of Z Close in Hot potato. Everybody got hand on practice on ZCLOZE in the computer lab. This way 11th Day of the Course came to end.

Chandan Taru

Report Day -12

29.05.2016

“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.” Albert Einstein

The last day of the 1st Spell of In-service Course for HMs began with morning Assembly conducted by Chandan Taru Group. The thought of the day and a short skit on importance of cleanliness in the society. The Director of the course came with the burning topic in today's educational scenario **Inclusive Education** in the first session of the day. She discussed how all groups of students will learn together with single platform. What are the challenges, infrastructure, feeling of sympathy and empathy for the differently abled people etc she discussed in detail. She also shared some of her experiences on how to deal with differently abled children. Really it was a fruitful session to deal with the diverse group children in primary children. The post tea session was TLM Exhibition of the participants in group. Every group presented their prepared TLMs and explained their uses and utility. The post lunch session was open session to discuss the various problems related to primary and HMs. In that session all HMs prepared a letter of grievance faced by HMs of KV Sangathan addressing to the Commissioner KVS New Delhi and forwarded through Director ZIET Mumbai. The post lunch two session were for Valedictory function. The Valedictory function stated at 2.00 pm presided by Ms Usha Aswath Iyer, Director ZIET Mumbai in the presence of the Associate Course Director Sh Deepak Ahire and two resource persons. Two of the participants presented their impression of the course reflecting what they achieved during the 12 days of stay in ZIET Mumbai. Ms Usha Aswath Iyer blessed all the participants with a positive note to work at the grass root level for the upliftment of Sangathan and betterment of the society. The programme ended with vote of thanks followed by National Anthem.

Presented by

Dronacharya Group

GROUP WORK FOR FIRST SPELL OF ISC FOR HMs

18 to 29 May 2016

1. Each group will prepare TLM for Class I and II which can be used for at least two subjects. The TLM should be cost effective, colourful and interesting.
NOTE: The TLM prepared will be exhibited at the end of the course. (Last Date: 22 May 2016)
2. Prepare a detailed report on any ONE of the following topics and present it to the group. Each member of the group should have a role to play. The topics are listed below:
 - a) Improving spellings of students in English.
 - b) Improving spellings of students in Hindi.
 - c) Designing activities for mass participation in CCA.
 - d) Designing projects which can be extended to the home or society.
 - e) Encouraging Reading habit in students.
 - f) Encouraging reading habit in teachers.
 - g) Preparing activities for mental maths.
 - h) Encouraging students to develop the skill of presentation.
 - i) Developing listening skills in students.
 - j) Team teaching-How can it be incorporated in the school?

Note

- i) Decide on sections to be covered by the report. Each member of the group can cover one part and present the same.
- ii) Use chart paper, PowerPoint presentations, audio or video to make your presentation more effective.
- iii) The presentation can be in English or Hindi, but not a mix of the two languages.
- iv) Refer to other sources and use your own experience to prepare the presentation.
- v) Submit a soft copy of the main report on or before the due date.

(Last Date: 25 May 2016)

3. Prepare worksheets as per the following allotment:

Group 1	Class I	English
Group 2	Class I	Hindi
Group 3	Class I	Maths
Group 4	Class I	EVS

Group 5	Class II	English
Group 6	Class II	Hindi
Group 7	Class II	Maths
Group 8	Class II	EVS

Each worksheet should be concept based and not an imitation of a question paper. Exercises should be graded, with the simplest ones in the beginning and the more difficult ones later.

Please state the objective of each exercise clearly. There may be more than one objective for an exercise. (**Last Date: 27 May 2016**)

Seminar Topics

Prepare a detailed report on any one of the following topics and present it to the group. Each member of the group should have a role to play. The topics are listed below.

Sl No	Topic	GROUP
1	Improving spelling of students in English.	2
2	Improving spelling of students in Hindi.	7
3	Designing activities for mass participation in CCA.	3
4	Designing projects which can be extended to the home or society	1
5	Encouraging Reading habit in students.	5
6	Encouraging Reading habit in teachers.	6
7	Preparing activities for mental maths.	4
8	Developing listening skills in students.	9
9	Encouraging students to develop the skill of presentation.	8
10	Team Teaching- How can it be incorporated in the school.	

Note:

- i) Decide on sections to be covered by the report. Each member of the group can cover one part and present the same.
- ii) Use chart paper, Powerpoint presentations, audio or video to make your presentation more effective.
- iii) The presentation can be in English or Hindi, but not a mix of the two languages.
- iv) Refer to other sources and use your own experience to prepare the presentation.
- v) Submit a soft copy of the main report on or before the due date.
(Last date : 25 May 2016)

Developing Listening Skills in Students

Strength Group- No. 9

Language is the vehicle for exchanging ideas .For spoken part of a language atmosphere plays a vital role because children learn by imitating rather than follow rules.

There are basically four skills which are to be mastered to know a language **e.g.listening,speaking,reading,writing**. Other skills such as vocabulary are assistant skills. Listening and speaking come at the first step .A child who listens well can speak well. Both the skills are inter- related. If the child listens carefully, understands it then he or she can use it in day to day life. As we know habit can be inculcated with practice and discipline .Here are some points by which we can inculcate the habit of listening.

1. **Pronunciation drill:-** With this drill, the child learns to pronounce the word in his mother tongue and some unknown language.
2. **Loud reading:-** In this drill the child learns to give proper pause at the proper place.Loud reading of the lesson with proper pronunciation ,expressions,and pause.
3. **Questioning** :- Asking questions orally and answering them by the pupils .
4. **Dramatization:-** Enhance the listening ability through dramatization. Listen to the dialogue and comprehend it.
5. **Order speech bubbles:-** The teacher can record small sentences in his/her own voice and play it before the students. Pupils can imitate those sentences.
6. **Answering the questions orally:-** Some text messages can be recorded. Pupil will listen to them and comprehend the paragraph. They will be able to answer questions based on the text.
7. **To listen to different situations and narrate them:-** The pupil will be shown some scenes like morning scene, evening scene, market scene, sea beach scene. They will listen to the sounds there and construct small sentences based on that listening.
8. **Use of grammar** :-The child will make grammatically meaningful sentences followed by paragraph writing. A child will speak the paragraph written by him and others will listen. Then another child will again try to repeat the same paragraph.
9. **Listening to different sounds:-**The child will listen to the sound of singing birds on C.D., and speak a few sentences after complete listening.
10. **Extempore:-** The students will be given some topics .They will discuss and share their experiences.

How to assess it?

Assessment means collecting information on the progress of students.

Before it :1.We should discover the need and interests of the students.

2. We should find out what the students already know.

During Assessment:- 1. To assess their understanding and progress.

2.To identify successes or difficulties.

3.To work together while sharing ideas and completing tasks.

After Assessment:- 1.To find out what the students have learnt.

2.To determine the quality of student's learning.

The case history and assessment will help us in detecting the problems during listening and will be helpful to overcome those hurdles.

DESIGNING ACTIVITIES FOR MASS PARTICIPATION IN CCA

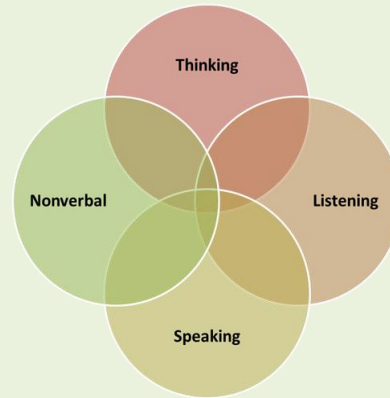
There are beautiful butterflies in the garden. Why compare one with another? Likewise every child is unique in his or her own way, so why compare one with another? Every child is blessed with an innate or natural talent. Our job is to help the child to identify ,nurture and develop the talent to his or her mastery level. A child may be shy/ hesitant / lack confidence individually but can be bold and active in a group due to peer influence.

Learning to work together in an ensemble teaches students cooperation and empathy. An activity that focuses on developing these skills is similar to charades in that no one may speak, but it is different in that a single message must be communicated by a group rather than by an individual



Co-Curricular activities are those which are undertaken side by side with the curricular activities. A co-curricular activity essentially takes place outside a typical pen and pencil classroom experience. It gives the students an opportunity to develop particular skills and exhibit their non-academic abilities. These activities might be compulsory, such as music, art or drama classes that take place during the day. Others generally are voluntary, such as participating in school sports team, school debating team or student newsletters. In either case, participation can assist students in more than one way.

The Four Communication Skills



You can discuss the following areas with your child when selecting his/her co-curricular activities:

- Identifying interests and strengths

Example: What is your child interested in?

What is your child good at?

- Setting objectives

Example: What kind of person does your child want to be? What kind of values and life skills should your child be developed in?

- Encouraging self-directed learning

Example: How does your child want to pursue this development? What are the possible opportunities that can help support this development?

Managing commitments

Example: Is your child able to cope? How can you help to support him/her in the learning pursuits?

Types of Co-curricular Activities

Sports- Mass PT/ Display, Yoga, /Team games

Musical activities: Drama, Group song, group Dance, Orchestra.

Creative writing:Writes ups for school magazine/ class magazine,Wall magazine decoration

Oral /Aural Skills: Debate & Discussion

Dramatics: Role Play, Skit, Mime, Nukkad Natak

Art: Class/ School decoration, Display board, Rangoli, Posters Making

Exhibitions: Preparation of chart & models

Cubs & Bulbul Utsav

Van Mahotsav

Swaachta Abhiyan

Celebration of National Festival Day, Important Days, Important Weeks- Hindi Pakhwara, Mathematical Week

Club Activities: Nature/ Eco Club, Sports Club, Reading Club, Music Club, Art Club.

Organization exhibitions. Celebration of festival, Morning assembly

Role of a Teacher in Organising Co-curricular Activities

1. The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.
2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
3. The Teacher should act as Innovator by introducing some innovative programmes.
4. The teacher must be a good organizer so that the students experienced maximum of it.
5. He should too act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of finer aspects of Co-curricular activities.

HOW TO ORGANISE CCA EFFECTIVELY IN THE CLASS?

Proper advertisement of the activity through morning assembly, notice board and through teachers

Planning for the organisation of the activity.

Distribution of work among the teachers and students to organise the activities.

Co-operation of colleagues

Time Management is very important

Discipline is to be maintained

Objectives to be fulfilled.

Distribution of work among the teachers and students.

Involvement of the Student council.

Appreciation of the talent in the form of rewards, certificates, gifts, sweets, etc.

Expected Learning Outcomes

One major form of simulation that allows the students to become immersed in learning involves the use of CCA. CCA has the ability to develop and enhance context skills as well as skills needed for future by incorporating, realistic or real work problem. It also help development of language. Opportunity for working together helping each other to achieve their shared goal

Presented by

Dronacharya Group:

Mr. Trilok chand

Mr. P.R.S. Chauhan

Mrs. Sudha Bedi

Mrs. Manisha

Mrs. Kavita Bisht

DESIGNING PROJECTS EXTENDABLE TO HOME AND SOCIETY

MEANING OF PROJECT BASED LEARNING-

Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that simply presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios.

In PBL Students working as a team or individual are given a "driving question" to work with. They are supposed to find response or answer by inquiring from various sources. Later the students are directed to create an artefact (or artefacts) to present their gained knowledge. Artefacts may include a variety of media such as writings, art, drawings, three-dimensional representations, videos, photography, or technology-based presentations.

NEED OF PROJECT BASED LEARNING-

PBL is the need of hour as it helps in a greater depth of understanding of concepts, broader knowledge base, improves communication and interpersonal/social skills. It also enhances leadership skills and increases creativity. It also elevates the writing skills of the learners.

NEED TO LINK PROJECTS TO HOME AND SOCIETY-

a) Present scenario –

In present situation teachers are giving projects to students which are confined to textbooks and classrooms. As a result the learning is limited and retention is low. Some samples of projects given by teachers in various Vidyalayas of the country are-

- Collect all the words from unit II of your English textbook which contain two vowels or more.
- Make model of your school.

b) Required change-

In accordance with spirit of NCF 2005 it is required to connect the teaching learning process with immediate surroundings. So while designing projects for students ample care should be taken that the project is related with home of the student and society.

c) Steps involved in designing project extendable to home and society-

i) Selection of topic-

Due care should be taken while selecting the topic for the project. The topic should be such that it is easily related with home and society of the learner. More over acting as facilitator teacher can guide the student to relate his/ her work with

society. A simple twist in the topic can make the work challenging and interesting for the child. The involvement of home and society will connect outside world to classroom and will help child to learn.

ii) Selection of students-

The next step is to select students who are going to handle the project. Due care should be taken in this step that it is feasible for the selected child to work on the project. For example, If the students are required to interview farmers they should have an easy access to farmers.

iii) Guidance to students-

Teacher acting as a facilitator should arrange for a brain storming session and should guide the students for working on the project.

He should keep an eye on the progress of the project and should give necessary directions to keep project on the track. Teacher should ensure that home and society are also involved in the execution of project.

iv) Review of the project before final submission-

Before the final submission of the project the work done by the students should be reviewed and directions; if any should be given to students.

ASSESSMENT FOR PROJECT BASED LEARNING

Project Based Learning (PBL) is an instructional approach that emphasizes authentic assessment. Assessments can be done using rubrics developed for that project. The rubrics should give due weightage to embedded assessment, concept maps, peer and self assessments, oral presentations, report writing and assessment using rubrics.

Examples of projects extendable to home and society-

Few projects which can be extended to home and society are as under-

- Visit the market and garbage dumping ground of your area and study the impact of polythenes. Develop a programme to motivate people to say no to plastic bags.
- Collect information about traditional dishes made in your house and record any two.

References-

1. Website for Buck Institute for Education : www.bie.org
2. BIE Video on PBL :
http://bie.org/object/video/project_based_learning_explained
3. Thinquest, an initiative by Oracle foundation

Group – butterfly

1. MR. B. PANDEY K.V. DANAPUR
2. MRS. SURJIT KAUR MAKAN K.V. C.M.E PUNE
3. MR. T. SHUKLA K.V. 39 G.T.C. VARANASI CANTT
4. MR. AJAY KUMAR K.V. DEOLI
5. MR. J.S. BHATIA K.V. BHANDARA

ENCOURAGING READING HABIT AMONG TEACHERS

POWER HOUSE

“Literacy is a bridge from misery to hope.” —Kofi A

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of intrapersonal communication.

The greatest gift is a passion for reading. —

Reading is to the mind what exercise is to the body.

Reading books and writing are among brain-stimulating activities shown to slow down cognitive decline in old age, with people who participated in more mentally stimulating activities over their lifetimes having a slower rate of decline in memory and other mental capacities.

Reading is not just an important professional skill. It is also a way to enjoy informative, creative, and inspiring works of literature that enrich our life experiences. Like any skill worth mastering, a reading habit requires time and dedication to develop. It is, however, a lifelong source of enjoyment and entertainment and an affordable hobby for anyone who wants to pick up a book.

Whenever you read a good book, somewhere in the world a door opens to allow in more light. Reading is important, because if you can read, you can learn anything about everything and everything about anything.

Orientation of Teachers

Due to the advancement in science and technology , changing scenario in teaching learning process teachers have to equip themselves with current knowledge and latest information. So they need to visit the library often for abreast with recent developments in their concerned subject and others . This creates a effective teaching and healthy impression on students and encourages students to visit the library.

A person who won't read has no advantage over one who can't read. —Mark Twain

Let us read and let us dance—two amusements that will never do any harm to the world. —Voltaire

“No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance.”

- Confucius

DEVELOPING READING HABIT IN STUDENTS

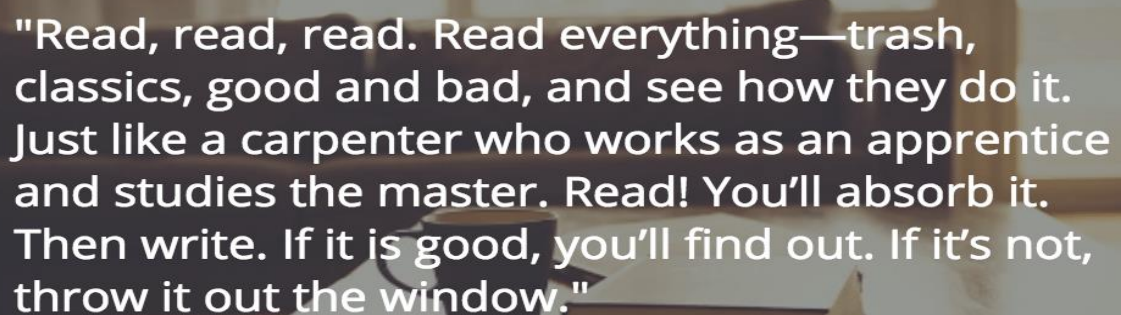
PART ONE

Preparing for reading

Find something to read. Examples include a children's book, a newspaper article, a short story. Go to the library and pick up lots of books. Pick books depending on your *reading* level, no matter what your age. Choose interesting and easily read books such as comic books, as well as reading books containing formal words. Reading is about enjoying the experience too.

Find a place to read where you can concentrate. This may be someplace secret where no one will bother you or simply your home at a time when it is quiet.

Schedule a routine time to read. Do this at least for the times you have nothing else to do, such as when you're on the bus. That way, a good book only entertains you but can also help you learn to read faster. Read a book that will capture your interest, not a book that you'll probably be bored with or dislike.



"Read, read, read. Read everything—trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then write. If it is good, you'll find out. If it's not, throw it out the window."

- *William Faulkner*

PART TWO

Implementing the basics of reading improvement

1 Begin your reading by looking at the pictures, or listening to the music to get a feel for what you are going to be reading about.

2 Start with titles, names, or other larger print items that you may know or ever thought about the page carefully. Don't rush, take your time. Most people think that skimming the page (skimming means to just scan the whole page and hardly take in a couple of words) is a way of fast reading, but this is definitely *not* true. Go through the details to comprehend the text as you read it. Have an idea what you're reading about, not just reading and forgetting or failing to grasp the contents.

3 Sound out each letter as best you can and you will notice they form some sort of word. Some letters fit together. For example, "th" is not pronounced as t + h, but rather as one unit. This is called a 'phoneme'. Pay attention to the stresses in words. Listen to audio books and follow the text at the same time. This can aid good pronunciation and word recognition.

PART THREE

- **Advancing your reading skills**

Read as much as you are able. When you start getting bored or need a break, take one. Reading should be fun and enjoyable, don't force it. After your break, return to where you were, and continue.

Reread the material. It is okay to reread something if you do not understand it fully the first time.

Use context clues to find out a word's meaning. Context clues are when a person figures out the meaning of a word by seeing how the word was used in a sentence.

Memorize a text. Read that portion out in front of a mirror, out loud. Memorizing can improve your confidence with reading.

Reread. If you don't understand what you are reading, read over the sentence(s) again. Try reading the words out loud to yourself. If you still don't understand something, ask a good reader nearby to explain the sentence(s) to you, or simply pick up a book that is easier to read and more appropriate to your reading level. Feel free to use your finger as a pointer. It will keep your eyes focused on the line you are reading, improving your understanding.

- **Keep reading.** Try to read as much as you can on your free time. Reading will help you in lots of ways; your vocabulary will become larger and more sophisticated.

“The fluent reader sounds good, is easy to listen to, and reads with enough expression to help the listener understand and enjoy the material.”

WHY TEACHERS NEED TO ENHANCE THEIR READING SKILLS?

1. Teachers who are avid readers are likely to have a positive influence on the reading habits of their students.
2. Teachers who are themselves reluctant readers are not likely to lead students to a lifelong love of reading. Most reading teachers probably would classify both of these statements as True. For many years it has been widely held that teachers who are readers, who themselves value reading as an important part of their lives, will be more successful in inspiring their students to hold reading in similar esteem. It is a most tempting, common sense idea, and there is some evidence from research to support the notion that teachers with good reading habits are more likely to lead their students to improve in reading.
3. Do teachers have a responsibility to help students to develop positive attitudes about reading? The idea that teachers can and should play a major role in the development of students' reading habits and interests has never been seriously questioned. In fact, most reading methods texts and many journal articles repeatedly stress this aspect of teachers' responsibilities. "Interests do not grow in a vacuum ... the teacher's task, then, is not only to feed the interests the child already possesses but to open up new avenues of interest and opportunity. "Developing permanent interests in reading must be the goal of every teacher regardless of the particular subject she/he may be teaching".
4. Just how teachers are to become effective in shaping positive reading attitudes in their students is a continuing problem that has prompted a plenitude of suggestions. Games, puzzles, inducements, and rewards abound. Almost daily, it seems, or at least with discouraging regularity new devices and strategies appear, all calculated to titillate and maintain young readers' interest in reading. A fundamental ingredient in any of the plans for teachers to help students to develop positive reading attitudes, it seems to us, is the teacher's own love of reading. Appeal to teachers to assume the role of model for students' "Logic and some research indicate that teachers' reading abilities, attitudes, and habits have an influence on those same characteristics of students" . The modeling function of teachers' reading behavior is suggested directly: "One way we can build strong positive attitudes toward reading in our students is by demonstrating that we ourselves enjoy, respect, and profit from reading".

Orientation of Teachers

Due to the advancement in science and technology , changing scenario in teaching learning process teachers have to equip themselves with current knowledge and latest information. So they need to visit the library often for abreast with recent developments in their concerned subject and others . This creates a effective teaching and healthy impression on students and encourages students to visit the library.

Good Reading Habits

“When we read a story, we inhabit it. The covers of the book are like a roof and four walls. What is to happen next will take place within the four walls of the story. And this is possible because the story's voice makes everything its own.”

Access to books and the encouragement of the habit of reading: these two things are the first and most necessary steps in education and librarians, teachers and parents all over the country know it. It is our children's right and it is also our best hope and their best hope for the future.

Michael Morpurgo

LIKESUCCESS.com

Besides learning reading strategies, readers learn good reading habits. These behaviors should come naturally, just like eating every day. If students understand why it is important to implement this list, they're more likely to take on these challenges eagerly. So, I teach the list at the beginning of the year.

To help, I as HM teach lessons to address good reading behaviors and explain why and how they will help the students. However, I can't force readers to use them. I can make sure we check in periodically with one another to see how work on the habits is going. The check-ins remind readers that using the habits will improve their ability to succeed in school. In addition, they love to hear suggestions from their friends.

Learning targets of Reading

1. I can read independently for enjoyment.
 2. I can read to someone, with someone, and by myself every day.
 3. I can build sustained personal reading time to 90 minutes.
 4. I can read fluently in phrases, not word for word.
 5. I can learn vocabulary! Collect words!
 6. I can ask constantly, "Does this make sense?" If not, I use fix up strategies until it does.
 7. I can set a reading goal. Periodically, I assess my goal, set a new goal, and keep a record of my progress.
 8. I can use an index card to track the words if I need to.
 9. I can cover the page with a colored plastic sheet to help the words settle down if I need to.
1. Read! Practice reading to improve. To that end, students make reading book bags. From the library, the classroom library, and home, they collect 3-5 books, comics, magazines, graphic novels or newspapers. They read on the same topic or in an author or genre series for a long time if they wish. I read, too in order to share my challenges and joys.
 2. Read to someone, with someone, and by yourself every day. It's also fun to keep a list of the books read and use a coding system to remember books (or authors) they love and would read again, books to recommend to friends, and books they abandoned.
 3. Build sustained personal reading time to 90 minutes. Provide time reading time to 90 minutes in one sitting. Every other Friday, build sustained reading time. Start by reading 20 minutes. In 2 weeks, try 40. In 2 more weeks, try 60.
 4. Read in phrases, not word for word. Readers should look ahead as they read to chunk words together that seem to go together.
 5. Learn vocabulary! Collect words!
 6. Ask constantly, "Does this make sense?" If not, reread or use other strategies until it does! Often readers just keep reading even when the book stops making sense or when the reader quits paying attention. A simple habit to get into is to STOP when the reader realizes he's lost.
 7. Set a reading goal. Periodically, assess your goal. Set a new goal. Keep a record of your progress.
 8. Use an index card to track the words if you need to. Some readers need to track.
 9. If it helps, cover the page with a colored plastic sheet to help the words settle down.

“When we read a story, we inhabit it. The covers of the book are like a roof and four walls. What is to happen next will take place within the four walls of the story. And this is possible because the story's voice makes everything its own.” Wear the old coat and buy the new book. A book is a gift you can open again and again.

Presentation by

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Preparing Activities for Mental Mathematics

By Group -7

- The definition of mental Math may sound more complex than the process really is. Simply put, mental math refers to the practice of doing calculations mentally, or all in one's head.
- Students who practice mental math make calculations in their minds without the guidance of pencil and paper, calculators or other aids.
- Mental math is often used as a way to calculate and estimate quickly, using math facts that a student has committed to memory, such as multiplication, division or doubles facts.

Mental Math Is a Good Life Skill. Why?

- Mental math will not only serve students well in school but outside of the classroom as well. Students who master the technique of mental math will find that the strategy helps them when they, say, visit the corner store and need to tally how much the bag of potato chips or candy bar they grabbed from the shelves will cost before they walk up to the register.

General Perception about mental maths

- Mental math is the main form of calculation used by most people and the simplest way of doing many calculations. Research has shown that in daily life at least 75% of all calculations are done mentally by adults. However, unfortunately due to the emphasis on written computation in many classrooms, many children believe that the correct way to calculate a simple subtraction fact such as $200-3$ is to do it in the written form through regular experiences with mental math children come to realize that many calculations are in fact easier to perform mentally.

Benefits for Learners –

- In addition, when using mental math children almost always use a method which they understand (unlike with written computation) and are encouraged to think actively about relationships involving the particular numbers they are dealing with.

Expectations from Students -

- The new math curriculum expects a student to be able to do lots of math in his head, or use “mental mathematics”. As adults, we do a lot of math in our heads! Most people estimate in their heads at the grocery store, fast food restaurants or department stores. Very few of us take out a pencil and paper to solve problems we might have. We are able to do this because of many years of practice doing mental math in real life situations. In your child's classroom, students will be encouraged to find ways to use mental math when solving problems.

Teacher's Role – Teachers must promote mental maths session which should–

- *occur on a daily basis (5-10 minutes per day),
- *encourage 'having a go' on the part of all students,
- *emphasize how answers were arrived at rather than only whether they are correct,*Promote oral discussion,
- *allow students to see that there are many ways to arrive at a correct answer rather than one correct way
- *build up a dense web of connections between numbers and number facts & emphasize active understanding and use of place value

For example, a teacher might pose the following problem: I had some coins in my pocket that made 39Rs.. Fourteen Rupees fell out. How much money do I have left in my pocket? Students will be encouraged to find a way to solve it in their head that makes sense to them! Following are 3 possible strategies that students might use: I know that 39Rs. take away 4Rs. is 35Rs.. 35Rs. take away 10Rs. is 25Rs.I know that 39Rs. is close to 40Rs.. 40Rs. take away 10Rs. is 30Rs.Take away 4Rs. more and that's 26Rs. Now take off the 1Rs. that made 40Rs.

All of these ways came up with the right answer, but they've done it different ways... in their head!

Having students talk about how they think about numbers in their head will allow them to find ways that make sense for them.

Calculators and computers are only useful when people know two things: (1) what information must be entered, and (2) if they know the answer is reasonable. Usually people look at the answer to determine if it makes sense; this is one reason why students should do "mental mathematics" in their heads.

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As they age, mental math can also help students calculate the price of sale items, know how big of a tip to leave or how to split a bill when a large party

dines out.

