

There are hardly any roads in the Himalayas, and everything has to be carried either on animals like yaks and donkeys or on human backs. Even children learn to carry heavy loads in large baskets which are tied to them. The baskets are big enough to carry a person.

The highest mountain tops of the Himalayas are cold, cheerless and covered with snow, but lower down one can find flowers in the spring and summer, and fir trees too. There are colourful butterflies, kites and eagles in the skies, and black and red Himalayan bears hiding in the rocks.

Though the Sherpas lead a tough life in their beautiful country, these small, dark-haired people are always cheerful, and like most Buddhist people, they are friendly and kind.

Unit – 4

The Miser

Once there was a very rich man. He was a miser. He ate cheap food and spent very little money. He lent money to small shopkeepers at a high rate of interest. In