Telling students the practical ways mental math can help them will likely motivate them to become more skillful at the practice. Studies have shown that students are more interested in learning techniques that they can apply to real-world situations.

How might I support my child with “mental mathematics”?

- Help your child do mental mathematics with small numbers. It is most important to praise children for being accurate with their answer. As they improve, praise them for being quick to answer. Questions might be like: If I have 4 cups, and need 7, how many more do I need? or If we need to take 12 drinks for the class, how many packages of 3 drinks will we need to buy?
- Ask often, “Is your answer reasonable?” Ask questions such as, “Is it reasonable that I added 17 and 35 and got 367? Why? Why not?”
- Allow your child to use strategies that make sense to them.
- Talk to your child about when you use estimates and when you work out the exact answer.

When Students Struggle With Mental Math

Certain students will be better at some forms of mental math than others. Some students may be able to easily add and subtract but may face difficulty dividing and multiplying mentally, especially when large numbers are involved.

If your child struggles with all forms of mental math, it's important to discover the root of the problem. Does the child struggle in math class, even when pencil, paper and calculator are handy? Or does the child struggle only to calculate figures in his head?

Difficulty completing mental math problems may signal that your child hasn't mastered basic mathematical strategies. Talk to your child's teacher to see if she thinks that a learning disorder, such as [dyscalculia](#), may be at play. The teacher can review portfolios of student work and assessments to pinpoint if she thinks a [learning disability](#) is a possibility.

Children will always be taught to calculate in their head, but it's not until Class 3 that they'll start to learn specific strategies to plan how they'd solve problems mentally.

For instance, in Year 1 they'll learn to add by putting the largest number first, then counting up by the smaller number. They'll also learn to add near doubles (5+4, 7+6) by knowing what adding the double would be, then increasing the value by 1, etc. As they progress through Class 2, they'll use their knowledge of times tables to multiply and divide with increasing speed and accuracy.

There are a number of ways to work mental maths practice into everyday situations. For example, doubling a recipe, counting change, double-checking till receipts and scoring a game of Scrabble all involve using a knowledge of basic maths operations to work out the answers. For primary school students, mental maths is more than being able to work out sums in their head without writing anything down. It's an important skill that incorporates all of the maths concepts they learn, and that they'll be tested on throughout the primary-school years.

Help your child gain confidence and accuracy in mental maths with tests targeted at their year group, plus a comprehensive guide for parents on what mental maths is all about. When you hear the term 'mental maths', what do you think of? Adding up the cost of shopping before getting to the till? Doing quick sums to work out how long a journey will take? In primary school, mental maths is a key part of the curriculum that children will practise from Year 1. The ability to make quick mental calculations and solve story problems in a methodical, logical way is something you can easily practise with your child, and this pack gives you the tools to help them

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How to Teach Your Children to Do Mental Math ?

It is important that everybody learn to do some calculations mentally when paper and pencil or a calculator is not handy. This article, Part 1, suggests a few beginning mental math strategies that a parent might help a child learn at home. Mental math should not be confused with the memorization of basic mathematics facts such as knowing the times-tables by heart. While memorizing basic facts makes mental math easier, doing mathematics mentally requires both memorized facts and the manipulation (strategies) of numbers and Operation order to solve problems that are much more complex than the simple number facts we can easily memorize.

Help your child gain confidence and accuracy in mental maths with tests targeted at their year group, plus a comprehensive guide for parents on what mental maths is all about. When you hear the term 'mental maths', what do you think of?

Adding up the cost of shopping before getting to the till? Doing quick sums to work out how long a journey will take? In primary school, mental maths is a key part of the curriculum that children will practise from Year 1. The ability to make quick mental calculations and solve story problems in a methodical, logical way is something you can easily practise with your child.

Visualizing A Mental Number Line

Number lines, such as those found on the wall in many classrooms, are a visual model of our number system and can be very helpful for children who need to see how numbers are logically arranged. If children can close their eyes and visualize a mental number line, this too can be helpful in doing mental math. The best way to help students picture a number line is to post a paper number line in your home where your children can see it and use it regularly when they do mathematics. They will begin to notice all the wonderful number patterns, the twos, the fives, the tens—and many more. If they can then see the number line when they close their eyes, they can use these patterns to do mental math.

ENCOURAGING READING SKILLS IN STUDENTS

PEACOCK GROUP

ABSTRACT: Improving Reading Skills by Encouraging Children to Read: We aim to improve children's reading skills by providing classes with age-appropriate reading material and incentivizing children to read through various activities. These activities significantly increase the propensity of children to read, causing more children to have read a book in a week at school. The activities extend the programme both in and outside of school, although at lower rates to begin with. These activities also increase students' scores on a reading assessment,

KEYWORDS: Education, Reading, Development

INTRODUCTION: "Not all readers are leaders, but all leaders are readers."

Reading is one of the best hobbies to pursue as it improves language skills and opens up a world of knowledge for your child. Do take it seriously but do not make it a painful task for children. Let them read at their own pace and develop a liking for it.

Universal primary education is receiving increased attention due in part to the Development Goals and Education. However, the average quality of primary schools in many developing countries like India is notoriously poor.

Also parents are not too happy about their child's preference of watching television over reading a book. They make reading a task and children see this as a compulsion and not as a choice. Parents can actually help their child become avid readers by exposing them to a few good habits of reading. This should be done on a very positive note with no pressurising

Why do we read?

- To know what's happening around us
- To understand the subject matter
- To boost / enhance our imagination
- To increase power of judgement
- To imbibe ethical / cultural values
- To cultivate social sense
- To understand human life / mind
- To experience / experiment new things

Why is reading important?

- ⊙ Reading builds comprehension skills.
- ⊙ Increases a child's attention span
- ⊙ Develops concentration length .
- ⊙ Develops confidence
- ⊙ Fosters curiosity
- ⊙ Develops creativity and imagination

Do children like reading?

Mostly NO.....

Because.....We make reading a TASK and BORING
and

children see this as a compulsion and not as a CHOICE.

Why are our children not reading?

- ⊙ Books are not available
- ⊙ Illiterate parents
- ⊙ Available books and language are not age appropriate
- ⊙ Books are not entertaining.
- ⊙ Lack of knowledge of phonetics
- ⊙ Dyslexia

Then...How can I get my kids to Read?

SUGGESTED SOLUTIONS:

Do Anything You Can to Get Kids to READ!!!!

Expose the child to reading

- A. OUTSIDE THE SCHOOL: HOME & SURROUNDINGS
- B. INSIDE THE SCHOOL : IN SIDE CLASS ACTIVITIES

Let s see what all we can do at home?

OUTSIDE THE SCHOOL: HOME:

Tip 1: Charity begins at home

You should read on a regular basis and ensure that your child sees you reading with interest. Actually, the reading matter is not so important. Other than books it could be pamphlets, magazines or recipes. In fact you could have a reading time when you and your child sit quietly and read your individual books. Your child will emulate your habit of reading and enjoy the quiet time spent with you while reading.

● Tip 2: Keep materials handy

Do not restrict books to one corner or shelf of the house. Keep them scattered throughout the house, near the TV table, on the bedside table and in the child's room. This will increase the child's access to books and stimulate the reading habit.

● Tip 3: Discuss with your child

If your child is small, take a book that has text and pictures and discuss with your child about the characters and incidents in it. Develop an interest in him or her so that he or she feels motivated to read it. You could also take turns in reading aloud from the same book. This will inculcate a strong grasp on the spoken language too.

● Tip 4: Reading time

In most homes there is a well specified TV watching time. In addition have a specific reading time in your house where you all read something. Begin with shorter duration as smaller kids tend to lose interest fast. Then according to his or her age, lengthen the duration of reading time. Afternoons may be the best time for reading as opposed to reading at night before bed, as the child is quite sleepy then. Bedtime reading can supplement normal reading time.

● Tip 5: Reward reading

Whenever your child finishes reading a book, give him or her a reward. Please do not go overboard in this and restrict yourself to small tokens only. You could even tell your child to write a summary of the book and reward him or her afterwards. This will also improve his or her quality of writing.

B: INSIDE CLASS ACTIVITIES:
TEACHER

- Make reading enjoyable
- Read simple text
- Read a little every day
- Loud reading activities
- Classroom activities
- Loud reading
- Silent reading
- Reading comprehension exercises
- Passage reading
- Project work
- Impart the knowledge of phonetics
- Teach them stress , rhythm and intonation
- Correlate reading with other issues
- Invite students to listen to audio

MORNING ASSEMBLY

- News
- Thought
- Special activities related to reading

LIBRARY:

- It is an important source of ideas and information
- A visit to a library will further instill the habit of reading and the excitement of bringing home a new book every time will keep the habit alive. Issue books for home.
- CLASS ROOM LIBRARY
- Open access library
- Display books in a corner in the class room (Change them every month) – can adopt a theme (Detective stories)
- Book review method
- Celebration of library week

PROJECT WORK

- Helping students overcome reading difficulties
- technology (make them listen phonetics video)
- Playing meaningful games related to reading. (Write a letter to a friend asking for help and advice)
- Every library talk should be followed by interaction
- Storytelling and reading out
- Tell students to predict end of the story
- Care of books and making of bookmarks
- Treasure Hunt in the library.

READING CLUB

- A record for issuing books can be maintained and best reader of the class and primary can be awarded on Annual day.
- Display of students' work, like book reviews, letters to the authors, book cover designs
- Board displays with slogans – e.g. Reading is fun!
- Activities to promote reading e.g. story-telling competition, drama competition, book report competition, best readers of the class, of the month etc.
- Organize a read-a-thon.
- Invite authors to speak.
- All these activities will help us in developing a reading culture in the school.

IMPLICATIONS

- Books / reading materials need to be interesting and not too difficult
- Books should be age appropriate.
- Encourage child to refer dictionary

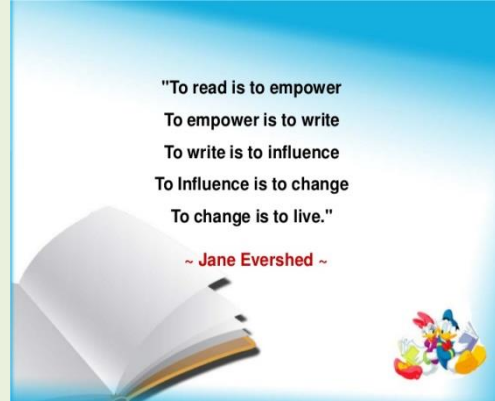
- Buy a book by its content. Do not buy a book with printing errors and poor quality of abridging.

CONCLUSION

These are the activities through which we can integrate 3 R's formula.(Reading ,Writing and Arithmetic) as per NCF. Because reading gives us world of opportunities.

SUBMITTED BY

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छात्रों में वर्तनी सुधार कैसे करें ?

संगोष्ठी -समूह 7 -(प्रकाश)

समूह सदस्य

- श्रीमती दीपा उपाध्याय (समूह नायक)
- श्रीमती बन्दना दास कौवर (समूह सह नायक)
 - श्रीमती नन्दा इंगोले
 - श्री रामेश्वर लाल दवे
 - श्री कालेदीन कौशल

वर्तनी में सुधार

वर्तनी के लिए हिन्दी में वर्ण विन्यास शब्द और अंग्रेजी में इंग्लिश शब्द का प्रयोग होता है। हिन्दी के भाषाविद डॉ.भोलानाथ तिवारी के अनुसार "किसी भाषा का कोई सार्थक शब्द किसी वर्ण माला में जिस रूप में लिखा जाता है उसे वर्तनी कहते हैं "।

भाषा की शुद्धता वर्तनी की शुद्धता पर निर्भर है।वर्तनी की शुद्धता बहुत हद तक उच्चारण की शुद्धता पर निर्भर होती है।अज्ञानता या असावधानी के कारण जब किसी शब्द का उच्चारण गलत ढंग से किया जाता है,तब उसकी वर्तनी भी अशुद्ध ही लिखी

जाती हैं क्योंकि हिन्दी एक ऐसी वैज्ञानिक भाषा है जिसमें जो बोला जाता है वही लिखा जाता है। प्राथमिक स्तर पर हम वर्तनी में निम्नवत सुधार का प्रयास कर सकते हैं।

हिन्दी की देवनागरी लिपि में कुल - ० हिन्दी ध्वनियों का सही उच्चारण करवाकर 1 वर्ण हैं 52, जिसमें

स्वर (अ आ इ ई उ ऊ ऋ ए ऐ ओ औ)

अनुस्वार (अं), विसर्ग (:अ), व्यंजन (ह - - - - - क),

संयुक्त व्यंजन और द्विगुण इ ढ हैं । (क्ष त्र ज श्र)

प्राथमिक स्तर पर आदर्श वाचन शिक्षक द्वारा - अनुकरण वाचन / ० आदर्श वाचन 2 बार - किया जाता है जिसका अनुकरण वाचन छात्रों द्वारा किया जाता है इसका बार अभ्यास करने से छात्रों की वर्तनी सुधर जाती है ।

.3 श्रुतलेख लिखवाकर प्राथमिक कक्षाओं में श्रुतलेख के माध्यम छात्रों की वर्तनी - सुधारी जा सकती है । इसमें शिक्षक द्वारा शब्द को बोला जाता है और छात्रों द्वारा सुनकर लिखा जाता है।

.4 लिंग की जानकारी करवाकर हिन्दी में - दो लिंग होते हैं स्त्रीलिंग और पुल्लिंग। इसके माध्यम से हम वर्तनी संबंधी त्रुटि को दूर कर सकते हैं । जैसे -

कवि कवयित्री -

विद्वान विदुषी -

नेता - नेत्री

महान - महती

5. वचन का ज्ञान करवाकर हिन्दी में वचन के अनुसार वर्तनी में परिवर्तन हो - एकवचन और बहुवचन ।- जाता है । हिन्दी में दो वचन होते हैं

एकवचन

बहुवचन

लड़का

लड़कें

लड़की

लड़कियाँ

किताब

किताबें

.6दृश्य- श्रवण तकनीकि का प्रयोग करके - दृश्यश्रवण तकनीकि का प्रयोग करके हम - छोटे -छात्रों को छोटे'अडियो वीडियो क्लिप-' दिखाकर और छात्रों की आवाज़ को टेप करके वर्तनी सुधार सकते हैं ।

7लघुनाट-िका करवाकर -

छात्रों से छोटे छोटे नाटक करवाकर हम छात्रों की वर्तनी सुधार सकते हैं।-

.8अल्पप्राण और महाप्राण व्यंजन का ज्ञान करवाकर जिनके उच्चारण में कम हवा - की आवश्यकता पड़ती है,वे अल्पप्राण कहलाते हैं प्रत्येक वर्ग का पहला एवं तीसरा वर्ग क ग च ज प ब) ट ड त द अल्प प्राण कहलाते हैं । जिनके उच्चारण में ज्यादा (हवा की आवश्यकता पड़ती है,वे महाप्राण कहलाते हैं प्रत्येक वर्ग का दूसरा एवं चौथा - ल्प प्राण कहलाते हैं ।अ (ख घ छ झ फ भ ठ द थ ध श स ष ह) वर्ग

आपके सुझाव आमंत्रित हैं

धन्यवाद

SEMINAR ON

How to improve spellings of children in English?

English spelling is notoriously difficult to master for native speakers and language speakers alike, because English has been developed from several different language families and because it so easily absorbs new words from other languages even today. The English language has many different ways to spell the same sound and many different ways to pronounce the same spelling. But improving your spelling in English is not impossible. With some patience you will see a noticeable improvement in your spelling by using some techniques that good spellers use.

- 1. Use a (good) Dictionary:-** Though memory aids are useful for memorizing difficult –to spell words, good spellers never rely solely on memory, they depend on a reliable, up-to-date dictionary. There are many kinds of dictionary available both in print and online.

Advanced Learner's dictionary can be very helpful for native speakers. While using a dictionary be consistent about using British or American spelling in your writing. For eg. Honour / Colour can be spelt as Honor / color. In the same way 'ize' or 'ise' as in categorise.

The key is to remain consistent in your choices throughout a single document. You shouldn't, for eg:-combine both 'ize' and 'ise' in the same document.

CREATING STUDENT'S DIFFICULT TO SPELL LIST

Keeping a list of words that the students find difficult to spell while they read . We can guide and help the students to spell the words correctly . By doing this , we may able to eliminate many common spelling errors.

LEARN THE STANDARD OF PRONUNCATIONS FOR FREQUENTLY MISPELLED WORDS:

Some common misspellings derive not from difficult combinations of letters but from pronunciation that do not reflect the word spelling. For example the word mischievous is often misspelled because of the common pronunciation " Miss Chiv Us " will aid ones to spell the properly

WATCH OUT FOR HOMOPHONE, NEAR HOMOPHONES AND OTHER EASILY CONFUSABLE WORDS:

Many English words have identical or similar pronunciation but different spelling. Using the wrong word of a homophone pair is the most common spelling pitfalls for the students.

Some commonly misspelled words:-

Accept/except affect / effect deer/ dear

From/form their/there write/ right

MAKING THE STUDENTS FAMILIAR WITH ENGLISH SPELLING RULES:

- When adding suffixes to words ending in y , change the y in to an i .

Example:- happy : happier , body : bodily

- When adding suffixes to a word , double the final consonant if the final consonant is preceded by a single vowel .

Example:- bar : barred

- When there is more than one vowel before the final consonant , the consonant , the consonant is the not doubled .

Example:- fail : failed

- When the final consonant is preceded by another consonant, the consonant is not doubled

Example:- Bark : barking

- The word has only one syllable or has the stress on the last syllable

Example:- Fit : fitted prefer : preferred

- For words with more than one syllable were the stress does not on the last syllable , the final consonant is not doubled

Example:- benefit : benefited offer : offered

- If the word end in l or p than the consonant is usually doubled

Example:- travel : travelled worship : worshipped

USE MNEMONICS

Remembering information can be difficult , but when you give that information more meaning it becomes easier to memorize . Mnemonics devices turn information into a picture , a sentence , a rhyme or any things else that's easier to remember .

RHYMES & SONGS

Rhymes and songs make words and information easier to remember . One of the best known spelling rhymes is /i/ before e, except after /c/ or when sounding like /ay/ as in NEIGHBOUR & WEIGH.

PLAY WORD GAMES

Playing word game is a fun way to to test your new spelling skills . It also a good way to learn new words.

READING IMPROVES SPELLING :

The best strategy for improving spelling is to encounter a students to read more simply having the words in front of them, absorbed as a story is unfolding from the pages will instill an instinct in them that is bound to improve spelling . The more words reads, the more the way words are written will simply "feel" more or less right to them . With practices , they will begin to sense when a trip to the dictionary might be necessary to validate a word.

It is often a good idea to have the students read aloud so that the sounds of words associated with the print on the page become more in pronunciation.

Identifying Strength :

Being able to identify where a student is not making errors gives a grounding sense of strength so that the frustration of the errors are more inconvenient than faulty

Target the errors :

Once error have been identified using various tools , using various tools such as mnemonic devices.

Identifying Patterns :

As students increase their vocabulary being aware of the common elements in the spelling of words reinforce the correct knowledge.

Using spelling Tools :

Teaching children how to use the various print and electronic tools such as your dictionary to check on words they are unsure of establishes a habit of reaching out for verification . Spell checkers used in word processing programs are also useful.

Conclusion

So you have seen different ways of improving spelling in English. Some other methods applicable in school are :-

1. Word of the day.
2. Drilling of the words during lesson.
3. Rearranging the letters to form meaningful words.
4. Dictation and follow up work.

Presented by
Chandan Taru Group
Dt.28.05.2016

CLASSROOM OBSERVATION BY HEADMASTER

1. PRE-TASK:

- a) Have a meeting of all primary staff and decide upon a common set of rules.
- b) Issue written instructions on areas of importance which will be observed.
- c) For new teachers, give a week's time to prepare for the observation.
- d) Insist that teachers carry their lesson plan diaries with them to class.
- e) Observe all the periods of a teacher, including drawing, games or library periods.
- f) Observe the full period, from beginning to end.

2. DURING OBSERVATION:

- a) Observe teacher's qualities like
 - Is the voice audible, intelligible?
 - Is there class control?
 - Are instructions given clear?
 - What is the tone used by the teacher?
 - Are the activities relevant to the topic?
 - Were the teaching aids used effective? Were they necessary?
 - Were the teaching aids suitable in terms of size, visibility, clarity?
 - Did the teacher make use of space other than the classroom?
 - What kind of questions did the teacher put to the class?

3. STUDENT RESPONSE DURING CLASS:

- a) Were all students interested?
- b) Were all students taking part in the class activities?
- c) Were all students given a chance to participate, answer?
- d) Did students respond to teacher's instructions?
- e) Was the class disciplined?

4. CLASS UPKEEP:

Check on

- a) Class cleanliness.
- b) Arrangement of furniture, bags, water bottles.
- c) Is there a dustbin in the class?
- d) Is there a duster, chalk available?
- e) Has the display board been maintained?
- f) Is the blackboard updated?
- g) Is there a class library and is it accessible to students?

5. POST OBSERVATION:

- a) Check notebooks-upkeep, index.
- b) Has teacher corrected regularly?
- c) Has the teacher updated the teacher’s diary regularly-minutes of meeting, books read, projects assigned?
- d) Keep a note of suggestions for correction and take it up with the teacher or during a staff meeting.
- e) Check if follow-up of correction has been done.
- f) Keep a record of teacher wise observation. Example

Name of Teacher	1	2	3	4	5	6	7	8
	II A		IV C					
	EVS		Hin					

- g) Keep a record of the class observed, date wise:

Class	1	2	3	4	5	6	7	8
I A	Eng		SUPW					
	05 Jan		11 Jan					

- h) Keep a record of each teacher’s special abilities, achievements.
- i) Encourage at least one teacher to take up a project, experiment or innovative practice every year.

MOST IMPORTANT:

KEEP THE PRINCIPAL IN THE KNOW. CONSULT WITH HIM/HER BEFORE TAKING IMPORTANT DECISIONS, EXECUTING PLANS, CALLING PARENTS...

USHA A IYER

Director

CHAPTER- VI CODE OF CONDUCT

Article 59.

Mrs. Pushpa Verma,
PGT, Economics, ZIET Mumbai

For teachers the provisions of the CCS (Conduct) Rules, 1964 shall apply mutatis mutandis to all the employees of the Kendriya Vidyalaya Sangathan. In addition to this, the following code of conduct shall also be applicable to teachers. Violation of these shall make an employee liable for action under the CCS (CCA) Rules, 1965.

1. Every teacher shall, by precept and example, instill in the minds of the pupil, entrusted to his care, love for the motherland.
2. Every teacher shall, by precept and example, inculcate in the minds of his pupils respect for law and order.
3. Every teacher shall organize and promote all school activities which foster a feeling of universal brotherhood amongst the pupils.
4. Every teacher shall, by precept and example, promote tolerance for all religions amongst his pupils.
5. No teacher shall be a member of any political party or carry on activities either openly or in camera in support of any such party. He shall also not have any association with either any political party or any organization which has been declared by the Sangathan to be carrying out its activities against the aims, objects and functions of Kendriya Vidyalayas.
6. The teacher shall always be on the alert to see that his pupils do not take active part in politics.
7. No teacher shall be a member of the State or Central Legislature. He shall resign his job before contesting for elections as a candidate.
8. Every teacher shall take a stand against unhealthy and bad customs and practices in modern society and must strive his best to instil in the minds of his pupils the principles of co-operation and social service.
9. Every teacher shall co-operate with and secure the co-operation of other persons in all activities which aim at the improvement of the moral, mental and physical well-being of pupils.
10. Every teacher shall be strictly impartial in his relations with all his pupils. He shall be sympathetic and helpful particularly to the slow learners.
11. Every teacher shall be a learner throughout his life not only to enrich his own knowledge, but also of those who are placed in his care. He shall plan out his work on approved lines and do it methodically and vigilantly, eschewing all extraneous considerations
12. Every teacher shall regard each individual pupil as capable of unique development and of taking his due place in the society, and help him to be creative as well as co-operative.
13. Every teacher shall be temperate and sober in his habits. He shall scrupulously avoid smoking, chewing of betel leaves and such other undesirable habits in the presence of students and within the precincts of the Vidyalaya.

14. Every teacher shall have an exemplary moral character. His dealing with the members of the opposite sex in the Vidyalaya or outside, shall not be such as would cause reflection on his character or bring discredit to the Vidyalaya.
15. Every teacher shall take pride in his calling and try to promote the dignity and solidarity of his profession.
16. Every teacher shall be an advocate of freedom of thought and expression and the development of scientific temper in himself and his students.
17. No teacher shall indulge in or encourage any form of malpractice connected with examinations or other school activities.
18. Confidential matters relating to the institution and the Department shall not be divulged by any teacher
19. No teacher shall undertake private tuition or private employment or otherwise engage himself in any business.
20. Every teacher shall be clean and trim. He shall not be casual and informal, while on duty. His dress shall be neat and dignified. He shall on no account be dressed so as to become an object of excitement or ridicule or pity at the hands of students and his colleagues.
21. Every teacher shall be punctual in attendance in respect of his class work as also for any other work connected with the duties assigned to him by the Principal. He shall realize that he is a member of the team and shall help in developing a corporate life in the school.
22. Every teacher shall abide by the rules and regulations of the Vidyalaya and show due respect to the constituted authority, diligently carrying out instructions issued to him by the superior authority.
23. Every teacher shall avoid monetary transaction with the pupils and parents and refrain from exploiting his Vidyalaya influence for personal ends. He shall generally conduct his personal matters in such a manner that he does not incur a debt beyond his means to repay.
24. No teacher shall prepare or publish any text-book or keys or assist directly or indirectly in their preparation, or use such publications without obtaining prior approval of the Sangathan.
25. No teacher shall engage himself as a selling agent or canvasser for any publishing firm/trader.
26. No teacher shall apply for an assignment or job outside the Sangathan directly. He shall invariably forward his application through proper channel.
27. No teacher shall present his grievances, if any, except through proper channel, nor will he canvass for any non-official or outside influence or support in respect of any matter pertaining to his service in the Vidyalaya.
28. Every teacher shall consider Vidyalaya property and funds as if placed in trust with him and shall exercise the same with prudence and care as he would do in respect of his own property or funds.
29. No teacher shall accept or permit any member of his family or any other person acting on his behalf to accept any gift from any pupil, parent or any person with whom he has come into contact by virtue of his position in the Vidyalaya except as provided under Rule 13 of the CCS (Conduct) Rules, 1964.
30. No teacher shall, except with the previous sanction of the Sangathan, give any talk on the radio, publish any statement or document either in his own name or anonymously, pseudonymously or in the name of any other person, which has the effect of an adverse criticism of any current or recent policy or action of the Central Government

or a State Government, or which is capable of embarrassing the relations between the Central Government and a State Government or between the Central Government and the Government of any foreign state.

31. No teacher shall, except with the previous sanction of the competent authority, ask for or accept contribution or other collections in cash or in kind in pursuance of any object whatsoever.
32. It shall be the duty of every teacher: (i) To respect the National Flag and the National Anthem. (ii) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities and to renounce practices derogatory to the dignity of women. (iii) To develop scientific temper, humanism and spirit of enquiry and reform. (iv) To safeguard public property and to abjure violence. 66 (v) To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.
33. If a teacher is convicted by a Court of Law or arrested, it shall be his duty to inform his immediate superior the fact of his conviction or arrest and the circumstances connected therewith as soon as it is possible for him to do so. Failure to do so, will be regarded as deliberate suppression of material information.
34. (a) Every teacher shall at all times (i) Maintain absolute integrity. (ii) Maintain devotion to duty. (iii) Do nothing which is unbecoming of an employee of the Sangathan (b) Nothing contained in part (a) of this Article shall be deemed to take away or abridge the right of a teacher:- (i) to appear at any examination to improve his qualification; (ii) to become or to continue to be a member of any Literary, scientific or professional organization; (iii) to make any representation for the redressal of any bonafide grievances, subject to the condition that such representation is not made in any rude or indecorous language.
35. Every teacher shall ensure that he/she should not use mobile phones in the class rooms in order to avoid teaching process.
36. It is the responsibility of the class teacher or the teachers to ensure security and safety of the children under his control and supervision in the discharge of his duties. The teachers who are to escort children to excursions, tours, Scout & Guide camp, NCC Camps, & Sports Meets, etc., shall ensure the safety and security of the children.
37. A teacher is described as a role model, a guru from time immemorial and he should maintain moral and ethical values and set an example to the children. He must not demonstrate un ethical activities towards the children. He should keep reasonable distance from the female students and female teachers and shall not indulge in un welcome sexually determined behaviour like (i) physical contact and advances (ii) demanding or requesting for sexual favours (iii) passing on sexually coloured remarks (iv) showing any pornography and (v) any other unwelcome physical, verbal or non verbal conduct of sexual nature.



ACTION RESEARCH

Mrs.Radha Subramanian
PGT Biology
ZIET Mumbai

Classroom Action Research (CAR) Overview

- 1.What is Action Research?
- 2.What do Teacher Researchers Do?
- 3.Guidelines and Ideas for Research

1.What is Action Research?

- Identifying problems on our own
- Examining and assessing our own work
- Considering ways of working differently
- Working collaboratively

Action Research is NOT...JUST problem solving

'It is done by systematically collecting data on your everyday practice and analysing it in order to come to some decisions about what your future practice should be.'

In simple words Action Research is carried out by teacher(s) in his/her own class with his/her own students to improve some aspect of learning /teaching.

CLASSROOM ACTION RESEARCH (CAR):

- Is a **systematic way** for teachers to **discover what works best** in their **own classroom situation**, thus allowing **informed decisions about teaching**
- Typically involves **small-scale investigative projects** in the **teacher's own classroom**
- Is an activity that connects the **'doing' of teaching** with the **'questioning' of research** that can be united if teachers are to become contributors who **shape educational policy** and **define effective classroom practice**

Why do Action Research?

- To figure out and demonstrate what works
- To have better relationships with colleagues
- For Personal & Professional development
- To Practice and connect as a teacher
- To Create new "things"

WHY DO CLASSROOM ACTION RESEARCH -'CAR' ?

- We want to solve the puzzle (problems) encountered in our classes
- We don't want to be burnt-out teachers
- We want to give as much as possible to our students
- We want our students to become Role model Citizens!
- We want to achieve success and feel the achievement when all our students do well in life!

CHARACTERISTICS OF ACTION RESEARCH

- ④ It is contextual, small scale and localized.
- ④ It is evaluative and reflective.
- ④ It is self-generated.
- ④ It is participatory (collaborative).
- ④ It is the basis of change in practice.

5 Phases of Action Research

- ❖ Problem identification
- ❖ Plan of action
- ❖ Data collection
- ❖ Analysis of data
- ❖ Plan for future action

Problems with doing Action Research

1. What disadvantages are there in being involved in an action research project?

'Time, time, time, time, time, time, time...What are the major problems in doing research and teaching? Time, time, time...' (Burns A)

2. Teacher Researchers

- Develop research questions
- Collect and analyze data
- Share data with others
- Write about research findings

3. Guidelines and Ideas for Research

What do I want and need to know? or Letting a Question Find You!

E.g. of Some Classroom Research starters may be:

1. I would like to improve...
2. I am perplexed by...

3. Some people are unhappy about...
- 4. I'm really curious about...**
5. I want to learn more about...
- 6. An idea I would like to try out in my class is...**
7. Something I think that would really make a difference is...
- 8. Something that I would like to do to change is...**
9. Right now, some areas I'm particularly interested in are..

Action Research Project could be..

1. 'The students aren't using enough English in class'.
2. Students are not recording and observing well in the laboratories
3. Very poor Reading ,use of books and journals by the students is a cause of worry.
4. I think, I the teacher, use too much L1 and this encourages students to use L1 too. (L1 Language for e.g. Hindi)

(I decide to use English at the start of class, to organise activities and at the end of class for a week. Record and observe the lessons.

Analyse the data. Write up findings in an assignment.)

Brainstorming Possible Research Questions in 5 minutes

- Consider your teaching and the students with whom you work.
- **Is there an area of your teaching/ School/ Region that you want to improve, that is challenging or that you want to investigate further?**
- Is there a "puzzlement" that you have about your learners/School/Region?
 - **Working independently for four minutes, write answers to any five questions posed by you.**

Qualities of Good Research Questions

- A. Researchable / Clear
 - Too broad or specific?
 - Right size?
 - Single or several questions?
 - Why? How? What?
- B. Significant
 - Practical significance?
 - Focus on teaching and learning?
 - Worth my time and effort?

- C. Feasible/Realistic
 - A natural part of my day?
 - Too dependant on others?
- D. Ethical

Answering the Research Question

Can we see different ways that we can collect data that will support the questions we have about teaching and ultimately improve our practice?

SOME SUGGESTED DATA COLLECTION TECHNIQUES

1.	JOURNALS / DIARIES	<ul style="list-style-type: none"> • Regular dated accounts of teaching / learning • Include personal feelings, reflections, philosophy, observations
2.	TEACHING LOG BOOKS	
3.	DOCUMENT COLLECTION	
4.	OBSERVATION	
5.	FIELD NOTES	
6.	RECORDING	
7.	SURVEY/QUESTIONNAIRE	
8.	INTERVIEW / DISCUSSION	
9.	ANY OTHER	

Guidelines for Data Collecting

- Be clear.
- How will you use it?
- Use appropriate tools.
- How much data will you need?
- Use multiple resources.
- Directly answers question.
- Review and don't expect too much.
- Shouldn't be primary job.
- Facts don't ensure being useful.
- Key issue: Get USEFUL info
- Guidelines for Analyzing Your Data

DON'T

- Look through your data only once*
- *Let your previous assumptions guide your analysis*
- *Censor the data you have recorded*

DO

- ❖ Design a system for analyzing your data
- ❖ Look for themes or pattern to emerge from the data
- ❖ Share your findings with a colleague

A Process for Analyzing Qualitative Data

- Write continuously...What are you seeing? What questions emerge? What are you learning?
- Identify main points that appear most frequently and are most powerful
- Draw information together...Include support for each of your themes

Benefits of Action Research Projects

- More collaboration
- Increased communication
- Improved student performance
- Revisions and new developments

Ideas for Your Final Write-up

- Background info
- Question
- Data collection
- References
- Conclusions
- Future directions
- Not all write-ups will look alike
- You decide how to organize your write-up

Impact of CAR ?

- Professional development activity
- Eliminating /minimizing Obstacles and difficulties
- knowledge of why?
- influence the cause for improvement

Conclusion

Action Research is...Process, Collaboration, Improvement, Practice, Communication

Identifying Children with Special Needs



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Vrudhi research foundation
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<http://vrudhi.org>
<http://facebook.com/vrudhiresearchfoundation>

What is poor school performance?

Conventionally...

- Child does not show performance expected by teacher
- Usually does not make normal progress in learning and mental development compared to other children of similar age
- Has adverse remarks/red lines in the progress report

Introduction

- ~20% of children in a classroom get poor marks - they are “scholastically backward”
- ‘Symptom’ reflecting a larger underlying problem in children
- Results in the child having a low self-esteem
- Causes significant stress to the parents

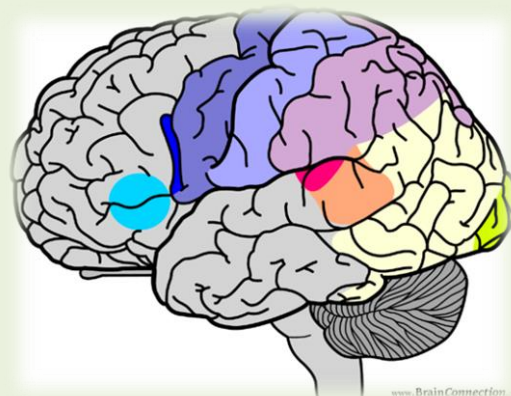
Several Causes.....

- Medical conditions
- Below average intelligence
- Specific learning disability
- Attention deficit hyperactivity disorder
- Emotional problems
- Poor socio- cultural home environment
- Psychiatric disorders
- Environmental factors

Medical Conditions affecting Neuro-development and learning

- Preterm birth
- Low birth weight
- Malnutrition
- Anaemia
- Hearing impairment
- Visual impairment
- Cerebral Palsy

- Neuro-degenerative disorders
- Meningitis, Encephalitis



Medical conditions affecting learning opportunities

- Asthma
- Allergic rhinitis
- Epilepsy (and anti-epileptic drugs)
- Leukemia
- Hemophilia
- Diabetes Mellitus
- Congenital Hypothyroid
- Thalassemia major

Average Intelligence

- Intelligence (measured as IQ score): most important prognostic variable
- Borderline intelligence or “slow learners” (IQ 71 to 84)
- Mental retardation (IQ \leq 70) e.g. Down syndrome
- Risk factors: prematurity, meningitis, severe head injury.
- Usually have history of delayed milestones

Specific Learning Disability (SpLD)

Generic term that refers to a heterogeneous group of disorders manifested by significant unexpected, specific and persistent difficulties in the acquisition and use of reading (*dyslexia*), writing (*dysgraphia*) or mathematical (*dyscalculia*) abilities despite conventional instruction, normal intelligence, proper motivation and adequate socio-cultural opportunity

Issues in SpLD...

- Children with SpLD fail to achieve school grades at a level that is commensurate with their intelligence.
- Life-long condition
- Indian scenario – poor awareness, few achievement tests, non-availability of remedial resources

Attention deficit hyperactivity disorder (ADHD)

- ADHD affects 8-12% of children
- Characterized by inattention, impulsivity and hyperactivity
- Some have predominant inattention, some have impulsivity and hyperactivity, some have all
- At risk for poor school performance
- Association of ADHD and SpLD

Autism

- Impairment of reciprocal social interactions
- Impaired communication skills especially speech
- Demonstrate distress when exposed to requests to complete academic tasks
- Indian scenario - Poor awareness, few diagnostic modalities, management difficulties

Emotional Problems

- Anxiety, Depression, Phobia
- Gifted child
- Conduct disorder and Oppositional Defiant Disorder
- Child's personality- shy, timid, day-dreaming, aggressive etc.
- Ambitious parents

Emotional Problems- causes

- Long standing neglect
 - Sexual abuse
 - Parental disharmony
 - Disturbed child-parent relationship
 - Death of a close person
 - Chronic health impairments
- Result in low self-esteem and loss of motivation to study

Socio- cultural environment

- Language barrier
- Poor nutrition
- Parental attitudes which do not motivate them to study
- Unsatisfactory home environment which does not encourage learning (witnessing domestic violence, family stressors, adverse life events)

Environmental causes

- Non-conducive study environment (noise, inadequate space)
- Unattractive schools
- Too much television viewing
- Lead exposure
- Peer group attitude
- Teachers' attitude & involvement

Approach to PSP

- More than one factors may be responsible
- Early reference for evaluation
- Information from the parents, school principal, classroom teacher and school counselor is crucial
- Case-study should clearly describe the child's behavior, social functioning and the academic difficulties

Ideal Procedure for Assessment

- Referral Stage
 - a) Pre-referral screening
 - b) School committee review

Ideal Procedure for Assessment

- Assessment Stage
 - a) Multidisciplinary evaluation
 - b) Case conference, team meeting
 - c) Writing of IEP
- Intervention Stage
 - a) Implementation of IEP
 - b) Monitoring student's progress

Why early diagnosis ?

- Early acceptance
- Early intervention
- Reduction in emotional problems
- Effective main-streaming
- Optimum development

Management

- Medical treatment
- Remedial Education
- Counseling
- School support
- Encouraging Talents
- Facilities / Accommodation / curriculum modification

Medical Treatment

- If any specific medical condition has been identified, it should be treated as effectively as possible
- Correction of hearing and/or visual impairment

Treatment of Emotional Problems

- Children with emotional problems need counseling sessions with a child psychologist or a child psychiatrist. Depending on the severity, at times, appropriate homoeopathic medications may be needed
- Family counseling is equally important

Issues in Prevention of Poor School Performance

- Awareness amongst different professionals
- Teachers training to suspect emotional problems, SpLD, ADHD for timely diagnosis and treatment
- School meal programs (midday meal)
- Regular vision and hearing screening camps in schools
- Counseling to the family

Key Message

- P.S.P. is a common problem
- Causes-Neurological and Non-neurological
- Early detection
- Multidisciplinary approach
- Awareness amongst school teachers, pediatricians and parents

Classroom Setup To Accommodate CWSN

- Seat ADHD student away from distractions, preferably front and center.
- Seat student near a good role model.
- Increase distance between desks to decrease distractions
- Create a cool-down area
- Play quiet music
- Create a stage for announcements in the classroom

How To Promote Appropriate Behavior In The Classroom

- Use positive reinforcement regularly.
- Practice Positive Behavioral Support by conducting functional behavior assessments to create individualized interventions.
- Hold class meetings that teach and reinforce proper social skills, acceptance of others and conflict resolution.

How To Promote Appropriate Behavior In The Classroom

- Implement Class-wide problem solving strategies such as:
- FAST:
 - Freeze and Think: Identify the Problem
 - Alternatives: Solution Options

- Solution Evaluation: Consider Options
- Try It: carry out look at alternatives if required

Classroom Strategies

- **Adapt:**
 - Adapt Pace of instruction suitable to these children in classroom
 - Adapt Time Table and provide most difficult material early in the day
 - Adapt Teaching techniques by use of visual charts, pictures, colour coding etc.
- **Accept:**
 - Accept the child and the nature of their difficult.
 - Accept the need for frequent breaks to these children
 - Accept the need to provide additional time to these children
- **Acclimatise:**
 - Acclimatise to the organizational difficulties of these children (Like frequent dropping of bags, pencils, pens, increased time to remove and organize subject books.
- **Accomodate:**
 - Accomodate those with severe disruptive behavior with shadow teacher in class.
 - For others accommodate within school resource room.

Miles and Miles to go

XXXXXXXXXXXX-XXXXXXXXXXXXXXXX-----XXXXXXXXXXXXXXXXXXXXXXXXXXXX---XXXXXXXXXXXXXXXXXXXX

Module on
5-E'S CLASSROOM

(Engage, Explore, Explain, Elaborate & Evaluate)

Prepared by
Harman Chhura,
HM & Faculty, ZIET, Mumbai

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- 1.15 Qualities gained by the Children
- 1.16 Conclusion

Preface

"Creative spirit' and 'Generous joy' are key in childhood, both of which can be distorted by an unthinking adult world."

Civilization& Progress

By Rabindranath Tagore

Sources: NCF 2005

"A lot is taught, but little is learnt or understood".

Yash Pal Committee 1993

Students are expected to achieve 21st century skills, which inculcate life & career skills, learning & innovation and information & communication technology (ICT) skills. Consequently, it has become the unwavering responsibility of primary teachers to ensure that these skills are sown in students especially in primary level so as to widen the conceptual understanding. As such new methods of teaching and learning Constructivism have been continuously identified to devise techniques which are relevant and suitable for the students of the new generation. Parallel to that perspective, Student-Centred Learning **5 E's Classroom teaching Learning process** has been promoted as a new approach in teaching and Learning to support the rapidly changing educational environment.

Introduction

Learning is a complex process. Many theories stand for learning like Behaviourism, Cognitivism & Constructivism. Constructivism is a learning theory pioneered by Jean Piaget, the Russian Psychologist.

Module Description

5 E's Class room is a theory of how learning occurs. Specifically, it describes how learners construct knowledge out of their own experiences. Its approaches are therefore well suited for student-centred learning (SCL). In the application of this theory (some would call it a paradigm), the constructivist classroom would use appropriate pedagogies that promote active learning as opposed to passive learning (in which the student is a mere recipient of knowledge). This module provides building blocks that will help you embark on your journey to become a constructivist teacher.

Objectives

1. Differentiate the various types of learning approaches from behavioural to the constructivist learning paradigm.
2. Apply constructivist approaches (play way method)in teaching and learning process .
3. A pedagogical shifting from teacher centred to Child centred learning
4. Designing of activity in all subjects based on 5 E's model of learning.

TARGET GROUP :

All KVS teachers especially for primary teachers.

Time Break Up: 90 Min

- Warm Up activity : 5 Min
- Group Activity on Previous Knowledge : 10 Min
- Introduction of topic with a link to warm up activity : 10Min
- Discussion on various aspects of 5 Es Classroom. 40 Min
- Group Work : 20 Min
- Conclusion : 5 Min

METHODOLOGY

Warm up activity : A suitable warm up activity will be taken up from the liking area of children i.e Action song, Group Games, Dramatisation, puzzles, etc to draw the attention of the trainee.

Group Activity the Concept of Previous Knowledge: Any activity related to testing of previous knowledge will be taken up where previous knowledge is a key factor for constructing new knowledge.

Discussion on various aspects of 5 E's classroom : The concept of 5 E's classroom will be discussed elaborately through discussion / PowerPoint Presentation. (PPT Files embedded)

Group Activity : **To test the effectiveness of training a concept will be given to the trainee to develop a lesson into 5 E's Model.**

Material Required :

- **Materials required for the warm up activity / Group Activity to be under taken**
- **LCD Projector**
- **PowerPoint Presentations on 5 E's classroom**

CONTENTS

LEARNING THROUGH KNOWLEDGE CONSTRUCTIONS

- Learning is viewed as a complex process involving multiple and varied activities. Before we move on to constructivist learning, we need to focus on various learning models:
- Transmission reception model.
- Behaviorist learning model.
- Cognitive learning model.
- In the first model (transmission model) teacher delivers the information and children receive and record it. It is like treating child's brain as information pot and teacher keeps on pouring information into it.
- Behavior learning model focuses on behaviors rather than what happens in the mind. Teacher decides behaviour, stimulus response mechanism is used. The reinforcement of response is done by awards or rewards or even punishment. This model is also teacher controlled.
- Cognitive model assumes that learners are active in their attempts to understand the world. In this, new understanding occurs based on the previous experience and previous learning. Learning is the change in the mental structure instead of observable behavior . This model is child centred.

WHAT IS CONSTRUCTIVISM..?

CONSTRUCTIVISM IS A COGNITIVE MODEL of learning.

“Constructivism is a learning theory based on scientific observations and research and explains how people learn. They construct their own knowledge of the world around them through reflection of their experiences. “

- When we are faced with new knowledge ,we tend to relate it to our previous experience and either modify our ideas or discard the new information. In the process, We tend to create new knowledge by asking questions, explaining and assessing what we already know. The human beings are the highest evolved of all species in this world. There is an inherent potential in each child to learn. It is in fact very interesting to watch an infant to grow. Many times he surprises even his own parents ,with a new skill which his parents have never taught him.
- Swami Vivekananda says “ No knowledge comes from outside it is all inside. What man learns is really what he discovers by taking the cover of his own soul which is a mind of infinite knowledge. You have to grow from the inside out. None can teach you, none can make you spiritual ”. He further asserts “ You cannot teach a child, You can only facilitate his/her learning, just like you cannot grow a plant, You can only facilitate the growth by loosening the soil, allowing sunlight, watering,etc.
- Does it mean that a teacher has no role to play...? That the child should be left to find for himself and made to construct his own knowledge..?
- Though one dare not think that one has grown plant from its seed, yet without proper facilitating it will grow wild ! Education is nothing but refinement of students and preventing wild growth. Thus teacher as a facilitator is constructivist teacher is all about.

Constructivism in a classroom can be designed to resolve around five E’s:

1. Engage.2. Explore3.Explain.4. Elaborate.5. Evaluate.

1.Engage- do this! Engage the students and get them interested in learning

Ex: ask a question, define a problem, surprise them, use problematic situations

2. Explore

- Get the students directly involved in the material.
- Have them work in teams.
- Act as a facilitator.
- Use their inquiry to drive the process.

3. Explain

- Explanations come from:
- Students working together.

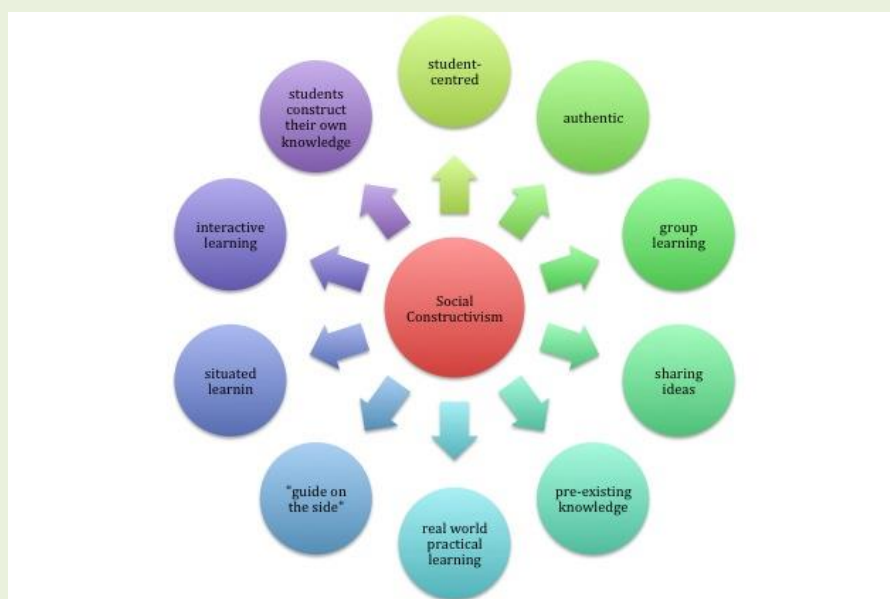
- Teacher introducing concepts and vocabulary for experiences Example: magnets-attracting force
- This is also the time for the teacher to determine levels of understanding and clarify misconceptions.
- Drawing, writing and video are great tools to help the teacher assess development and growth.

4. Elaborate

- Students expand on concepts learned
- Make connections
- Apply understandings to own environment & world around them
- These connections lead to further enquiry & new understandings

5. EVALUATE

Conduct regular tests to check How much they have understood.



Traditional vs. 5E's Classroom

	Traditional	Constructivist
Scope	<ul style="list-style-type: none"> ○ Begins with parts of the whole ○ Emphasizes basic skills. 	<ul style="list-style-type: none"> ○ Begins with the whole in mind and expands to include the parts. ○ Emphasizes big concepts
Curriculum	<ul style="list-style-type: none"> ○ Strict adherence to fixed curriculum 	<ul style="list-style-type: none"> ○ Student questions and interests are pursued
Learning	<ul style="list-style-type: none"> ○ Based on repetition 	<ul style="list-style-type: none"> ○ Interactive ○ Builds on previous knowledge
Materials	<ul style="list-style-type: none"> ○ Primarily textbooks and workbooks 	<ul style="list-style-type: none"> ○ Primary sources ○ Manipulative materials
Teacher	<ul style="list-style-type: none"> ○ Teacher is the main source of information ○ Students are recipients of knowledge 	<ul style="list-style-type: none"> ○ Teachers guide students to knowledge ○ Students construct their own knowledge
Teacher's Role	<ul style="list-style-type: none"> ○ Directive ○ Authoritative 	<ul style="list-style-type: none"> ○ Interactive ○ Mediator ○ Rooted in negotiation
Assessment	<ul style="list-style-type: none"> ○ Testing ○ Correct answers 	<ul style="list-style-type: none"> ○ Student work ○ Observations ○ Points of view ○ Tests ○ Understanding that process is important part of the final product.
Knowledge	<ul style="list-style-type: none"> ○ Seen as inert 	<ul style="list-style-type: none"> ○ Dynamic ○ Ever changing ○ Based on experiences
Students	<ul style="list-style-type: none"> ○ Work primarily alone 	<ul style="list-style-type: none"> ○ Work primarily in groups

ROLE OF TEACHERS

“5 E’s classroom does not dismiss active role of teacher, but it modifies the role so that teacher helps students to construct knowledge rather than to reproduce a series of facts teacher provides tools such as problem and enquiry based learning activities with which students formulate and test their ideas, draw conclusion and pool and convey their knowledge in a collaborative

learning environment. It transforms the students from passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge rather than just mechanically ingesting knowledge from the textbook”

ROLE OF TEACHER IN THE FOLLOWING COMPARISONS

- Sage on the stage Vs Coach.
- Dispenser of knowledge Vs Facilitator.
- Teacher Vs Co-learner.
- Script reader Vs Curriculum developer.
- Information consumer Vs Information producer.
- Soloist Vs Team member.
- Isolationist Vs Community builder.
- Flock member Vs Educational leader.
- Banker Vs Mid-wife.

Do's for a teacher

- Seek and value students point of view.
- Allow students to answer from their own experiences and in their own words.
- Allow students to guess intelligently.
- Engage students through well chosen task and questions so that they are able to realize their developmental potential.
- Refer to raw data, primary sources and interactive materials to provide learning experiences for the learners.
- Encourage learner autonomy and be willing to let go of class control.
- Function as a facilitator coaches, mediates, prompts and helps learners to access their learning and understanding.
- Allow children to ask questions.
- The teachers job is extremely difficult with 1:40 ratio, rigid curriculum to be covered in a limited time, a rigorous examination that is faceless, followed by evaluation and teacher is made accountable for the results. So the teacher conveniently adopts the easiest way of teaching namely CHALK and BOARD method and mostly caters to the need of the average. The individual is lost in the average, be it the higher order or the lower order extreme.
- The teacher must realize that each child is unique. Constructivism advocates freedom to choose learner's pace. Does it mean a teacher should have 40 different pacers for a particular task..? Just as one cannot force a mango tree from an apple seed, the interest and aptitude of each child is different. Does it mean learning beyond one's interest is impossible..?But then there have been those who preferred to be musicians but ended up as mathematician.

Qualities gained by the children through this approach are..

- Focused observation.
- Improvement of power of correlation, comparison, reasoning, spirit of enquiry and discovery.
- Ability to construct meaningful knowledge.
- More creativity and imagination.
- Ability to innovate and invent.
- Sharpened communication.
- Ability to concretize the abstract through the medium of language.
- Deductive process takes over from inductive process so that the child can glide smoothly from one to the other.

“This phase of the 5 E's encourages learners to assess their understanding and abilities and lets teachers evaluate student's understanding of key concepts and skill development.”

Conclusion :

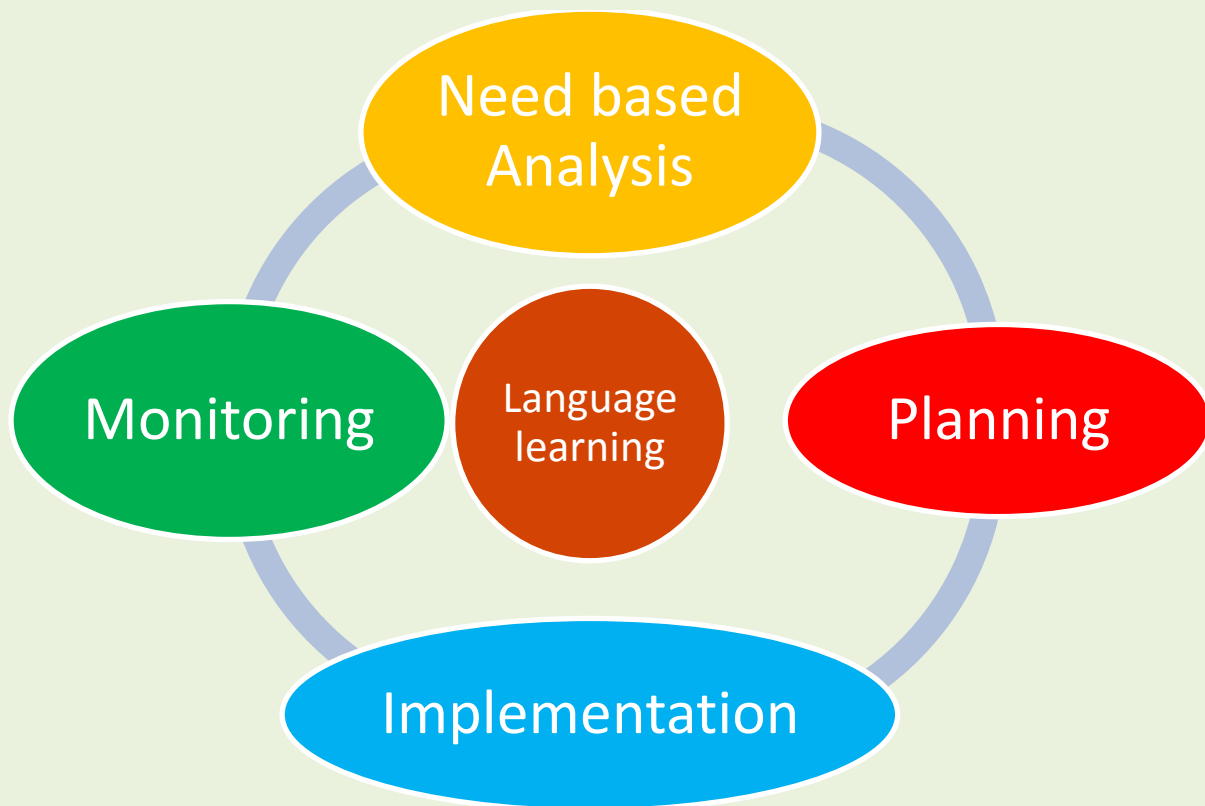
Students come to the classroom with preconceptions about how the world works. 5 E's Classroom helps students to learn to take control of their own learning by defining goals and monitoring their progress in achieving them. 5 E's classroom model may suit the biggest Heterogeneous classroom of KVS for achieving its vision of pursuing excellence and setting pace in the field of school Education.

Reading Skill Development

By Anupama Diddi

Group Discussion: As an HM how do you contribute to Reading skill development?

Role of a HM for Language development



Needs?

- Something that a learner should be able to do at the end of defined period... E.g. ?
- Do you need to focus only on the learner?

Group Activity

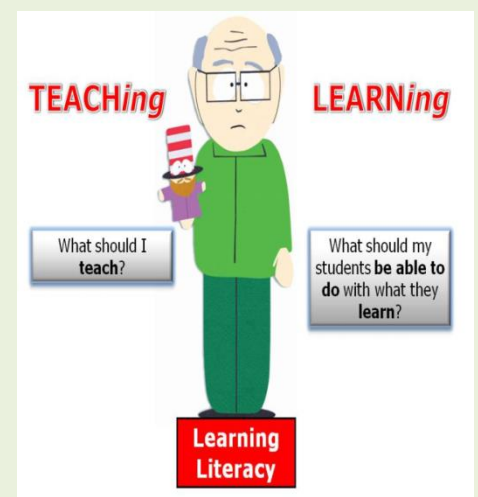
What are the Needs of Students and teachers for

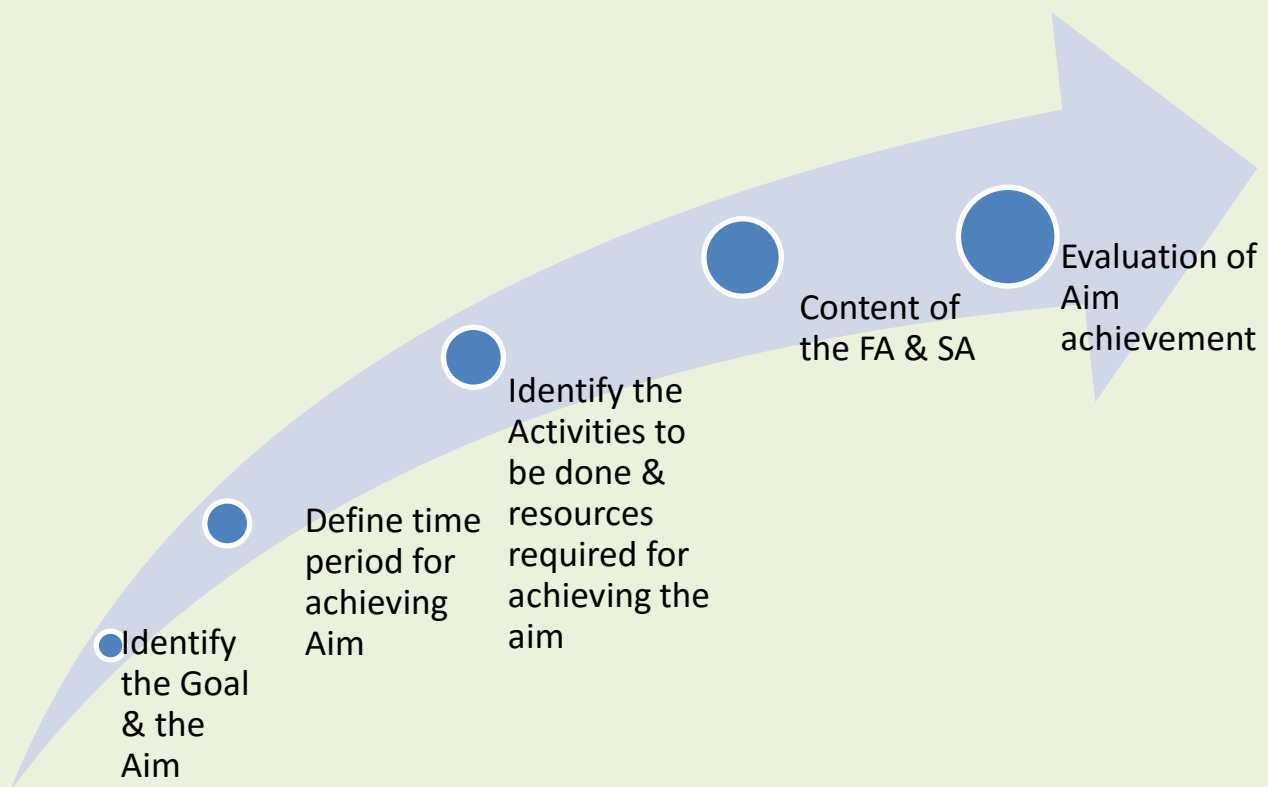
Proficient Reading?

- Did you focus on 'What is Reading?'
- What is the first thing one does while attempting to read?

What difficulty does a reader face while reading English based texts

HM's Planning for Reading





The Goal & The Aim

- **Acquiring the Reading Skill**

What should a student be able to achieve at the end of an academic year?

- **One step at a time:**

What should a student be able to achieve at the end of a period?

Group activity:

Reading Objective

In your groups, using the prescribed **English text book** make a **plan**, to achieve a **reading objective** bear in mind the **group activity Rules**

First Step for Reading?

- As a first step in language learning, students are taught the alphabet.

How helpful is it to teach learners A-Z in the sequential manner?

THE PHONIC APPROACH...

Alphabet set

Graphemes

Phonemes.

Mapping

Steps during the Reading process...

There are 2 important concepts applied during reading...

1. Words are read Phonetically –phonemes, family words, blends, digraphs
2. Words are read as prescribed – sight words



Using the phonic approach

- Through sounds and sound games
- <http://www.youtube.com/watch?v=3LD7m3luv0Y>
- [Jolly Phonics Letter Sounds \(American English\).mp4](#)
- Pick your letter fun!

SIGHT WORDS

- **Sight words** are commonly used words that young children are encouraged to memorize as a whole by sight, so that they can automatically recognize these words in print without having to use any strategies to decode
- These words are **not split up** as we do in phonetics, but are **taught as the whole word**
- Many of these words cannot be 'sounded out' and have to be learnt by 'sight' i.e. memorized

Sight Word Guess Who? *Game board*

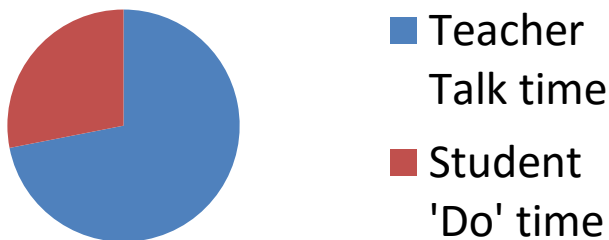
 yes	eat	all	saw	good
so	will	have	am	what
who	too	get	he	now
but	at	did	into	like
that	out	are	was	no 

Primer Level www.thisreadingmama.com

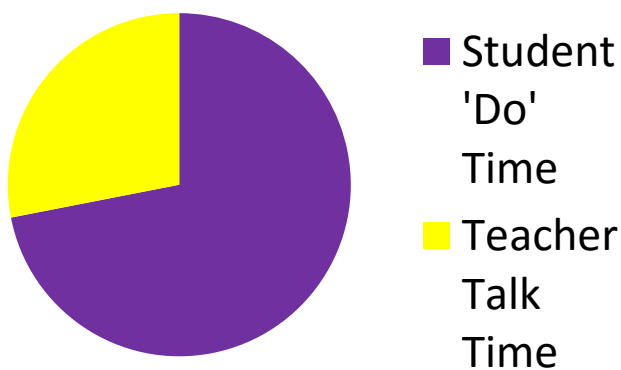
Implementing

- Does a teacher need to share all this knowledge with the learners of early primary years?
- How do comprehensible inputs help?

Teacher Vs Student Action Time



Teacher Vs Student Action Time



Monitoring

- Class Observation
- Learner Friendly
- Learning oriented
- Rubric Based – implementation as per planning
- Class Observation
- Learner Friendly
- Learning oriented
- Rubric Based – implementation as per planning

Summarize

- Make a list of key points that have been discussed so far

Phonic Videos

ROLE OF HMs

By R.Jayalakshmi
ZIET, Mumbai

A Day's Work Plan for HM

Sl no.	Period	Work Carried Out
01.	Assembly	Reach the vidyalaya at least 30 mins before. Take a quick round of the Vidyalaya (especially the Primary wing & washrooms) Just 5 – 7 minutes before Assembly, be available in the most prominent place from where the pupils turn out.
02.	First	On completion of the Assembly and the dispersal of pupils to their classes → take a quick round of the primary wing to ensure that all classes are settled for their day's work and also the Primary labs /rooms Thereafter meet the Principal to discuss Day's events / any other related matter/take instructions
03.	Second	Take up the class allotted
04.	Third	Take a round of the Primary/Be available in different corners on different days
05.	Fourth	Observation of a class At the end of the fourth Period be available in the vicinity of the Primary wing at least for 5 to 10 mins. Meeting the teachers/parents/students
06.	Fifth	Just after the Lunch Break, Take a quick tour of the Primary. Have lunch
07.	Sixth	Observation Class/Notebook Scrutiny/ Check cleanliness of the Primary wing and washrooms
08.	Seven	Observation/ substitution/notebook scrutiny
09.	Eighth	Visit the Primary resource room, computer lab, quick round of the Primary wing and 5 mins before the bell for home be available near the gate/area from where the children exit
10.	After the last bell	Meet the Principal, submit the observation Note book, give a brief report of the day, allow time to meet the parents/teachers/students

01. Be available in the Vidyalaya at least 30 minutes before Assembly and 30 minutes after the last period of the Day
02. Go through the day's plan a day earlier and in the morning
03. Jot down the jobs to be completed during the day and tick the ones completed
04. Avoid classes for self in the 1st, 5th and the 8th period
05. Be available in the prime location from where the children turn out 5 minutes before the assembly starts (before first bell)
06. Be available in the prime area from where the children exit after the last period.
07. Make sure to take up a teaching Subject in one of the classes.

08. Take up one substitution class every day to a different class each day.
09. Take up class supervision in planned manner (this can be notified to the teacher by way of a planner) HM is required to observe and record observations of minimum two teachers each day.
10. In a week of 40 periods
 - a. Subject → 6 pds
 - b. Observation → 10 pds
 - c. Substitution → 5 pds
 - d. General supervision of the Primary wing → 10 pds
 - e. Meeting the parents, teachers, handling students who require special care, meeting with the principal, notebook scrutiny, exam related work, surprise Observation, contingency related work etc., 9 pds
11. Under General Supervision
 - a. Cleanliness
 - b. Infrastructure fitness in the Resource/CAL/TAL/Computer rooms
 - c. Scrutiny of day to day completion of work in the primary
 - d. Classroom fixtures and furniture
 - e. Toilet cleanliness/availability of water etc.,
 - f. House Display Board Updates
 - g. Use of RESO machine
 - h. Notebook Scrutiny
 - i. Any Other as and when the situations arise
12. Wind up the day by entering the important events/activities period wise in the diary/day wise planner

Dos and don'ts

1. Do Plan the yearly activities in advance
2. Display the List of Activities
3. Display the Time table
4. Display the Duty list
5. Display the in charge List
6. Have a corner to display Children's best work
7. Display the Class Monitors' list
8. Class wise Enrolment
 - On the desk
 - Planner of Classroom Observation
 - Planner for Notebook Scrutiny (Apart from planned manner , notebook scrutiny could be done as and when HMs takes up substitution)
 - Record of Lesson Plan Submission
 - Record of TLM, Work Sheet and Activity sheet preparation
 - Record of TLMs issue
 - Library Record
 - Teachers leave Plan and requirement
 - Contact details of adhoc Teachers' Panel
 - Workshop Planner
 - Important Dates

Record of meeting with the parent

9. Minutes of the meeting with the Class Leaders

Meet the class leaders at least once in a fortnight (ideal) or once in a month, get the feedback and requirements/ needs

Give instruction to the class leaders about their duties and responsibilities , whom to approach for any emergency/problem→ Each of the Leaders and the volunteers is given a Badge and only the badge holders can come out of the class. Other children use the out pass.

This is not exhaustive - just an outline

Records to be maintained in Primary Section

Sl.No.	Components	Records to be Maintained by Primary Teachers
01.	Content	Various records maintained by primary teachers
02.	Training Objectives	To identify mandatory Records & devise their format To know how to maintain these record books.
03.	Training Methodology	Handouts of formats to be given to teachers with clear instructions to fill the required information.
04.	Materials required	Power point presentation.
05.	Evaluation	Interactive discussion and finalization of the formats / Question hour session.

Training Methodology:

5 minutes: Importance of Maintaining Records

20 minutes: List out the records

30 Minutes: Group Activity → Divide the participants into four groups and divide the entire list of records into these four groups. Give the formats of these records to the groups.

Activity:

Create, modify or keep the format of record: List out the advantages and ease of use of this record (detailed description of use of this record is to be listed)

35 minutes: Presentation of the group activity for open discussion and approval of the forum

List of Records to be maintained by the PRTs

01. Day wise Lesson Plan

02. Record Sheet of FA1 to SA2 (Value Point Entry Sheet → Class wise subject wise)

03. Daily record of teacher for recording VPS/remarks about pupil assessment period wise

04. List of emergency helpline numbers

Others

05. List of children → learners (Bright, require remediation)

06. List of Children→ Special abilities (all fields)

07. List of Children → achievement in CCA, Sports, Participation in House activities, Assembly etc..
08. CCA , Sports, House activities
09. FA2/4 activity planner
10. Worksheet/Activity plan & file of sample worksheets/activity sheets
11. List of TLMs purchased and used (in LP note book)
12. Attendance Record if class teacher
13. Subject wise activity list
14. List of reference books, resource material (in LP/separate record)

List of Records to be maintained by the Headmasters

1. Monitoring of notebooks
2. Class Observation
3. Subject Committee Records
4. List of learners who require guidance
5. PTM Record
6. TAL/CAL Record
7. Film Show Record
8. CCA Registers
9. CCE Registers
10. Profile of students
11. Profile of teachers
12. HMs' Daily Handbook-observations through the day
13. Library Record
14. Daily Enrolment Record
15. Teachers' Leave Record
16. Circular-external and Internal
17. Minutes if Meeting
18. TLM –Requisition and Issue
19. Worksheets Made
20. RTE Students
21. CMP Activities
22. Record of Sample Worksheets
23. Minutes-External and Internal
24. Stock Registers
25. Time Table
26. Cubs and Bulbuls Record
27. Sports and Games Conducted
28. Arrangement Register
29. List of library books
30. Excursion
31. Assembly Record

CHILD RIGHTS

Compiled & Prepared by
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Human rights are "commonly understood as fundamental rights to which a person is inherently entitled simply because she or he is a human being."

- These rights may exist as natural rights or as legal rights, in local, regional, national, and international law
 - **Right to Survival:**
 - Right to be born
 - Right to minimum standards of food, shelter and clothing
 - Right to live with dignity
 - Right to health care, to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy
 - **Right to Protection:**
 - Right to be protected from all sorts of violence
 - Right to be protected from neglect
 - Right to be protected from physical and sexual abuse
 - Right to be protected from dangerous drugs
 - **Right to Participation:**
 - Right to freedom of opinion
 - Right to freedom of expression
 - Right to freedom of association
 - Right to information
 - Right to participate in any decision making that involves him/her directly or indirectly
 - **Right to Development:**
 - Right to education
 - Right to learn
 - Right to relax and play
 - Right to all forms of development – emotional, mental and physical
- **Legal age of the child in Indian law** *the Constitution of India* impose on the State the primary responsibility of ensuring that all the needs of children are met and that their basic human rights are fully protected.

Constitution of India

The Indian constitution accords rights to children as citizens of the country, and in keeping with their special status the State has even enacted special laws. The Constitution, promulgated in 1950, encompasses most rights included in the UN Convention on the Rights of the Child as Fundamental Rights and Directive Principles of State Policy. Over the years, many individuals and public interest groups have approached the apex court for restitution of

fundamental rights, including child rights. The Directive Principles of State Policy articulate social and economic rights that have been declared to be “fundamental in the governance of the country and ... the duty of the state to apply ... in making laws” (Article 37). The government has the flexibility to undertake appropriate legislative and administrative measures to ensure children’s rights; no court can make the government ensure them, as these are essentially directives. These directives have enabled the judiciary to give some landmark judgements promoting children’s rights, leading to Constitutional Amendments as is in the case of the 86th Amendment to the Constitution that made Right to Education a fundamental right.

Constitutional Guarantees that are meant specifically for children include:

- Right to free and compulsory elementary education for all children in the 6-14 year age group
- Right to be protected from any hazardous employment till the age of 14 years
- Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength
- Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment
- Right to early childhood care and education to all children until they complete the age of six years

Besides, Children also have rights as equal citizens of India, just as any other adult male or female:

- Right to equality
- Right against discrimination
- Right to personal liberty and due process of law
- Right to being protected from being trafficked and forced into bonded labour
- Right of minorities for protection of their interests
- Right of weaker sections of the people to be protected from social injustice and all forms of exploitation
 - Right to nutrition and standard of living and improved public health
- Article 21 A free and compulsory education to all children within the ages of 6 and 14 in such
- Article 45 to provide early childhood care and education for all children until they complete the age of 6.
- Article 51 (k) lays down **a duty** that parents or guardians provide opportunities for education to their child/ward between the age of 6 and 14 years.
 - **The age at which a person ceases to be a child varies under different laws in India.**
 - **Child Labour Prohibition and Regulation Act, 1986, a child is a person who has not completed 14 years of age.**
 - **The Constitution of India protects children below the age of 14 from working in factories and hazardous jobs.**

- But below 14, they can work in non-hazardous industries.
- An area of concern is that no minimum age for child labour has been specified.
- Criminal responsibility, the age limit is 7 and 12 under the Indian Penal Code, 1860.
- For purposes of protection against kidnapping, abduction and related offences, it's 16 years for boys and 18 for girls.
- The Juvenile Justice (Care and Protection of Children) Act 2000, the age is 18 for both boys and girls.
- Protection of Women from Domestic Violence Act 2005 defines a child as any person below the age of 18, and includes an adopted step- or foster child
- **DIFFERENT ARTICLES ON CHILD RIGHTS:-**

PART-I

- Article 1: Definition of a child.
- Article 2: Children must be protected from discrimination.
- Article 3: The best interests of the child (taking into account the rights and duties of parents).
- Article 4: Legislative measures to implement the treaty.
- Article 5: The rights of parents.
- Article 6: The right to life.
- Article 7: The child's right to birth registration.
- Article 8: The child's right to a name, nationality and family relations.
- Article 9: The child's right not be separated from his or her parents against the child's will.
- Article 10: The child's right to maintain contact with both parents if they separate.
- Article 11: Measures against the illicit transfer of children abroad.
- Article 12: The child's right to be heard in any judicial and administrative proceedings.
- Article 13: The child's right to freedom of expression.
- Article 14: The child's right to freedom of thought.
- Article 15: The child's right to freedom of association.
- Article 16: The child's right to privacy.
- Article 17: The child's right to information from national and international mass media.
- Article 18: Parents or legal guardians have the primary responsibility for the child's upbringing.
- Article 19: State obligations to protect children against maltreatment and abuse.

- **Article 20:** State obligations to children temporarily or permanently deprived of their family environment.
- **Article 21:** State obligations to children with regard to adoption.
- **Article 22:** State obligations to children who are classed as refugees.
- **Article 23:** State obligations to children who are mentally or physically disabled.
- **Article 24:** State obligations to provide child health care services.
- **Article 25:** Children placed in physical or mental health care settings have the right to a periodic review of their circumstances and treatment.
- **Article 26:** The child's right to social security insurance and benefits.
- **Article 27:** The child's right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
- **Article 28:** The child's right to education.
- **Article 29:** The goals to which a child's education should be directed, and the right of individual adults to establish and direct educational institutions.
- **Article 30:** The rights of children belonging to ethnic, religious or linguistic minority groups.
- **Article 31:** The child's right to rest, leisure and recreational activities.
- **Article 32:** The child's right to be protected from economic exploitation.
- **Article 33:** State obligations to protect children from the illicit use of narcotic and psychotropic drugs.
- **Article 34:** State obligations to protect children from sexual exploitation and sexual abuse.
- **Article 35:** State obligations to prevent the abduction or trafficking of children.
- **Article 36:** State obligations to protect children from all other forms of exploitation prejudicial to the child's welfare.
- **Article 37:** State obligations to ensure that children are not subjected to torture, inhuman or degrading treatment or punishments, including capital punishment or life imprisonment without the possibility of release.
- **Article 38:** State obligations to ensure that children under fifteen years do not take a direct part in wars or other hostilities, and to protect and care for children affected by armed conflict.
- **Article 39:** State obligations to promote physical and psychological recovery of child victims of torture, degrading treatment or armed conflict.
- **Article 40:** State obligations concerning children who infringe penal laws.
- **Article 41:** No part of the Convention shall override provisions contained in State laws which are more conducive to children's rights.

PART II - Committee on the Rights of the Child

- **Article 42:** State obligations to make the provisions of the Convention widely known.
- **Article 43:** Description of the role of the United Nations Committee on the Rights of the Child.
- **Article 44:** Reports to the Committee.
- **Article 45:** The process by which the Committee evaluates reports.

PART III - Procedures for ratification, amendments, etc.

- **Article 46:** The Convention shall be open for signature by all States.
- **Article 47:** The Convention is subject to ratification.
- **Article 48:** The Convention can be adopted by accession (same as ratification but not preceded by signature).
- **Article 49:** The Convention enters into force on the 30th day after the 20th ratification/accession.
- **Article 50:** A State Party may propose an amendment.
- **Article 51:** A State Party may file reservations.
- **Article 52:** A State Party may denounce the Convention (i.e. announce termination of the State's participation).
- **Article 53:** The Secretary-General of the United Nations is designated as the depositary of the Convention.
- **Article 54:** The original of the present Convention resides with the Secretary-General of the UN.

Classroom Management

Presented by

Mr. Deepak Ahire

Associate Course Director

Vice- Principal, KV Devlali

Physical Management and Instructional Management

Physical :

Ambience, Lighting, Space for Activities (well Lit classroom)

01. Airy and well ventilated, with good scope for natural lighting
02. Seating Plan
03. Display Arrangement

Categories of Display/Display Themes – Well designed Displays, Pupils work to be displayed on the wall in an effective and colourful manner, Change pupil display regularly to ensure display of work from a range of ability level.

Display school & class rules, routines on the notice board (also display visual versions of rules on the notice board)

04. Availability of required resources in the classroom
05. Smart classroom infrastructure □ permanent/temporary
06. Well Planned lockers, good tables and chairs
07. Clean and Neat floor
08. Organized set of working material
09. Ease of Movement (organize furniture in such a way that there is scope for easy pupil movement and feeling of space within the room)
10. Label all the resources and drawers

Psychological Management:

01. Punctuality
02. Knowing the pupils by name
03. Structure of the lesson
04. Using Praise effectively
05. Creating Healthy tension in the classroom
06. Scanning and circulating the classroom

07. The tactical pause and 'take up time'
 08. Making the work relevant
 09. Optimum control
 10. Where to go from here?
 11. Gaining 'the edge'
 12. Rapo with the pupils, create congenial atmosphere, Teacher Taught understanding
 13. Be prepared with Plan of Activities for the session/class
 - a. Prepare the pupils for the learning activities
 - b. Have space for listening to pupils' queries and experiences
 14. Have something interesting/new for each and every class
(a puzzle/riddle/story/interesting news/artefact to show and share/...)
- A Pandora's Box with essential interesting material will be a handy tool.
15. Clear cut instructions for the activities (Just the right number in a logical sequence)

Role Play Topics

- a. Establishing Class Control & Discipline
- b. Body Language in Classroom Management
- c. Questioning in an effective Classroom Management
- d. Role of 'tension' in establishing Class Control
- e. Physical Environment in Classroom Management

- TV Show → aamne same, alivce in wondrland
- Singer → Anup Jalota
- Food → apricot,apple
- Animal → ape, ant
- Colour → amber
- Place → anantapur
- Type of car → Alta
- Sport → Air Hockey, Acrobatics
- Famous person → Abraham Lincoln

- TV Show
- Singer
- Food
- Animal
- Colour
- Place
- Type of car
- Sport
- Famous person

- TV Show
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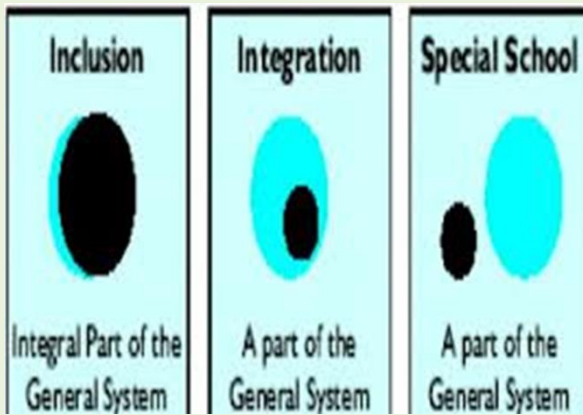
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INCLUSIVE EDUCATION

Ms. Usha Aswath Iyer

Director

WHAT IS INCLUSIVENESS?



Include whom?

- Boys, girls and transgenders.
- Marginalised groups like sc, st
- Minority groups like muslims, christians
- Children of migrants, labourers, terrorists, prisoners...
- Physically challenged
- Mentally challenged

Why?

For normal students:

- To sensitize them
- To make them aware of the challenges faced by the less able.
- To create appreciation of the less abled talents
- To learn from the less abled qualities like perseverance, patience...

For the marginalised students:

- To help them adjust in society.
- To enable them to learn from the normal students.
- To build a support system for such students.

Problems of india

- Non-availability of schools, teachers
- Distance of school
- Problems of transport
- Non availability of toilets, water in schools.
- Poverty of parents
- Children viewed as cheap labour
- Refusal to allow boys and girls to study together.
- Attitude of society towards girls and less able students.
- Viewing girls as future child bearers and home makers.
- Social customs like child marriage, subjugation of women,
- Lack of awareness of the importance of education
- Need for girls to do household work, look after siblings
- Lack of female teachers
- Cost of education

Problems in inclusion:

- Disparity economically, socially, culturally, physically, mentally..
- No link between education and employment
- Focus on academics at the cost of skills
- Curriculum load- too many subjects, languages to learn.
- Rigid evaluation/assessment systems- do not cater to different styles of learning.
- Rigid pattern of school year and program- does not cater to the different needs of say farming community, potters' community...

How to overcome the problems?

- Welcome all students.
- Implement cce in the true spirit.
- Cca to develop talents
- Activities to give variety of experiences to students
- Counselling of parents
- Welcome all students.
- Implement cce in the true spirit.
- Cca to develop talents
- Activities to give variety of experiences to students
- Counselling of parents

Suggestions for teachers

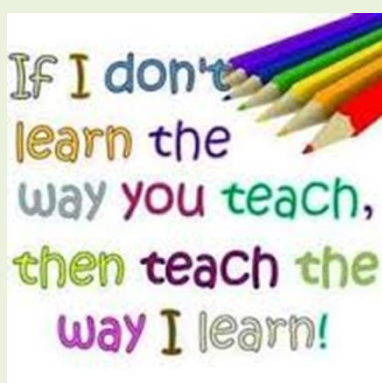
- Programmes for attitude development in teachers
- Training teachers to handle multiple intelligences
- Appointing special educators to assist teachers

For students

- Developing self study skills, self motivation in students
- Preparing a variety of learning materials and using a variety of methods to enforce learning.
- Discussing with students in setting targets.

For administration

- More schools
- More teachers
- More training institutes
- Delinking result with education
- Introducing flexibility in curriculum, evaluation, methodology of teaching
- Linking education to employment and employability.



'How' of inclusive education Approach differences

Traditional Approach	Inclusive Approach
Education for some	Education for all
Static	Flexible
Collective teaching	Individualized Teaching
Learning is segregated	Learning is Integrated
Emphasis on teaching subject-orientated	Emphasis on learning child-centered
Diagnostic / prescriptive	Holistic
Opportunities limited by exclusion	Equalization of opportunities for all
Disability view	Curricular view
Labels children disability wise	Planning is made on ability levels and opposes all kinds of labeling

हिन्दी भाषा का आकलन

श्रीमती आर जयलक्ष्मी

प्रधान अध्यापिका

जीट मुंबई

- बच्चों का आकलन क्यों किया जाना चाहिए ?
- किस बात का आकलन करना चाहिए?
- आकलन कब करना चाहिए?
- आकलन कैसे किया जाना चाहिए?
- आकलन द्वारा प्राप्त सूचनाओं का उपयोग किस तरह करना चाहिए?
- महत्वपूर्ण सवाल →
- प्राथमिक शिक्षा बच्चों में क्या विकसित करें ?
- शिक्षा के प्राथमिक चरण के अंत में आप बच्चे से किस तरह की अपेक्षाएँ रखते हैं ?
- समग्र व्यक्तित्व के विकास और भिन्न - भिन्न विषय - क्षेत्रों के संदर्भ में बच्चों का क्या प्रोफ़ाइल होना चाहिए?

इन सवालों के जवाब

- आकलन को स्पष्ट दिशा - निर्देश देने में महत्वपूर्ण भूमिका निभाएँगे ।
- तीनों सवाल बच्चे पर केंद्रित है । -
- कक्षाओं में होने वाली सीखने -- सिखाने का मुख्य केंद्र है ।
- जब बच्चे पहली बार कक्षा में पहली कक्षा में प्रवेश करते हैं , तब उनके पास बहुत से अनुभव होते हैं और ज्ञान के कुछ प्रकारों का आधार भी होता है।
- बच्चों के इन अनुभवों को सीखने की प्रक्रिया का आधार बनाना महत्वपूर्ण है । -

आकलन - सीखने का एक साधन न कि जानने के उपकरण

- 'संकेतक' महत्वपूर्ण क्यों हैं ?
- हिन्दी शिक्षण के उद्देश्य
- कक्षा 2 और 1
- परिवेश में उपलब्ध संदर्भों , चित्रों और छपी हुई लिखित सामग्री से परिचित होना / ,
.....
- हिन्दी शिक्षण के उद्देश्य
- कक्षा 5 से 3
- विषय - सामग्री के माध्यम से नए शब्द जानना और उनके अर्थ सीखना
- आकलन के तरीके

- मौखिक परीक्षण
- लिखित परीक्षण
- पोर्टफोलियो

मौखिक परीक्षण

- प्रश्न – उत्तर सत्र भाषा संबंधी तत्परता -, उच्चारण और उनके भाषा की बुनावट संबंधी कौशल जानने के लिए ...
- कहानी कहना
- बोलकर पढ़ना
- वर्णन करना

गतीन या पाँच बिंदुओं वाला रेटिंग स्केल का प्रयो *

विवरण	1	2	3	4	5
प्रवाह					
शब्द संपदा					
संरचना					
अभिव्यक्ति					

लिखित परीक्षण

सिर्फ लिखने का ही आकलन नहीं अपितु पढ़ना , समझना, ग्रहण करना , कल्पना करना, स्वतंत्र अभिव्यक्ति इन सभी पक्षों का आकलन -

लिखित कार्य के लिए प्रश्न बनाने हेतु

- संदर्भ का विस्तार करने वाले हों
- कल्पनाशीलता का पोषण करने वाले हों
- समालोचनात्मक चिंतन को बल देने वाले हों
- अनुभव आधारित उत्तरों का पोषण करने वाले हों
- विश्लेषण क्षमता को बढ़ावा देने वाले हों

पोर्टफोलियो

- विद्यार्थी अपने काम को उलट –पुलट कर देख सकते हैं –
- सिर्फ जाँच नहीं अपितु सिखाने की प्रक्रिया का उपकरण

आकलन के तरीके

- व्यक्तिगत आकलन
- सामूहिक आकलन

- स्व आकलन
- सहपाठियों द्वारा आकलन

सतत व व्यापक मूल्यांकन के लिए प्रस्तावित क्रिया कलाप
ध्वनि खेल – ध्वनि पहचानना

- वर्ण खेल
 - मिलते जुलते शब्द के अर्थ व प्रयोग
 - लयात्मक शब्द
 - सहपाठियों का नाम का उच्चारण
 - अनेक शब्दों के लिए एक शब्द
 - वाक्य कथन रचना/
 - कविता पाठ
 - प्रश्नोत्तर
 - चित्र कथन पठन/
 - नया शीर्षक देना
 - अनुच्छेद लेखन
 - लोकोक्ति , मुहावरे
 - पाठ्य सहगामी क्रियाएँ जैसे अभिनय -, संवाद कथन, समाचार – वाचन, वादविवाद-,
- श्रवण कौशल का मूल्यांकन
ध्वनि पहचानना है
- समझते हुये सुनना है
 - ध्यान से सुनना हैं
 - विचार भाव ग्रहण करना है/
 - हाव भाव सहित प्रतिक्रिया करता है

बोलना कौशल का मूल्यांकन

बोला हुआ सुनना

- सुनकर दोहराना
- सुनकर समझकर प्रतिक्रिया करना
- स्वयं सोचकर अपनी बात कहना पढ़कर सुनाना बोलकर पढ़ना
- कभी गिरते तो कभी गिर के संभालते रहते।
- बैठे रहने से बेहतर है चलते रहते ।
- चलके तुम शेर के कदमों से कहीं के न रहे।
- अपने पैरों से चलते तो चलते रहते।

KENDRIYA VIDYALAYA SANGATHAN ZONAL INSTITUTE OF EDUCATION & TRAINING MYSORE

IN-SERVICE COURSE FOR HMs SPELL -I 18-29 MAY 2016

Time: 2 hrs

PRE-TEST

Max. Marks : 75

Name of the Participant : _____ **Designation :** _____

Name of KV : _____ **Region :** _____

Instructions :

1. The test items in this question paper are based on the expected awareness from the participants and the content for training in Spell I Please write brief and specific answers to the questions.
2. Write the answer legibly in the space provided .
3. All questions are compulsory.

I. Write the expanded form of:

(5x1= 5)

1. NCPCR- _____
2. EQIUP - _____
3. POCSO - _____
4. KVPY :- _____
5. HOTS :- _____

II. Name the documents that you as an HM will generate / direct the teachers , to record the following instances:

(1x5=5)

1. Best works of a student showing his learning and developmental progress- _____
2. Significant Personal, social and behavioural qualities of a child- _____
3. Work profile of a PRT _____
4. Class library books issued to the Class teacher _____
5. Non-consumables in the Resource Room _____

III. Tick the correct answer and write the answer in the blank : (1X5=5)

1. The KVS Code for teachers is listed under _____
Article 59 () Article 60 ()
2. As per the KVS Education Code the HM of a KV is a _____ of the Primary section.
Supervisor () Administrator ()
3. CMP was formulated in the year _____
2008 () 2010 ()
4. 21st Century Skills are based on _____ of the students
Knowledge () Key competencies()
5. Right to Education Act was implemented in the year
2009 () 2010 ()

IV. Match the following- Write the Sl.No. of the Items under 'A' against the answer under Column 'B- (1x5 =5)

Sl.No	A	B	ANSWERS
1	Inclusive education	Core component of the national aims of education	()
2	Holistic education	Upholding the dignity of every individual	()
3	Value Education	globalised world	()
4	Rights Based Education	As per needs of every learner	()
5	21 st century education	Developing the complete potential of every learner	()

V. Answer the following in One Word: (1X5=5)

1. The present Commissioner of KVS is _____
2. The three KV's abroad are classified under _____ region.
3. The Vision of KVS is _____ in education
4. KVS has a _____ (Three fold/Four fold) mission
5. The KVS Education Code has been revised in the year _____

VI .Write any two key words related to the areas in the following table: (2x5=10)

SL. NO.	AREA	KEY WORD /PHRASE-1	KEY WORD /PHRASE-2
1	Effective interpersonal Skills		
2	Effective Leadership		
3	Effective Supervision		
4	Team Building		
5	Effective Communication Skills		

VII . Write Two Principles /Guidelines for each of the following as per NCF 2005: (2X5= 10)

1. Guiding principles of NCF 2005:

2. Principles of teaching languages

3. Principles of teaching Mathematics

4. Principles of teaching EVS

5. Principles of Constructivism

VIII. List at least Two CMP Activities conducted under the following heads- (5x2=10)

1	Personality Development		
2	Cultural Awareness & Values		
3	Child inspired learning		
4	ICT Competencies		
5	Develop language Proficiency of students		

IX. Answer the following :

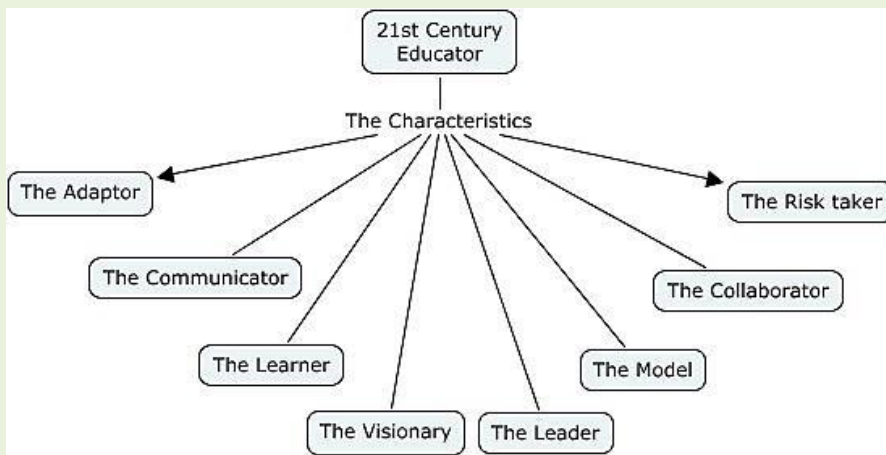
2x3=6

A. 1. What are the two effective ways in which HMs can manage their Team ?

2. Write any four Teacher preparatory Programmes which you are going to conduct in your school in Saturday's schedule.

3. Write any four of the six themes in EVS suggested by NCERT.

B. Analyse the following graphic and write the competencies required by a HM for preparing today's schools- (4 Marks)



IX. Write differences between the following terms:

(2X5=10)

SL.NO.	TERM 1	VS	TERM 2
1	Assessment		Evaluation
2.	Formative Assessment		Summative Assessment
3.	TLM		Teaching Aid
4.	Recording		Reporting
5	Remediation Activities		Enrichment Activities

KVS ZIET MUMBAI
HM IN-SERVICE COURSE (FIRST SPELL)
MID-TEST

Full Mark -50 Time : 1 hour

1. Answer the following questions in about 20 words each:- (3x5=15)
 - a) Give three benefits of a demo class. (3)
 - b) What three areas should an HM take care of every day in school? (3)
 - c) List out three rules of class room behavior which a teacher must follow. (3)
 - d) How is instructional management important to the organization of a class room? (3)
 - e) Give details of the financial expenditure to be spent on the Primary section during one financial year. (3)
2. Answer each of the following questions in one or two sentences each:
(1x5=5)
 - a) Give one advantage of group work.
 - b) Mention any ONE group work that has been assigned to you for the first spell of the in-service course.
 - c) Why was CMP introduced?
 - d) What does CCE assess?
 - e) What two qualities can the Morning Assembly develop in students and teachers?
3. A. Underline the correct spelling. The first one has been done as an example:- (1x5=5)

Example: i)diference ii) difference (iii) difference

 - a) i) mustach (ii) mousetache (iii) moustache
 - b) i) challange (ii) challenge (iii) chalenge
 - c) i) dilicious (ii) delicious (iii) delicous
 - d) i) companion (ii) companeon (iii) compenion
 - e) i) baren (ii) barran (iii) barren

B.

4. Answer the following questions in about two to three sentences each: (2x2=4)

- a) What is the purpose of assessment?
- b) What does evaluation focus upon?

5. इन प्रश्नोंके उत्तर दीजिये :- (1x5=5)

- i) बच्चों का आकलन क्यों किया जाना चाहिए?
- ii) किसका/ किस बारे में आकलन किया जाना चाहिए ?
- iii) आकलन कब किया जाना चाहिए ?
- iv) आकलन कैसे किया जाना चाहिए ?
- v) आकलन संबंधी सूचनाओं का इस्तेमाल कैसे किया जा सकता है ?

6. (a) निम्नलिखित उपसर्ग लगाकर एक एक शब्द लिखिए । (1 x 3)

- i) अन _____
- ii) बे _____
- iii) अनु _____

(b) निम्नलिखित प्रत्यय लगाकर एक एक शब्द लिखिए (1 x 3)

- i) अनीय _____
- ii) आलय _____
- iii) गर _____

(c) निम्नलिखित शब्दों को लगाकर एक एक वाक्य बनाइए । (1 x 5)

विवश , आगाह, दामन, मनोरम, शूरमा

7. List out at least any five language proficiencies in English a child should possess at level -2 (i. e class III-V) (1x5)

WORKSHEET

CLASS I EVS WORKSHEET

BY LOTUS GROUP

It is important to save water for us all (Plants, animals and humans)

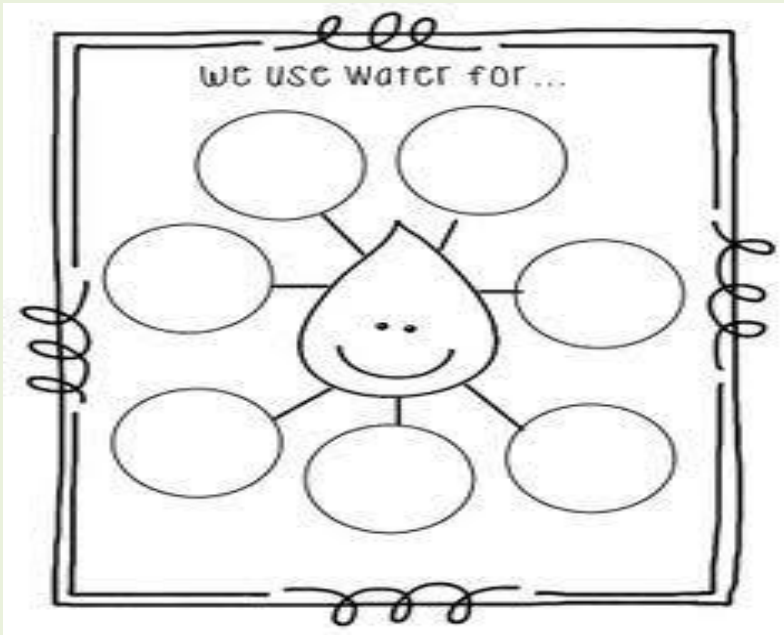
1. Now please help waterloo to turn off the faucet.



2. Identify the needs of water (washing, bathing, drinking, watering, and cleaning) in the boxes provided.



3. Now, fill in the circles –

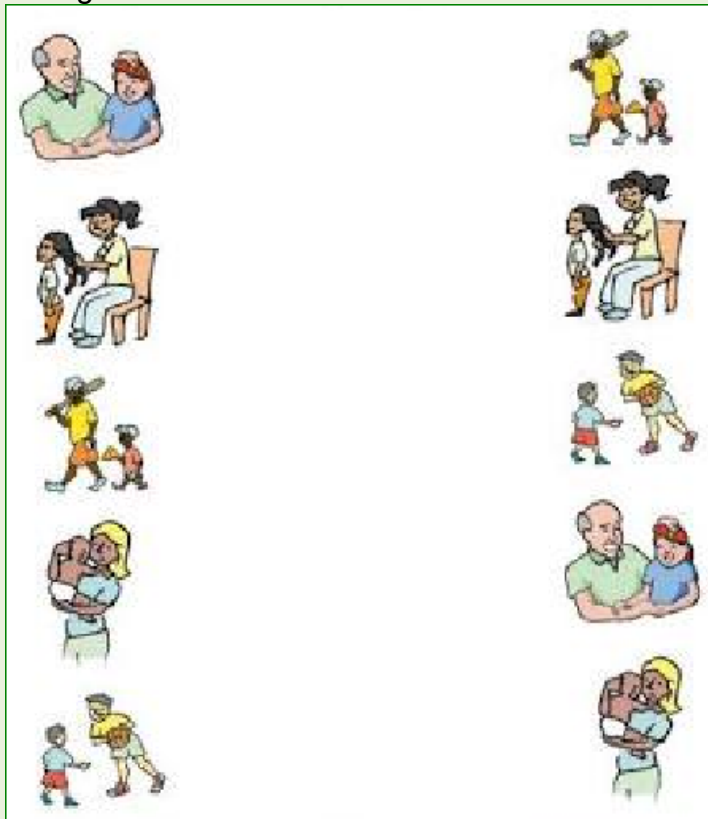


4. What will happen when it dips in water? Write in YES or NO.

OBJECT	Will it change? Write in YES or NO
PAPER	
BREAD	
POPCORN	
COTTON	
ORANGE	
EGG	

THEME – FAMILY ; SUB THEME – Family Relationships

1. Draw a line from each family picture from the left side to the matching family picture in the right.



2. Look at the family tree below. Imagine you are the girl that is highlighted as “me”. Answer the questions below about your imaginary family-

a) What is my brother’s name ?

b) Who is my father ?

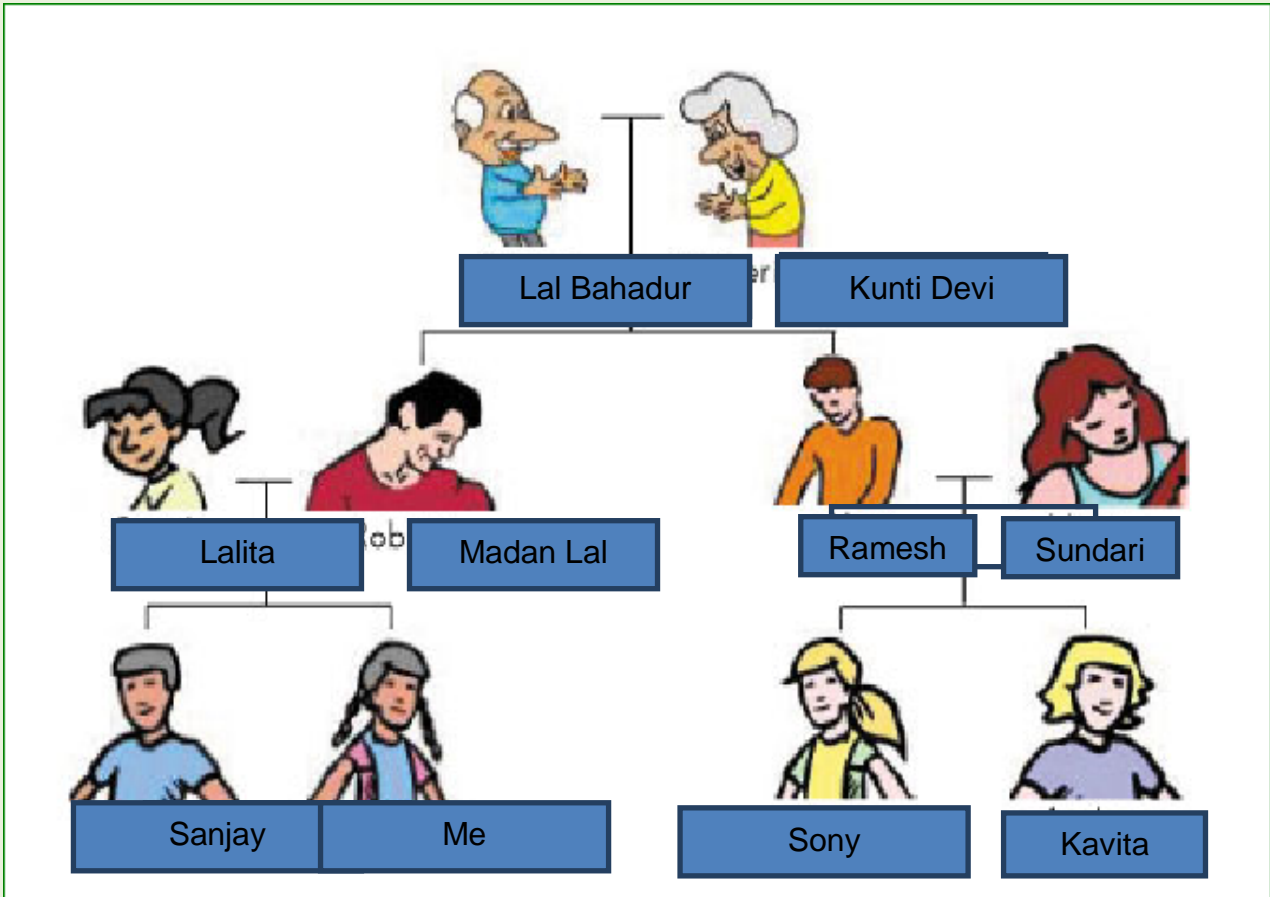
c) What is my grandfather’s name?

d) What is my cousin’s name?

----- and -----

e) Who is my aunt ?

f) What is my mother's name ?



Teacher's Signature -

Parent's Signature

THEME – WORK AND PLAY ; SUB THEME – SEASONS

Choose the correct text and label the season.

Spring

Summer

Autumn

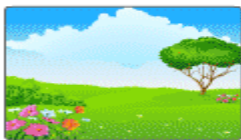
Winter



1. Q1.

2. Fill in the blanks with the name of the correct season.

Fill in the blank with the name of the correct season.



Spring



Summer



Autumn



Winter

When do we celebrate New Year?



In which season do we wear raincoats?



In which season do we wear rain boots?



GROUP : BUTTER FLY

WORK SHEET

Class : I

ENGLISH

Lesson: A Happy Child

I. Write the missing alphabet :

A ____ C ____, ____, ____, ____, H,

I ____, ____, ____, M, ____, ____,

P ____, ____, ____, ____, U ____, ____,

II. Match the alphabet with picture :

1. T

2. R

3. C

4. B



I. Write the following in words :

1. 11

2. 21

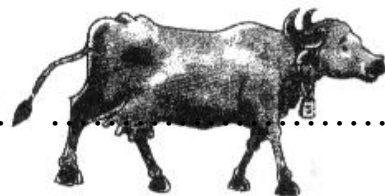
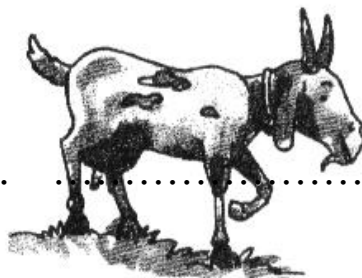
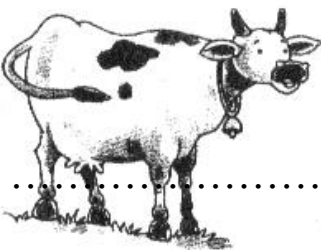
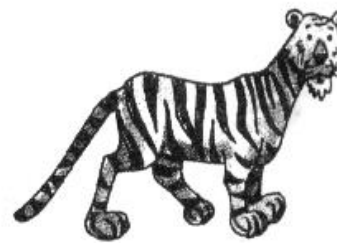
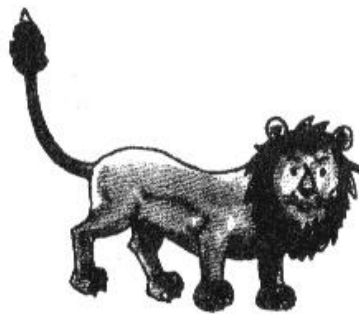
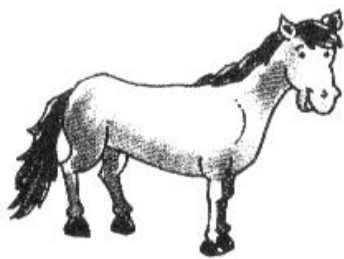
3. 33

4. 40

5. 69



II. Identify these animals and write their names.



.....

.....

.....

WORK SHEET

Class : I

ENGLISH

Lesson: After a Bath

A. Complete the following words by supplying suitable vowel ?

1. s _ _ p

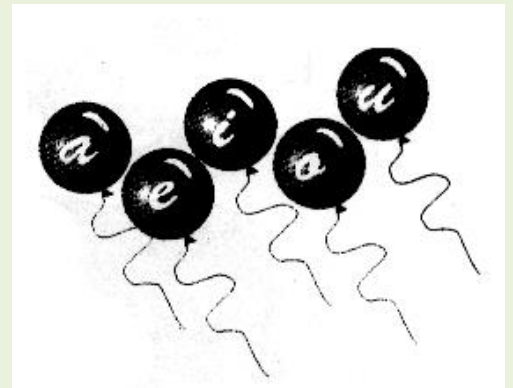
4. sh _ w _ r

2. br _ sh

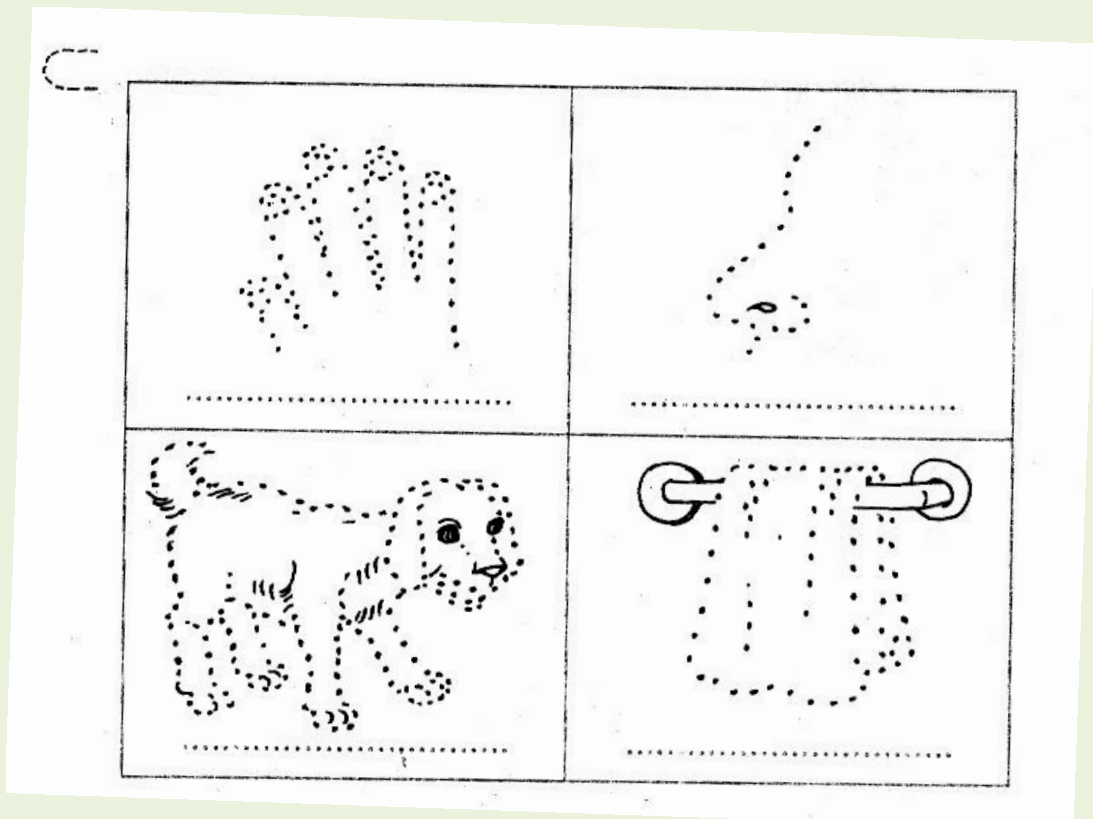
5. s _ nk

3. t _ _ l

6. h _ ng _ r



B. Join the dots of the following pictures and write their names : towel nose dog fingers



WORK SHEET

Class : I

ENGLISH

Lesson: The Bubble, The Straw and The Shoe

A. Count the articles and write the number in words :

1.



2.



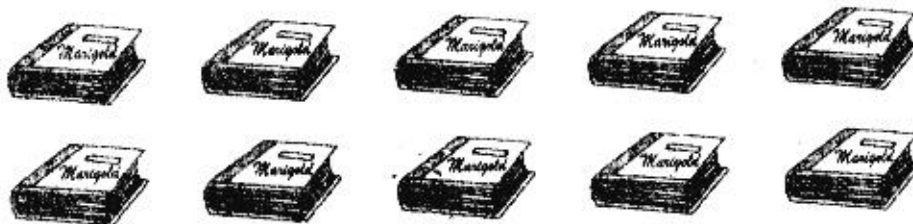
3.



4.



5.



B. Can you blow a bubble ? Write yes or no .

WORK SHEET

Class : I

ENGLISH

Lesson : The Bubble, The Straw And The Shoe

WRITING

A. Fill up with words given below :

[burst, came, cross, fell, went]

1. Bubble, Straw and Shoe _____ into a forest.
2. They _____ to river.
3. They wanted to _____ the river.
4. The Shoe _____ into the water.
5. The Bubble _____ with a big Bang.

B. Answer the questions :

1. Name the friends in the story.

2. Write the name of your school.

WORK SHEET

Class : I

ENGLISH

Lesson : One Little Kitten

1. Match the feelings :



happy



brave



sad



nervous

2. Arrange the given word which start with the given letters :

b

c

d

can	bad	dog
day	cat	big

WORK SHEET




Class : I

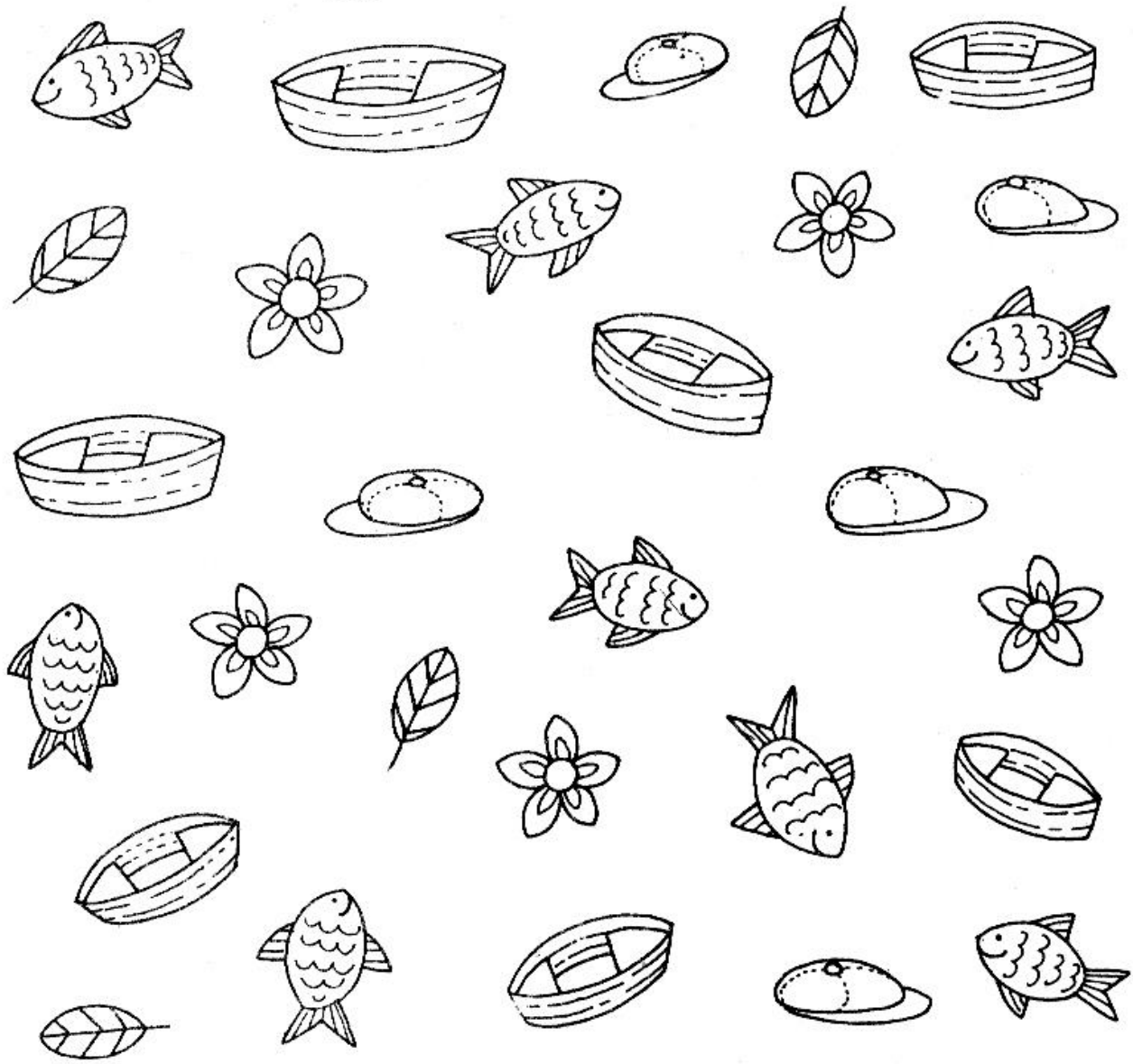
ENGLISH

Lesson : One Little Kitten

Look at the pictures

Colour only

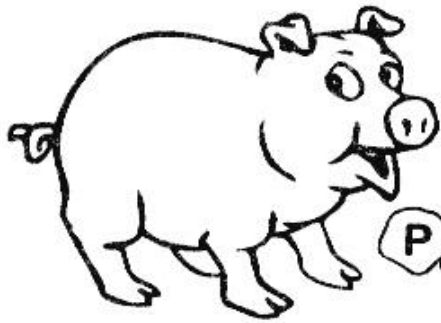
- 2 leaves 
- 4 caps 
- 7 fishes 
- 5 flowers 
- 6 boats 



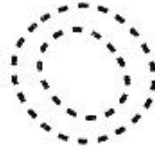
Vowel Puzzle

Draw a line from the vowel to the blank to which it belongs.

Fill in the blanks



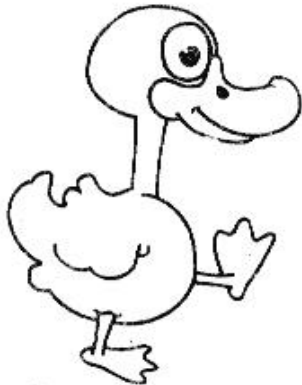
P _ G



H _ N



D _ G



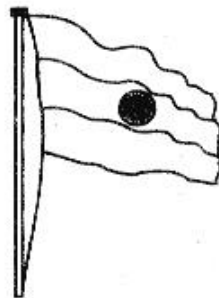
D _ C K



B _ T



m _ lk



fl _ g



n _ st

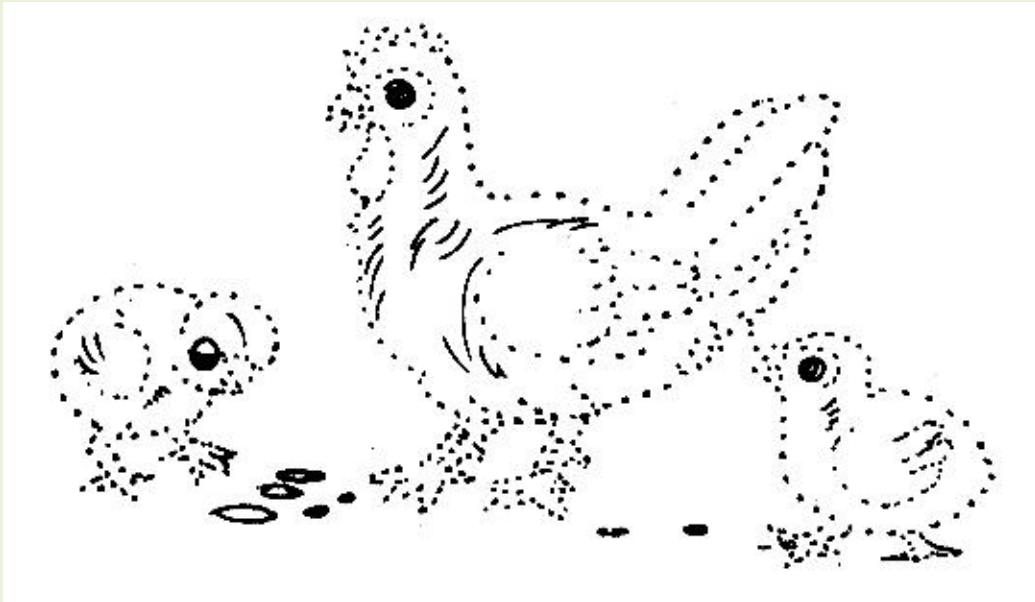
WORK SHEET

Class : I

ENGLISH

Lesson : Lahu and Peelu

1. Join the dots and colour the pictures. Colour one of the chick red and the other yellow.



2. Solve the word puzzle :

The colour of

a) teeth _____

b) sky _____

c) grass _____

d) hair _____

e) apple _____

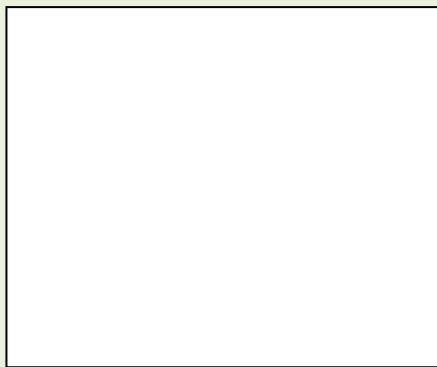
3. Name two fruits which are red in colour and two vegetables which are green in colour, two fruits yellow in colour.

red fruits : cherry, _____ , _____

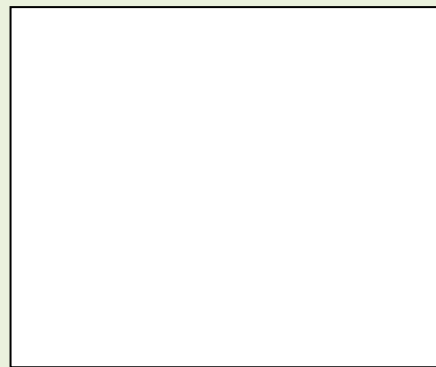
green vegetables : beans, _____ , _____

yellow fruits : moasambi, _____ , _____

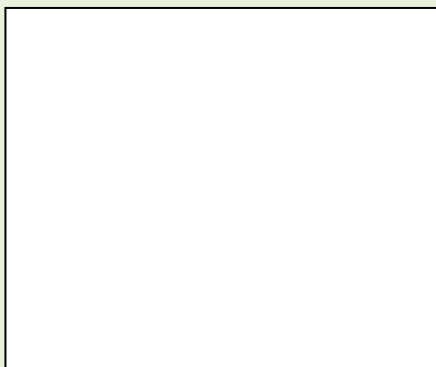
4. Colour the picture with the given colour :



red



green



purple



orange

WORK SHEET

Class : I

ENGLISH

Lesson : Lahu and Peelu

Word work

- Read the words.

I me he she

- Colour I - red me - blue

he - green she - yellow

he she me
me I she I
she he me



- Copy the words.

I me he she

WORK SHEET

Draw a line from one to many :

One

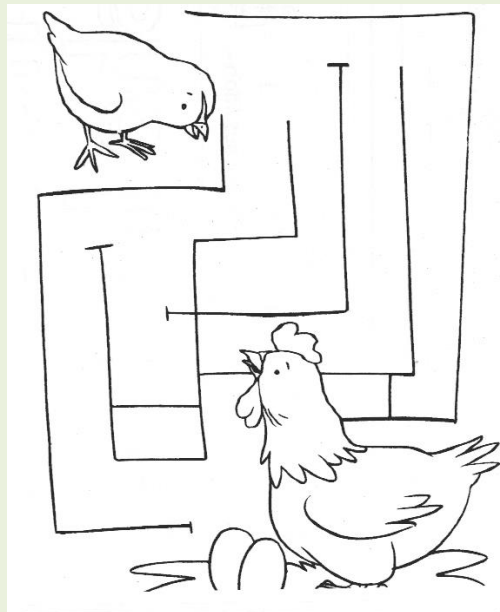


Many



Chick Maze

Help the chick reach the hen



WORK SHEET

Class : I ENGLISH Lesson : Lalu and Peelu

Reading Comprehension :

There was a hen. She had two chicks. Lalu and Peelu.

Lalu was red. He loved red things. Peelu was yellow. He loved yellow things. One day Lalu saw something on a plant. It was red. He ate it up. Oh, no! It was a red chilli. It was very hot.

Answer these questions :

1. Name the chicks in the story.

2. Who liked red things ?

3. Who liked yellow things ?

4. What did Lalu eat one day ?

5. How was the red chilli ?

WORK SHEET

Class : I ENGLISH Lesson : Once I saw a little bird

Creative Writing

I. Write about your favorite bird in 5 sentences :

II. Use these words and write about the crow :

bird, black, worms, nest, eggs

The crow is a bird. It is in colour.

It eats It lays in the



WORK SHEET

Class : I ENGLISH Lesson : Once I saw a little bird

Vocabulary

I. Writing the rhyming words :

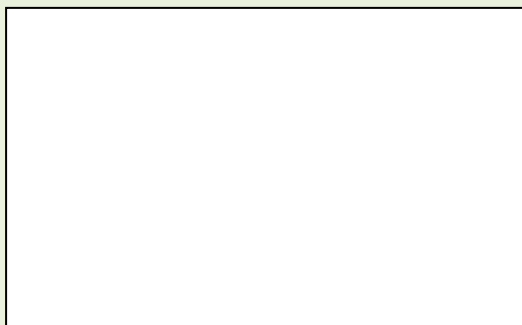
hop - _____

door - _____

shook - _____

tree - _____

II. Draw a house and colour it. Write the colours used for :



door - _____

window - _____

roof - _____

walls - _____

WORK SHEET

Class : I

ENGLISH

Lesson : Once I saw a little bird

Reading

1. Read and colour the picture :

- a] Roof with pink
- b] Wall with yellow
- c] Windows with green
- d] The door with blue
- e] The floor with brown



2. Complete the sentence using the picture.

a] The



has

a





b] The

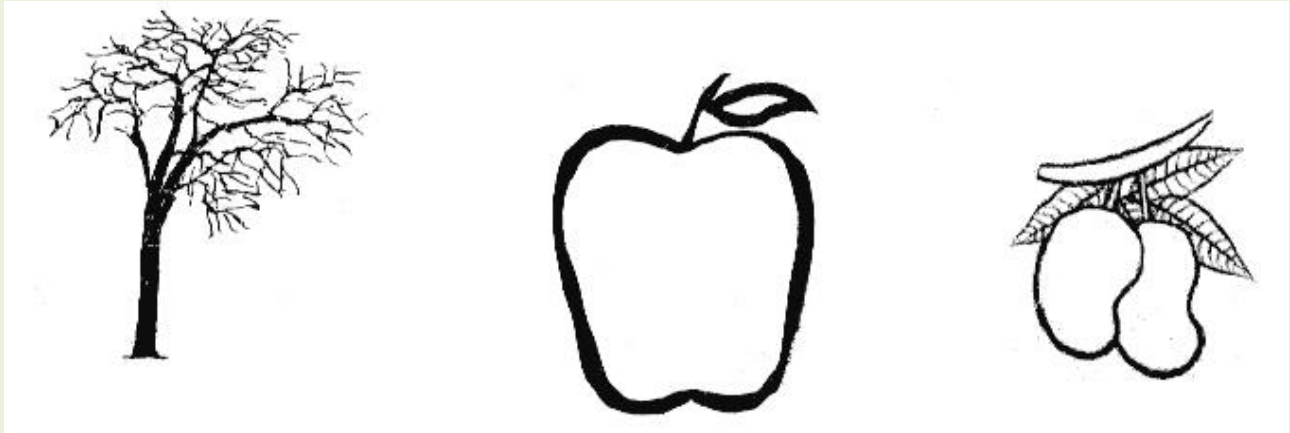
has

an

WORK SHEET

Class : I ENGLISH Lesson : Mittu & the Yellow Mango

1. Colour these.



Draw leaves and
Colour green

A red apply

yellow mangoes

II. Name these plants.



III. Draw a mango tree with mangoes and colour.

WORK SHEET

Class : I ENGLISH

Lesson : Merry Go Round

I. Find out these words in the grid :

1. mother

2. pen

3. hen

4. no

5. down

6. look

7. lizard

8. elephant

9. shirt

10. thread

A	M	O	T	H	E	R	S	G	J
E	H	T	R	E	K	G	D	S	A
L	S	B	C	N	B	M	P	J	L
E	C	S	H	I	R	T	G	V	C
P	A	Z	X	V	B	L	O	O	K
H	P	E	N	T	Y	U	I	O	P
A	A	S	G	H	D	O	W	N	K
N	H	N	O	T	R	Q	R	Y	L
T	H	T	H	R	E	A	D	M	L
A	X	V	L	I	Z	A	R	D	N

WORK SHEET

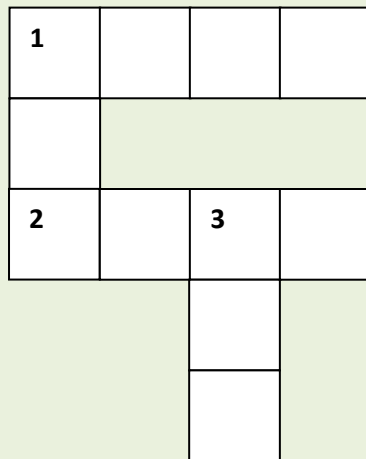
Class : I ENGLISH

Lesson : Circle

CROSS WORD

1. ACROSS

1. DOWN

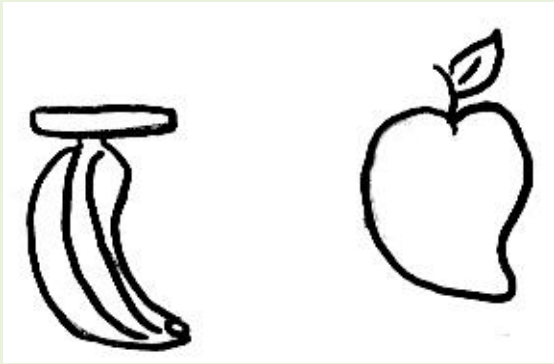


WORK SHEET

Class : I ENGLISH Lesson : If I were an apple

Vocabulary

I. Name these fruits using the clues :



1. b a _ _ a _ a 2. m _ _ n _ _ o 3. g _ _ a p _ _ s 4. o r _ _ n _ _ e

II. Complete the sentences :

1. If I were a butterfly I would _____ [fly/cry]
2. If I were a bee I would _____ [laugh/buzz]
3. If I were a bird I would _____ [fly/jump]
4. If I were a monkey I would _____ [jump/cry]
5. If I were a kangaroo I would _____ [fly/hop]

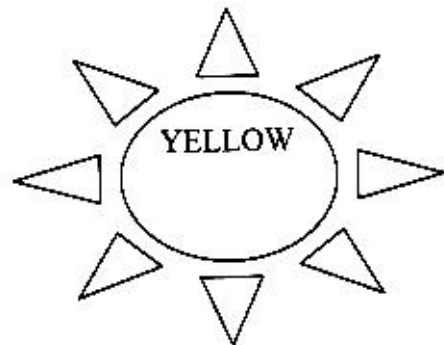
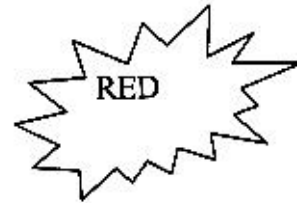
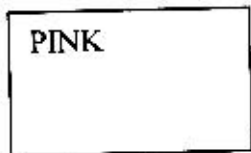
WORK SHEET

Class : I

ENGLISH

Lesson : A Little Turtle

I. Read and colour it :



Encircle the word that starting with given alphabet in the right.

Eg A : apple but, run

1. I : eye, ice, ball

2. M : monkey, nine, flower

3. R : hat, cat, rose

4. B : ball, dog, kite

5. O : egg, ox, hen

WORK SHEET

Class : I ENGLISH Lesson : The Tiger and the Mosquito

I. Match to their body parts :

Animals

tiger

fish

cow

elephant

camel

bird

Body Parts



II. Complete the action words :



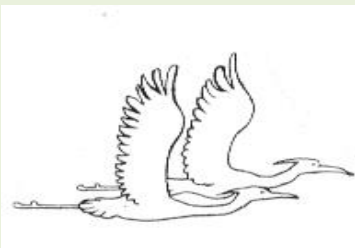
d _ _ z _ _ _ g



h _ _ t _ _ ing



w _ _ l _ _ ing



VOCABULARY

a) Rearrange the letters to form a word.

Ex :

milk

b) Match the rhyming word :

1] hot father

2] walk stop

3] mother talk

4] donkey pot

5] hop monkey

WORK SHEET

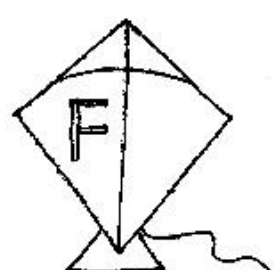
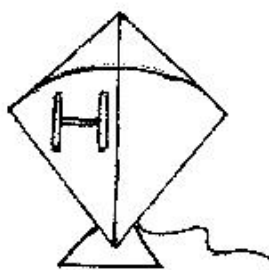
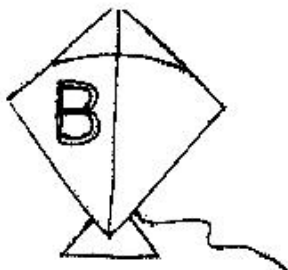
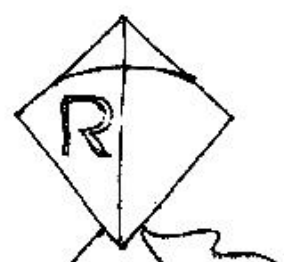
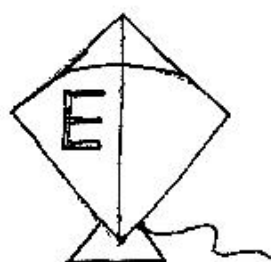
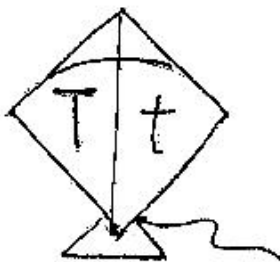
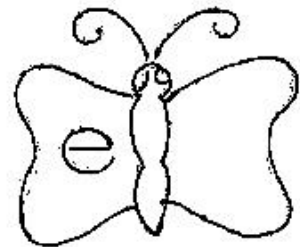
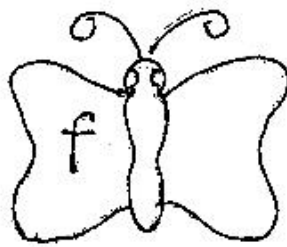
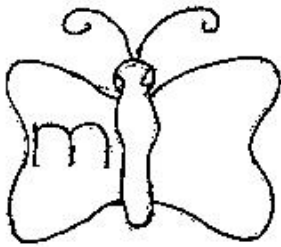
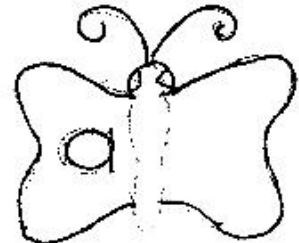
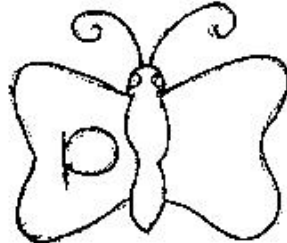
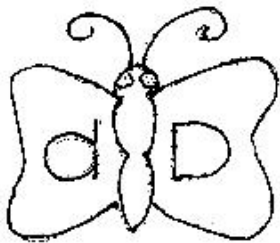
Class : I

ENGLISH

Lesson : Cloud

Comprehension

1. Fill in the capital letters :



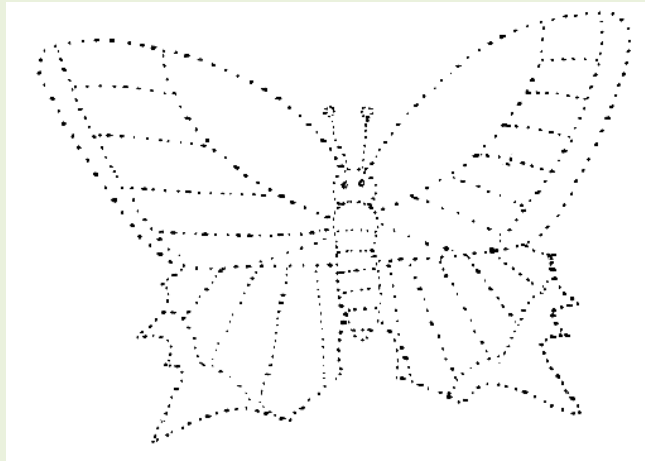
WORK SHEET

Class : I ENGLISH Lesson : Anandi's Rainbow

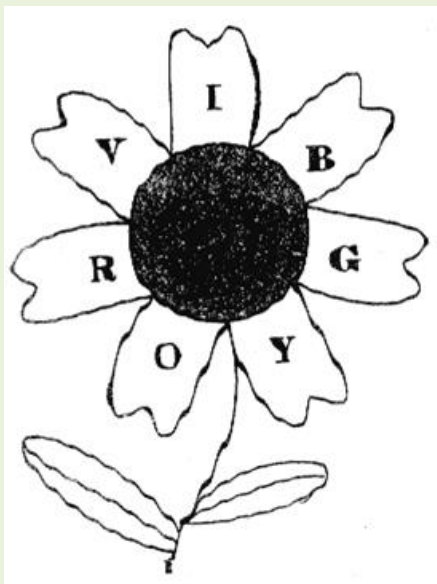
I. Write the missing letters to complete the colours :

1. v ___ ol ___ t 2. i ___ d ___ ___ o 3. gr ___ ___ n
4. o ___ a ___ g ___ 5. p ___ r ___ l ___ 6. p ___ ___ k
7. b ___ ___ w ___ 8. r ___ ___ 9. b ___ ___ e

II. Join the dots and colour the butterfly :



III. Colour the flower with the colours of the rainbow.

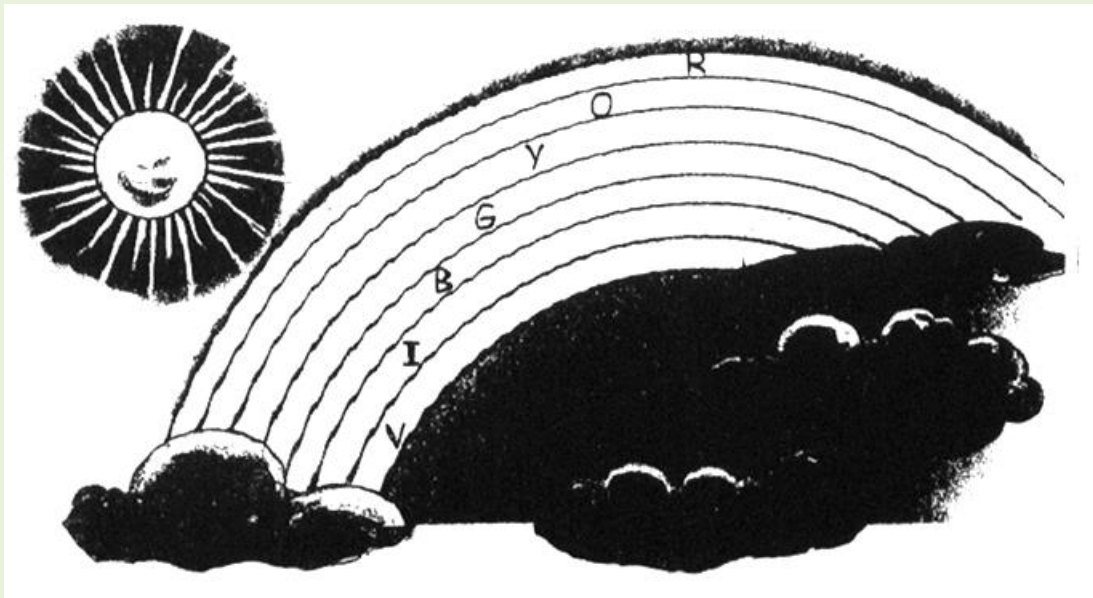


- V violet
I indigo
B blue
G green
Y yellow
O orange
R red

IV. Complete the describing words :

1. c _ l _ ur rainbow
2. r _ d rose.
3. b r _ _ g h t sun
4. g r _ _ e n leaves
5. b _ a u t _ f _ l flowers
6. b l _ _ e sky

V. Colour the rainbow :



VI. Name different types of days: [snowy, sunny, rainy, windy]

1. It is a _____ day.



2. It is a _____ day.



3. It is a _____ day.



4. It is a _____ day.



WORK SHEET

GROUP : BUTTER FLY

Class : I ENGLISH Lesson : The Tailor and his Friend

A. Tick the correct spelling :

river/river

friend/freind

things/thengs

needle/niedle

drink/drenk



elephant/elephant

forgets/forgets

argue/argeu

waves/wawes

chicken/chiken

B. Name at least eight naming words. The first and last word has been given as a hint :

t _ _ _ _ r

p _ _ _ _ s

s _ _ _ _ s

c _ _ _ _ _ _ _ n

e _ _ _ _ _ _ _ t

s _ _ _ p

n _ _ _ _ _ e

t _ _ _ _ k



C. Write two rhyming words for the words given below :

hop _____ _____

nice _____ _____

took _____ _____

seat _____ _____

कार्य प्रपत्र

कक्षा -दो (विषय- हिंदी)

१- नीचे दिये गए शब्दों के ऊपर (◌̇) या (◌̈) लगाकर सही शब्द बनाओ

ऊचा पख पूछ कहा
बदर कहा सदूक हस

२- नीचे दिए गए शब्दों को खोजकर गोला बनाओ

ऊँट जाल हाथी फूल कबूतर

फू	ल	प	त	म	ल
की	श	ख	पा	ऊँ	क
हा	ह	ग	न	ट	बू
थी	जा	ल	र	पा	त
य	न	फ	ह	ब	र

३- किसी एक जानवर के बारे में पाँच वाक्य लिखो -

कार्य प्रपत्र

कक्षा दो (विषय - हिन्दी)

1- तुक मिलने वाले पाँच शब्द लिखो

जैसे - सोई - खोई

2- बहुवचन लिखिए -

जैसे ---- बिल्ली --- बिल्लियाँ
बकरी ---
मकड़ी ---
लड़की ---
लकड़ी --

3 - नीचे लिखे अक्षरों में से खोजकर पाँच शब्द लिखो -

क	म	ल	क	क	ड़ी
---	---	---	---	---	-----

1-----

2-----

3-----

४-----

५-----

४-ठंड से बचने के लिए आप क्या उपाय करेंगे ? (पाँच उपाय लिखिए)

१-----

२-----

३-----

४-----

५-----

कार्य प्रपत्र

कक्षा दो विषय हिन्दी

1-धीमी गति से चलने वाले पाँच जानवरों के नाम लिखो -

2- तेज़ गति से चलने वाले पाँच जानवरों के नाम लिखो -

3- बारिश का पानी कहाँ से आता है और कहाँ चला जाता है ?

4-इंद्रधनुष कब दिखाई देता है ?

4- निम्नलिखित चीजें किस रंग की होती हैं ? रंगों के नाम लिखो -

बैंगन -----

संतरा -----

सूरजमुखी -----

गुलाबजामुन -----

लड्डू -----

कार्य प्रपत्र

कक्षा - दो

विषय -- हिन्दी

1—नीचे लिखी चीजों को क्या कहते हैं ?नाम लिखो -

1-आलू , गोभी , टमाटर, भिंडी -----

2-सेब , संतरा , केला , अमरुद -----

3-गाय , हाथी , बकरी , बिल्ली -----

4-गेहूँ , चना , मटर ,अरहर -----

5 - कमीज , कुर्ता , पैंट , पाजामा -----

2 -दो पक्षियों के नाम लिखो जिनकी आवज्ज मीठी होती है -

1-

2-

3 -अपने पसंद की खाने वाली तीन चीजों के नाम लिखो -

4 -पक्षियाँ अपना घोंसला किस चीज्ज से बनाती हैं ?

5 -तुम्हारा घर किन -किन चीजों से बना है ?

WORKSHEET -1

Subject –English

Class-II

Unit- The story of road

Concept- Activities on road

Name.....Sec.....Date.....Roll no.....

1) Choose the correct option:

a) The birds are calling

i)Caw, caw, caw ii) tring-tring iii) Meow,meow,meow

iv) chirp-chirp-chirp

b) Who is the first one to come on the road?

i) Vegetable man ii) School children iii) Newspaper boy

iv)Postman

c) Tramp ,Tramp, Tramp is the noise made by the

i) School children's bag

ii) School children's shoes

iii)School children's bottles

iv) Talking of School childrens

2) State (T) for True and (F) for false statements

i) The birds call softly to woke up the road

ii) The crow asks the road to keep sleeping

iii) The newspaper boy comes on bicycle

iv) The vendors brings toys for children

v) The school children do not keep silent on the road

3) Write down the opposite of the following words

i) Loudly x.....

ii) Awake x.....

iii) Late x.....

iv) Wise x.....

v) Narrow x.....

4) Circle the correct word below which are correctly spelt

i) Cabbage cabagge cabegge

ii) Carott carrott carrot

iii) Foollish foolish follish

iv) Sparow saprow sparrow

5) Match the following words in column A with their meaning in column B

- | A | B |
|--------------|---------------------------------------|
| i) Newspaper | talk about unimportant matters |
| ii) Chatter | not having good sense or judgement |
| iii) Foolish | To the full extent |
| iv) Wide | a paper which has news printed on it. |

6) Short answer type questions:

a) What sounds can you hear in the morning time ?

Ans.....
.....

b) Who is selling cabbage, potatoes, radish on the road ?

Ans.....
.....

WORKSHEET -2

Subject –English

Class-II Unit- Trains Concept-Means of Transport

Name.....Sec.....Date.....Roll no.....

1) Choose the correct choice:

a) Trains carry

- 1) Passengers 2) goods 3)mail 4) All of the above

b) The words freight car refers to

- 1) The engine 2) Cars carrying goods 3) trucks 4) bogies carrying goods

c) Through day and darkness:-

Darkness in the above line refers to

- 7) A tunnel b) metro c) night d) a bridge

8) Write (T) for true and (F) for false statements

- a) Trains run over the sea
- b) Trains do not run at night
- c) Trains carry passengers and their goods
- d) Mail don't carried by trains

9) Write down the opposite of the following words

- vi) Plain x.....
- vii) Fail x.....
- viii) Dusk x.....
- ix) Come x.....

10) Rearrange them to make meaning words

- i) R I A T N
- ii) R E V O
- iii) S K U D
- iv) T I A N U N O M.....
- v) L A I M.....

11) Match the following words in column A with their meaning in column B

A	B
a) Precious	of great value
b) freight	goods transported in bulk by truck, train, and ship
c) Loads	period of time just before the sunset
d) dusk	in hurry
e) dawn	goods
f) rush	period of time just before the sunrise

6) Do as directed:

- i) Complete the series. Hundreds,, lakhs, crores.
- ii) Dark is to darkness as smart is to
- iii) Dusk is to dawn as night is to.....
- iv) Bring is to bringing as carry is to

Short answer questions:

7) What do the trains bring without any fail ?

Ans.....
.....

8) When do the trains run ?

Ans.....
.....

WORKSHEET -3

Subject –English

Class-II

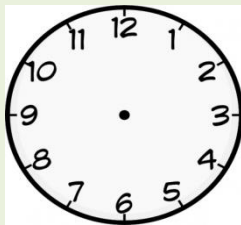
Unit- Good morning

Concept-Time

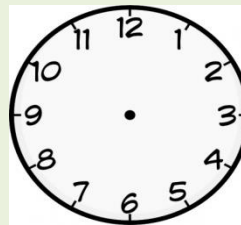
Name.....Sec.....Date.....Roll no.....

1. Show the hands on the clock for the given time.

6:30



5:15



2. 1 hour = _____ minutes .

3. At what time do you find this in the sky. Tick the correct option.

• Day / night



4. Tick the [v] correct answers.

Content	Minutes	Hours	Days
To take your breakfast			
To sleep at night			
Your one period			
To be in school			

5. Observe the given calendar and answer the following questions.

September 2011

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	29	30	

a. On which day does the month ends _____

b. Write the number of days in the month. _____

- c. What day is it on 13th _____
- d. Is the 21st a Sunday _____
- e. How many Sundays are there in this month _____
- f. What is the date on Second Saturday _____
- g. What is the day on the 27th _____
- h. On which day does the month starts _____.

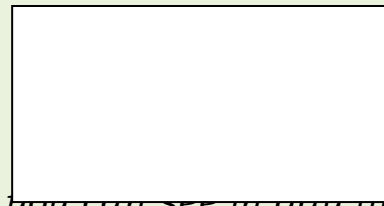
6. Draw a picture to match the description.

It is yellow.

It is round.

It comes in the morning.

It gives light and heat.



7. Colour the boxes which have the things that you can see in day time.

SUN	MOON	STARS	CROW
KITE	OWL	BAT	CLOUDS

WORKSHEET -4

Class-II

Subject –English

Unit- Good morning

Concept-Nature

Name.....Sec.....Date.....Roll no.....

1. Write the names of any five things you see in the given picture.



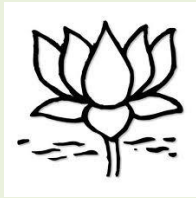
1. _____
2. _____
3. _____
4. _____
5. _____

2. A list of things we see in a garden is given. Arrange them in the correct boxes.

mango, jasmine, grasshopper, ant, apple, rose,
butterfly, shoe flower, earth worm, banana, grapes, lotus

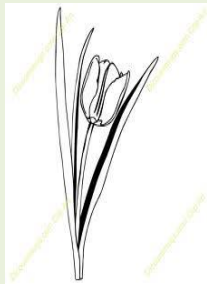
FLOWERS	FRUITS	INSECTS

3. Underline the flowers in the given passage.



I went to a park with my parents on Sunday.

The park was very big and full of big trees. There was a flower garden on one side. The garden was looking red due to the roses. The garden also had jasmines and tulips.



The sunflowers were standing tall facing the sun.



I also saw lotus and water lily in the pond.

There were many kinds of Hibiscus in the park.

4. Write four sentences on birds using the following words.

Nest	Water	chirp	fly	sky	wings
------	-------	-------	-----	-----	-------

.....

.....

.....

.....

.....

5. Write down suitable words describing each picture. Pick up the word from the list given below

Tiny	beautiful	melodious	chirping	singing
------	-----------	-----------	----------	---------

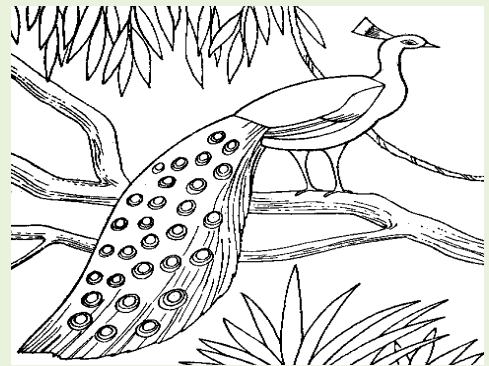
- a) A.....sparrow.
- b) A.....cuckoo.
- c) A.....myna.
- d) A.....Peacock.
- e) A.....bird.

6 Use the words given in the box and complete the sentences about the given bird.

You can colour the bird.

National, tail, beautiful, fly, Peacock, forest

- a) This is a _____.
- b) It has _____feathers.
- c) It has a long _____.
- d) It lives in the _____.
- e) It is our _____ bird.



7. RHYMING WORDS

Write words that rhyme with the words given below. The first one is done for you .

Grow

Know

Throw

Day

Bay

.....

Think

.....

.....

Funny

.....

.....

Eat

.....

.....

Sing

.....

.....

8. Write the name of five birds you see everyday.

- a)..... b).....
 c)..... D).....
 e).....

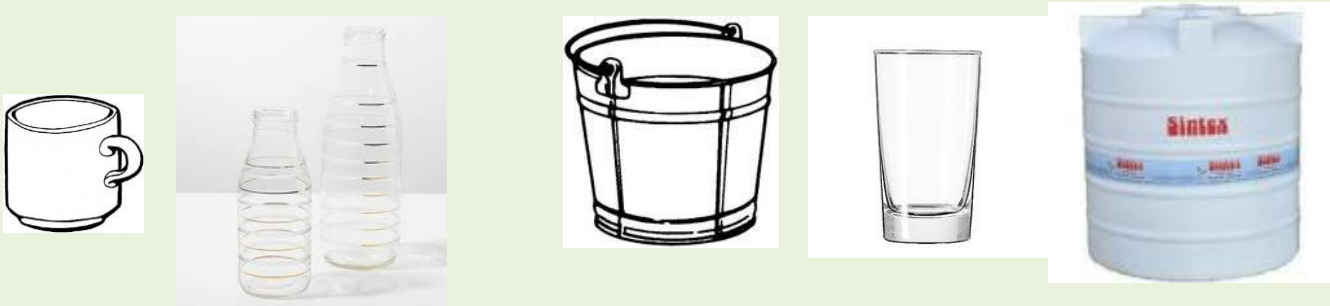
WORKSHEET

CLASS : I SUB - MATHS

1. Circle the object which is smaller :



2. Colour the objects which is bigger.



3. Decide which unit of capacity you will use to measure the following – ML or L

- Milk in a baby's feeding bottle _____
- Medicine in an injection _____
- Water in a camper _____
- A tube of paint _____
- A bottle of ink _____
- Water in a vase _____
- A bathtub full of water _____
- A tanker of petrol _____



WORKSHEET

CLASS : I

SUB - MATHS

1. Break up the number into Tens and Ones.

Tens

Ones

- a. 41 = +
- b. 39 = +
- c. 18 = +
- d. 23 = +

2. The cost of the following objects is given below. Draw the number of 10 rupee notes and one rupee coins needed for each item.



NOTES



COINS

- a. Earing Rs. 43
- b. CD Rs. 81
- c. Water bottle Rs. 57
- d. Flute Rs. 25

3. Total the money each fruit seller earns in one day.

FRIUTS SELLER

TOTAL MONEY

a.



b.



WORKSHEET

CLASS : I SUB - MATHS

1. Write the number names :

a. $17 =$

b. $15 =$

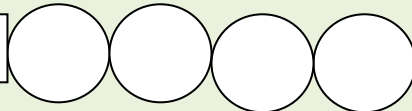
c. $11 =$

d. $54 =$

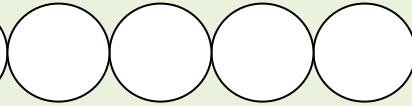
2. Write the next 5 numbers :



44



23



3. Match with the correct number.

a. $7 \text{ tens} + 5 \text{ ones} =$

	49	
--	----	--

b. $4 \text{ tens} + 9 \text{ ones} =$

	75	
--	----	--

c. $3 \text{ tens} + 4 \text{ ones} =$

	91	
--	----	--

d. $9 \text{ tens} + 1 \text{ one} =$

	34	
--	----	--

WORKSHEET

CLASS : I

SUB - MATHS

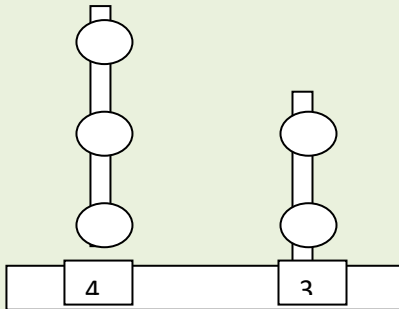
1. Fill in the blanks :

a. $46 + 12 =$

b. $12 + 14 =$

c. $70 + 12 =$

2. Draw beads on the abacus for the given numbers.



3. Fill in the blanks :

a. $83 =$ _____ 10 's

b. $37 =$ _____ 10 's

c. $20 =$ _____ 10 's

d. $68 =$ _____ 10 's

4. Look and guess :



WORKSHEET

CLASS : I

SUB - MATHS

1. Fill in the blanks :

a. 2 tens = 20

b. 1 ten =

c. 5 tens =

d. 7 tens =

e. 9 tens =

f. 10 tens =

2. Add

a. $70 + 10 = \dots\dots$

b. $20 + \dots\dots = 40$

c. $\dots\dots + 25 = 30$

d. $14 + \dots\dots = 24$

3. Fill in the blanks :

a. 23 ones = t + ones

b. 65 ones = t + ones

c. 39 ones = t + ones

d. 44 ones = t + ones

e. 29 ones = t + ones

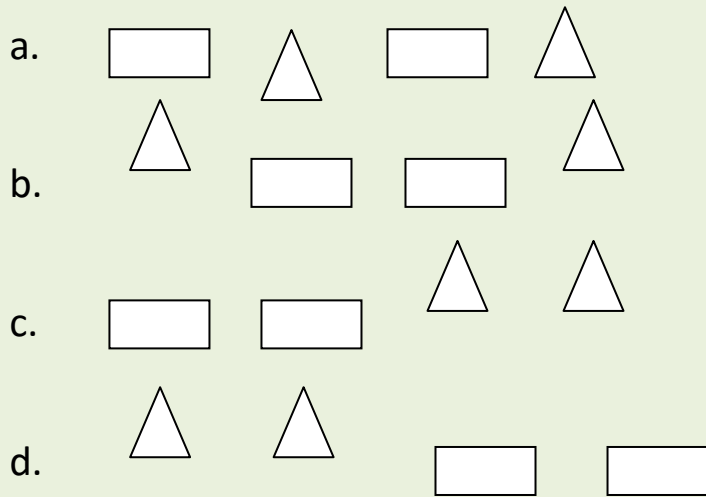
f. 15 ones = t + ones

WORKSHEET

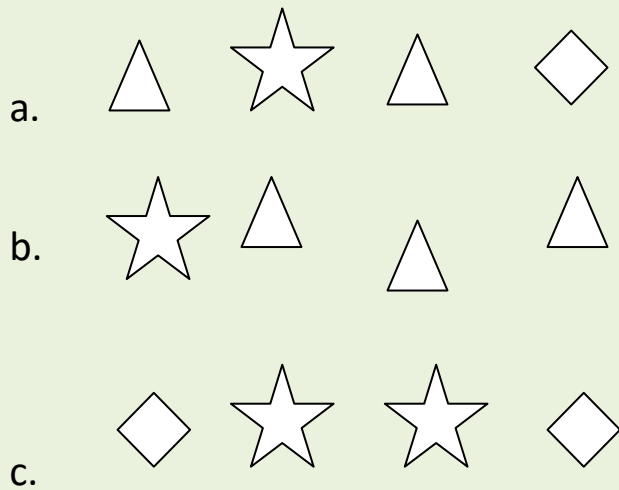
CLASS : I

SUB - MATHS

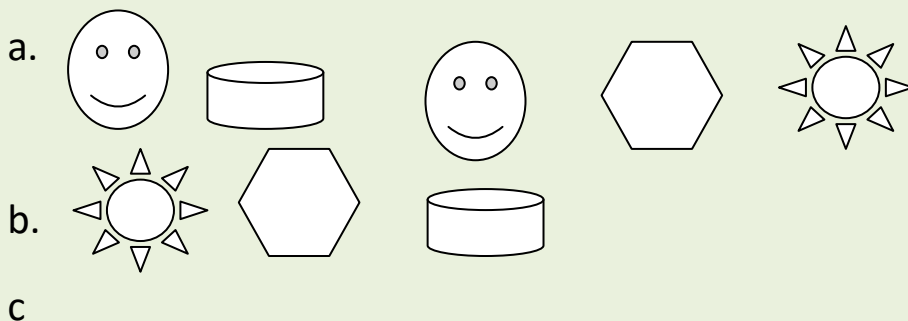
1. Complete the following number patterns :



2. Complete the following patterns :



3. Complete the following patterns :



WORKSHEET

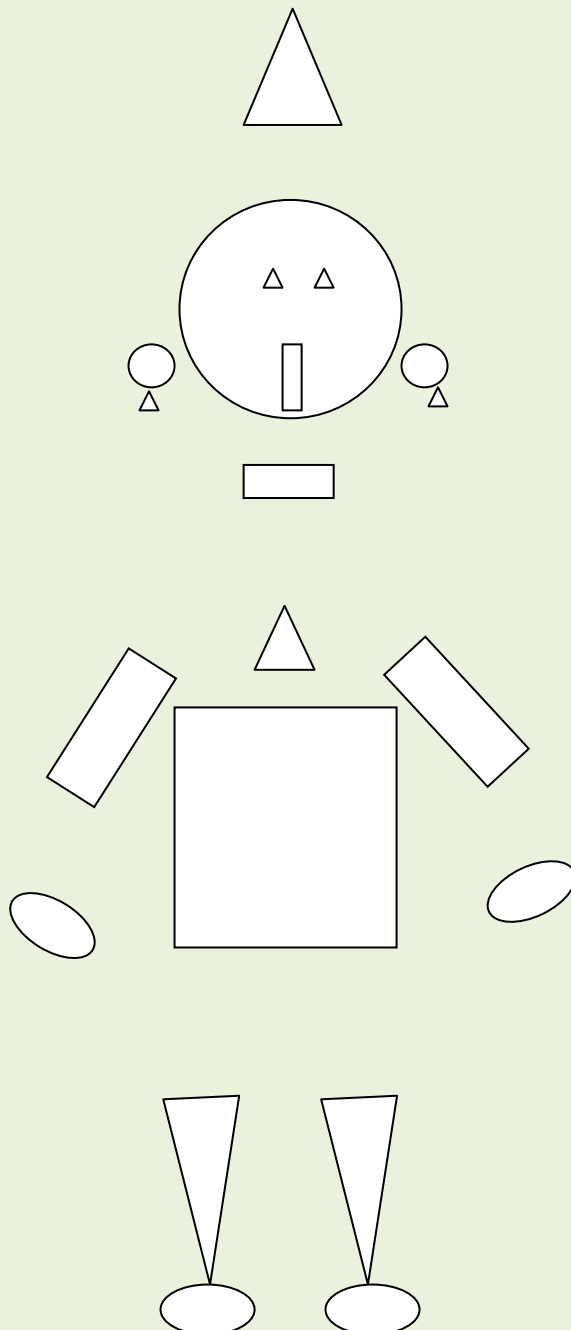
CLASS : I

SUB - MATHS


1. Put your palm and fingers on the paper. Trace around it and colour.

MY PALM PRINT

2. Look at the picture and fill in the blanks.



NUMBER OF  _____

NUMBER OF  _____

NUMBER OF  _____

 _____

 _____

Competencies: Reading and Writing

Read the following paragraph and answer the questions

Means of Transport Walking is the earliest way of travelling. Through walking is easy and healthy when distances are large, we need to use some means of transport.

1. Land Road Transport – is the transport which runs on the land. They all run on wheels.

eg: bus , car

2. Air Transport- is the transport which runs in the sky. Travel by air helps us to travel across countries in a short time. These transports have wings.

eg:Aeroplane,Helicopter.

3. Water Transport - Boats and ships run on the water. These are known as water Transport. There are fast and cheaper mode of Transport.eg: boat, ship

I. Answer the following questions in ONE or TWO words:

1. How many modes of transport are there?

_____.

2. Where do boats and ships run?

_____.

II. True/False:

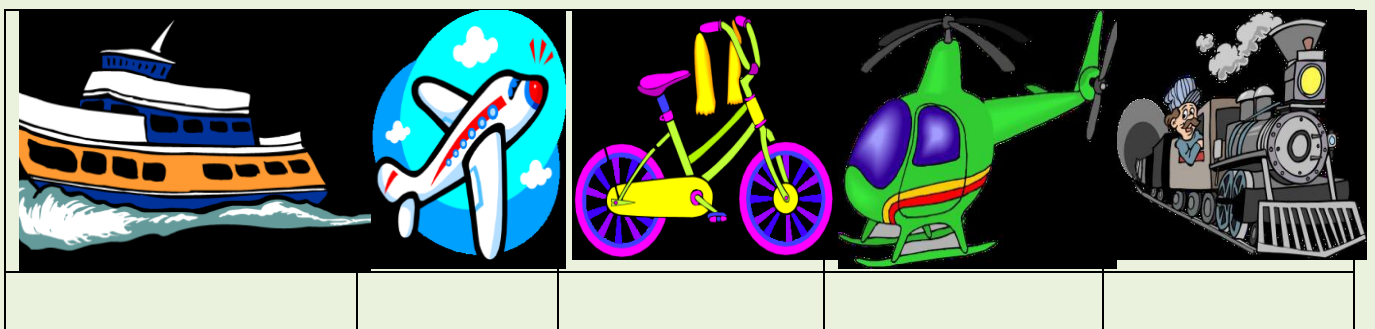
1. Travel by air helps us to travel across countries in a short time.()

2. Walking is healthy and easy . ()

3. Trains have no wheels. ()

III. Opposite of difficult _____.(Find from the passage).

IV. Name the following vehicles and group them into land ,water and airmodes of transport. Write L(Land Road),W(water) and A(Air) against their names.



V. Colour the correct option:

Fastest means of transportation is :

cycle	bus	aeroplane	helicopter
-------	-----	-----------	------------

Slowest of transportation is :

bullock cart	cycle	auto-rickshaw	car
--------------	-------	---------------	-----

Vehicle that has wings is an :

internet	aeroplane	auto-rickshaw	car
----------	-----------	---------------	-----

Writing

My Favourite Transport

I. Name the parts of a bicycle

II. Fill in the blanks using the words from help box.



bicycle	ride	school	cycling	birthday
---------	------	--------	---------	----------

My favourite transport is _____. My father presented it to me on my _____. I love to _____ my bicycle. My brother taught me _____. I go to _____ daily by my bicycle

Grammar:

III. Fill in the blanks.

1. Ships sail _____ (in/on) water.
2. _____ (A/An) aeroplane flies above the sky.
3. (Oxes/Oxen) _____ are used to plough the fields.
4. Camel is also _____ (call/ called) the Ship of the Desert.
5. Flying in an aeroplane is very _____ (costly/cheap)

Spellings

I. Rearrange the jumble words and make a transport. (You may take help from the above passage).

Tarnpsotr	hsip	earolpane	Aout rikcsahw	Heelicpotr
-----------	------	-----------	---------------	------------

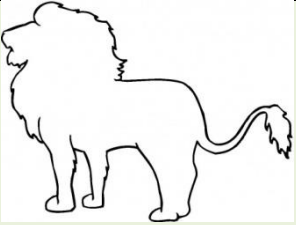
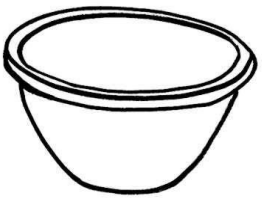
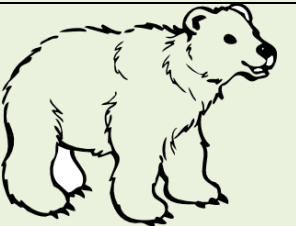
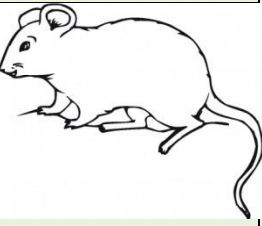
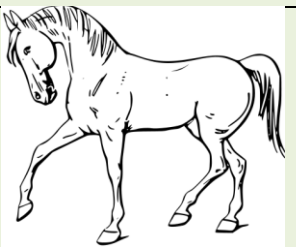
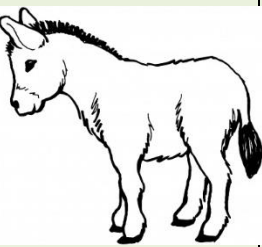
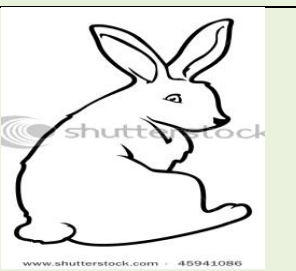

**WORKSHEET
CONCEPT- ARTICLES**

**CLASS II SUBJECT ENGLISH
NAME OF THE GROUP: PEACOCK**


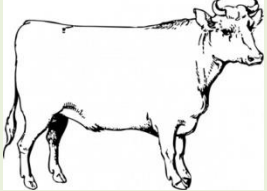
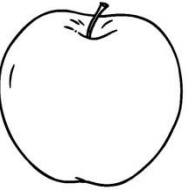
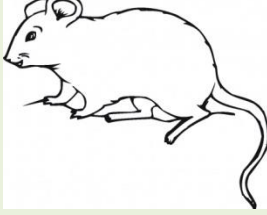
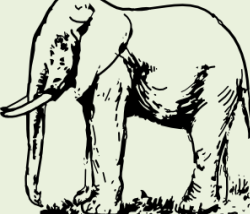


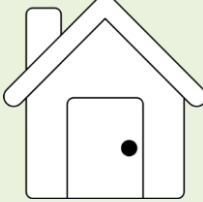


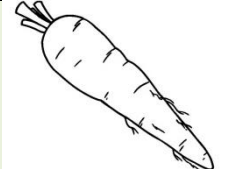


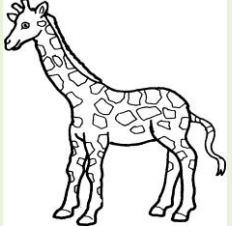
1. Circle the vowels :

a,	d	g	r	o	v	c	e	i	u
----	---	---	---	---	---	---	---	---	---

2. Fill in the blanks with vowels (a,e,i,o,u) in question 1-4 and with consonants in question 5-8

1	<u>L</u> _ n		5	_ o _	
2	<u>B</u> _ r		6	_ ou _ e	
3	<u>H</u> _ s		7	_ o _ e	
4	<u>H</u> _ r		8	_ O _ o _ u	

2. Put a /an before these words

1	_ child		8	_ ox	
2	_ apple		9	_ mouse	
3	_ elephant		10	_ book	
4	_ umbrella		11	_ house	
5	_ flower		12	_ orange	
6	_ carrot		13	_ cup	
7	_ tree		14	_ giraffe	

4. Add **au** and **ou** to the given words to make meaningful words.

P r - - d

L - - g h

II.EV.7.WS1

SARGAM GROUP

Class: II Sec:.....

Lesson: Our School

Subject: EVS

Date:.....

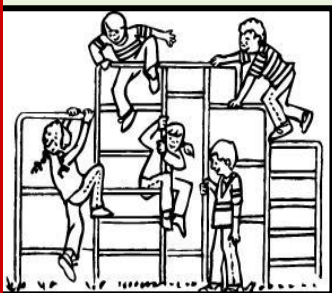
Name.....

Observation

1. Observe the pictures and name them. Choose the right answer from the brackets.

(playground, library ,medical room ,Principal , classroom , school building, laboratory ,computer lab)





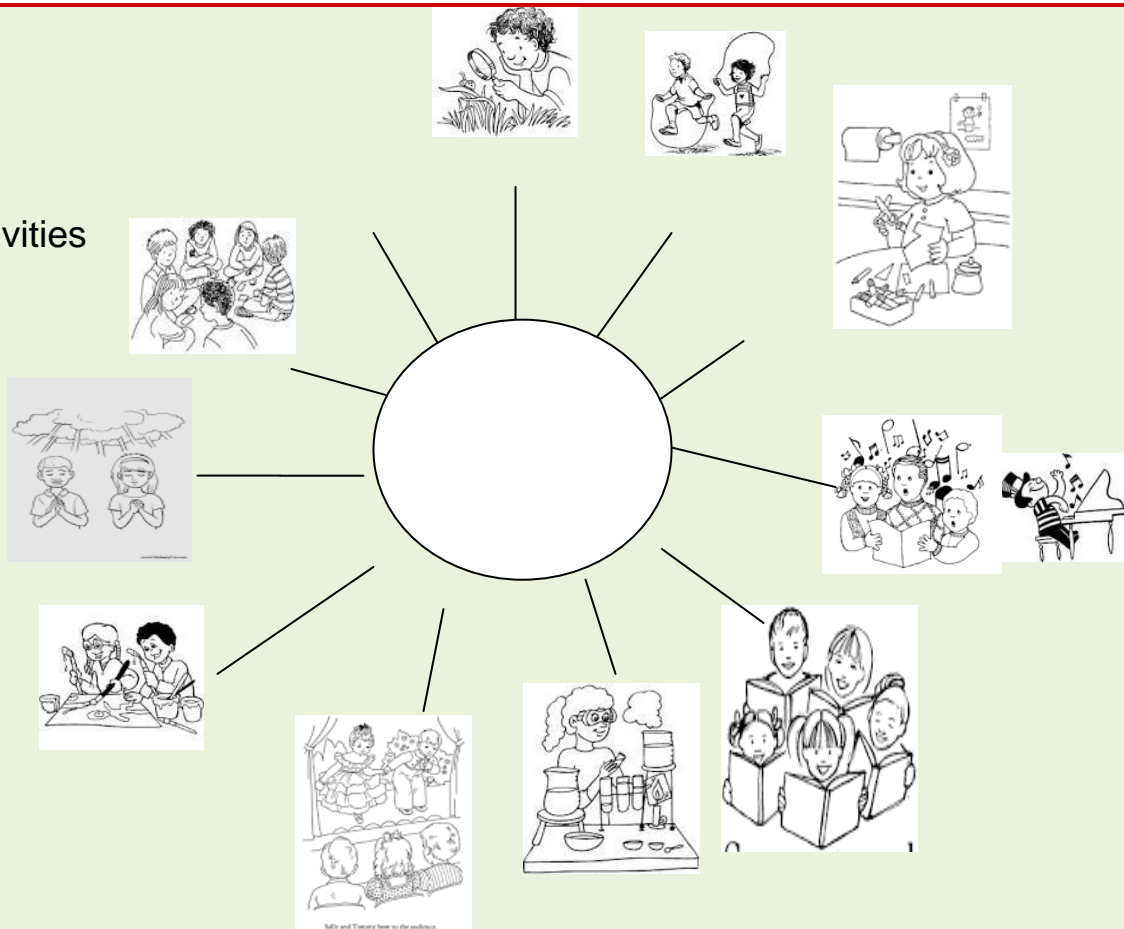
Identification

1. Name the activities you see in your school

(prayer , reading , annual day , doing experiment , observing insects , lunch time , craft, painting, sports ,music)



Activities



2. Match the following

- | | |
|--------------|---|
| Teacher | - takes care of the garden |
| Gardener | - teaches the students |
| Housekeeping | - manages the school |
| Principal | - takes care of the cleanliness of the school |
| Office staff | - takes care of the sick students |
| Doctor | - takes care of the needs of the school |
| Peon | - helps doctor to take care of the students |
| Watch man | - protects the school |
| Nurse | - Assists in office work |

Discovery of Facts

Q1. Why do you go to school ?

Q2. What are the things you like in the school ?

Q3. Colour the uniforms



Class: II Sec: ZIET ISC (HM)

SARGAM GROUP

Lesson: Our School

Subject: EVS

Date:

Name.....

Observation

I. Observe the picture.



Name the things you can see in your classroom

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Identification

I. Name the following

1. The teacher uses this to write on the black board - C _____ K
2. We throw waste in this - D _____ B _____
3. Period gets over when we hear its ring - B _____ L
4. Our classes are based on a - T _____ T _____ E
5. We write down the notes in a - N _____ B _____ K
6. Children use these to write in the notebook - P _____ L
and E _____ R

Discovery of Facts

1. What values do you learn from your school?

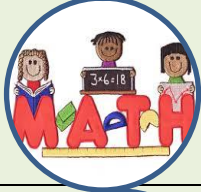


VALUES-FLASH CARDS

KEEP YOUR CLASS AND SURROUNDINGS CLEAN**WISH YOUR ELDERS****WAIT FOR YOUR TURN****SPEAK SOFTLY AND POLITELY****THROW WASTE IN THE DUST BIN**

Given below is the timetable for Monday. Help Sonu to read the time table.
Write the subject name against the pictures.





II.EV.7.AS2

Know Your Class

Answer the questions.

1. How many benches/chairs are there in your class? _____

2. How many tables/desks are there in your class? _____

3. What is the strength of your class? _____

4. How many boys are there in your class? _____

5. How many girls are there in your class? _____

6. Write any five friends' name. _____

_____, _____

_____, _____

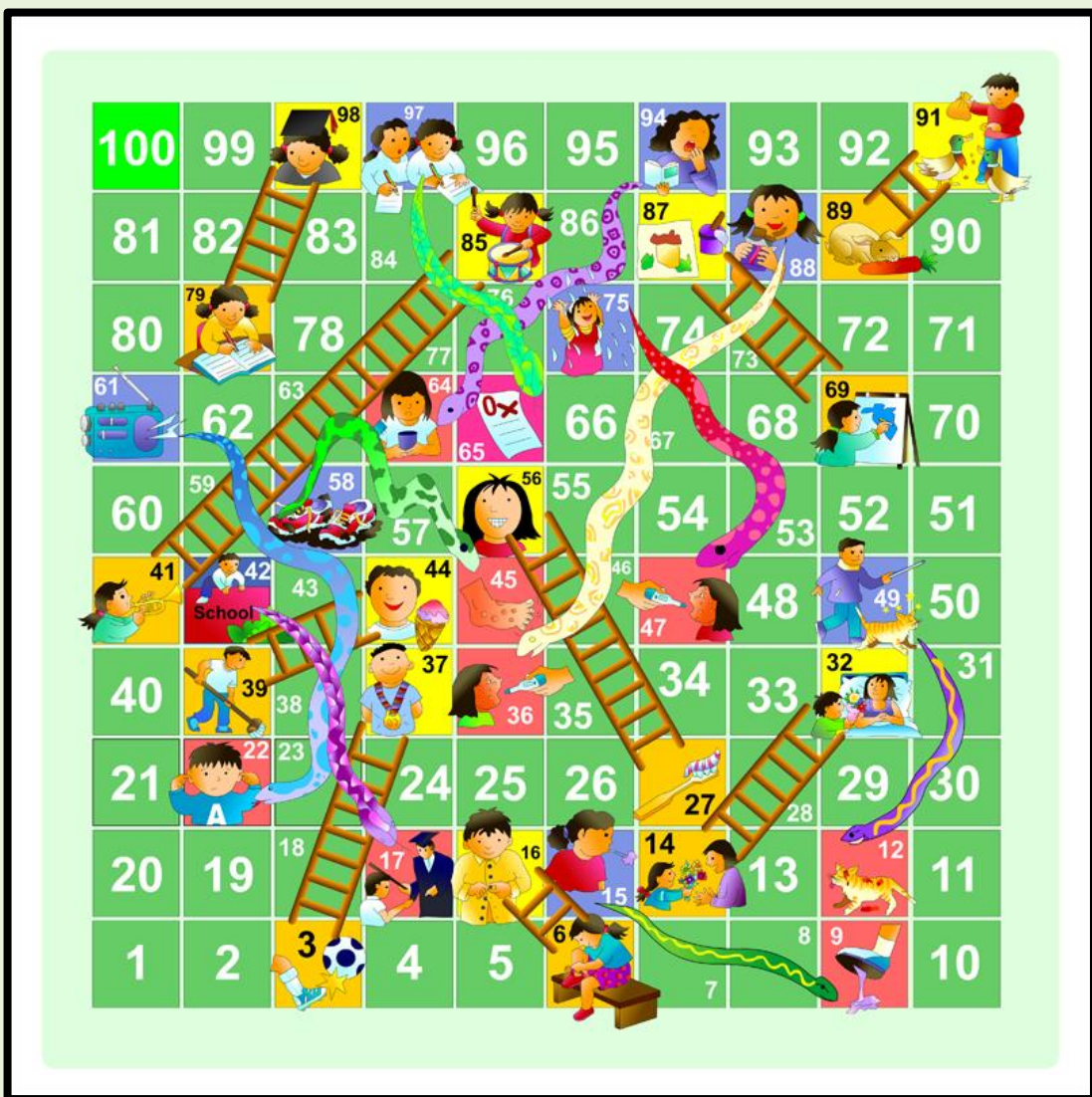
7. Name any five things in your class. _____

_____, _____,
_____, _____

8. What is the name of your class teacher? _____

9. What is your EVS teacher's name? _____

10. Draw the things you can see outside your classroom.



ZIET MUMBAI ISC (HM)

SARGAM GROUP

Class: II Sec:.....

Lesson: National Festivals

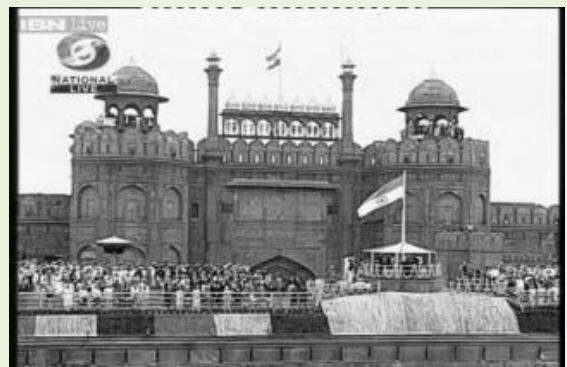
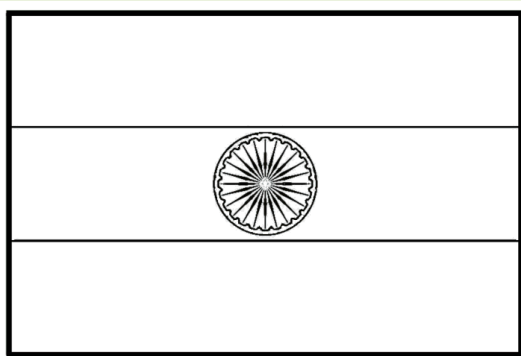
Subject: EVS

Date:.....

Name.....

Observation

I. Name the pictures



ZIET MUMBAI ISC (HM)

SARGAM GROUP

Class: II

Sec:.....

Lesson: National Festivals

Subject: EVS

Date:.....

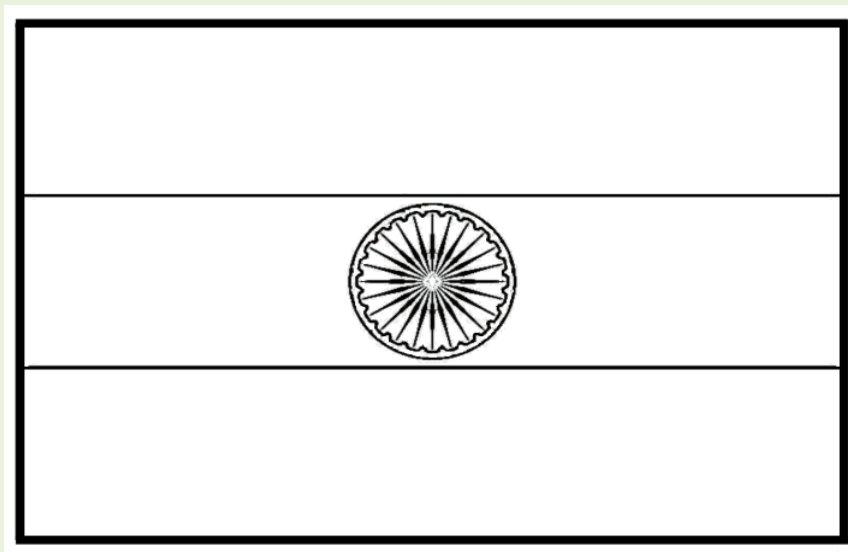
Name.....

Identification

II. Match the following

- | | |
|-----------------------------|-------------------------|
| a) 26 th January | Independence day |
| b) 2 nd October | Republic day |
| c) 15 th August | Gandhi Jayanti |
| d) Narendra Modi | President of India |
| e) Pranab Mukherjee | Prime Minister of India |

Colour the national flag.



ZIET MUMBAI ISC (HM)

SARGAM GROUP

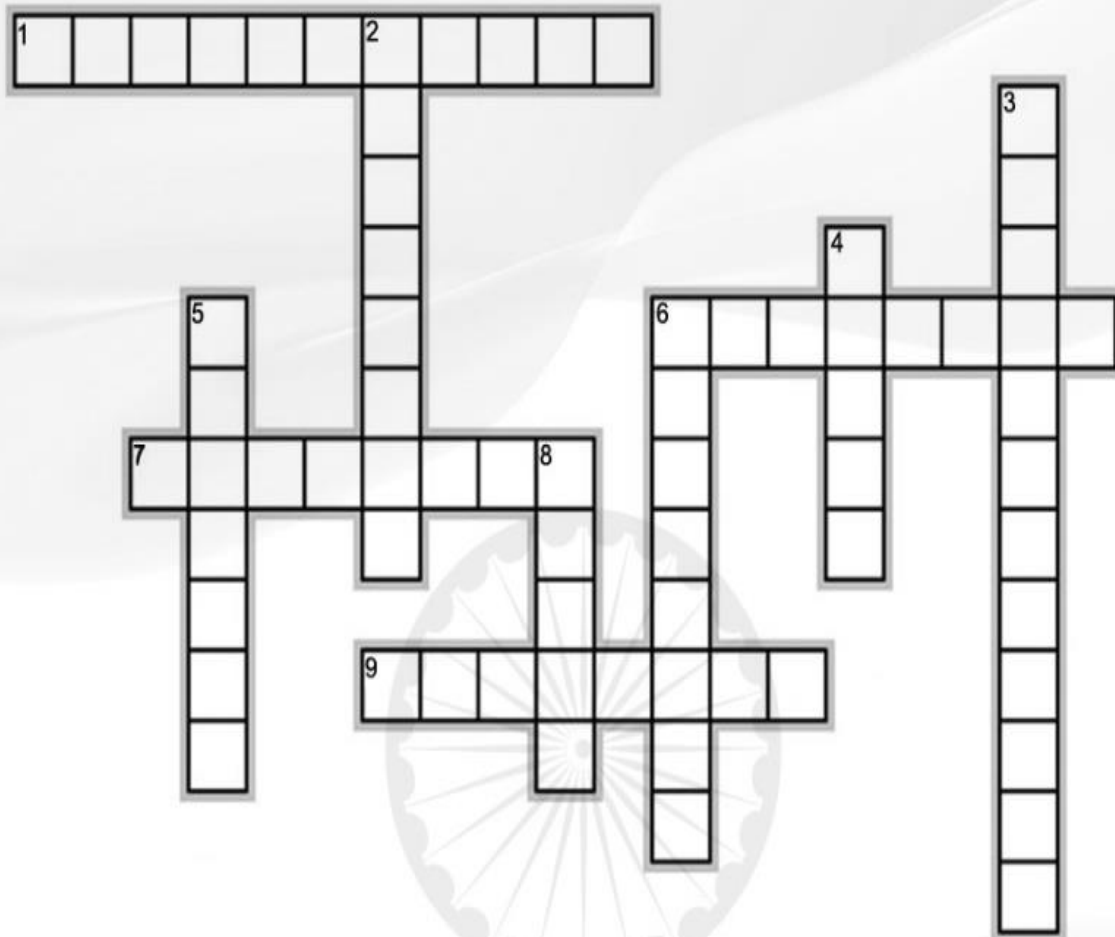
Class: II

Sec:.....

Lesson: National Festivals

Subject: EVS

Date:.....Name.....



Across

1. The Republic Day Parade starts from _____ Bhavan.
6. The Republic day is a _____ holiday.
7. It is one of the New Seven Wonders of the World.
9. 26th January is celebrated as Indian _____ Day.

Down

2. Dr. B.R. _____ is popularly known as 'Father of Indian Constitution'?
3. Indian National Anthem.
4. National Animal of India.
5. National Bird of India.
6. Capital of India.
8. National Flower of India.

Flash Cards

(Increase the size of the pictures (atleast 20 cm x 20 cm) as per the requirement. Print and paste on a chart or thick paper and use in the class.) These can be used for developing the lesson or for assessment purpose.

National festivals and dates.**26th January****Independence Day****2nd October****Republic Day****15th August****Gandhi Jayanti**

Gandhian thoughts.

Ahimsa

Truth is God

Satyagraha

Vegetarianism

Simplicity

Faith

Flash cards on values.

Patriotism,

Unity in diversity,

National integration,

Respect our freedom fighters,

Oneness.

Togetherness.

Quotes of eminent freedom fighters.

1. Madan Mohan Malaviya- "Satyameva Jayathe" (Truth alone will win)
2. Bal Gangadhar Tilak -- "Swaraj is my birthright and I shall have it"
3. Subhas Chandra Bose -- "Delhi Chalo" and
4. "Tum Mujhe Khoon Do main Tumhe Azadi Doonga"
5. Lal Bahadur Shastr i- Jai Jawan, Jai Kisan
6. Bhagat Singh -Inqulab Zindabad
7. Bankim Chandra Chatterjee-Vande Mataram

Photo Gallery



Lighting of the lamp by
Ms Usha Aswath Iyer
Director, ZIET Mumbai



Sh. Deepak Ahire,
Vice-Principal, KV AFS Devlali
Associate Course Director



Sh. Harman Chhura, HM ZIET (RP)



Mr. B. Pande , Participant



Mrs. Tulika Mohan Gogoi, Participant



Anchoring by Mrs. R Jayalakshmi
HM ZIET



Keynote Address by the Director



A quick view of participants



ZIET Faculty Mr. M Reddy, Mrs. Radha Subramanian, Mr S.K.Singhal, Mrs Pushpa Verma



Participants in action to answer a question



Ice-Breaking Session



Ice-Breaking Session



Morning Assembly 19.05.2016



Morning Assembly 19.05.2016



Addressing morning assembly by
Sh Deepak Ahire Associate
Course Director



Group Activity during 5 E's Classroom



Group Discussion on 5 E's Activity

Anchoring by Mrs. R Jayalakshmi



Developing multiple activity from single
content during 5 E's classroom



Session by Mrs Shruti Bhargav, AC KVS RO Mumbai, on CMP



Mrs. Shruti Bhargav, AC KVS RO Mumbai



Morning Assesmbly on 21.05.2016



A session on Developing Reading Skills by Anupma Diddi



An activity during Demo Lesson



An activity during Demo Lesson



Session on Action Research by Mrs Radha Subramanian, PGT (BIO)



Visit of Dr. V. Vijayalakshmi, Joint Commissioner, (Acadmediics) (KVS HQ)



Joint Commissioner,(Acad) interacting with the participants



JC (Acad) addressing the Participants



Session by Dr. Dhaval Mody on Learning Disability



A skit on save Environment

Group Photo



KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI
ZONAL INSTITUTE OF EDUCATION & TRAINING, MUMBAI



12 DAY IN-SERVICE COURSE FOR HMs 2016-17 SPELL- I
18.05.2016 & 29.05.2016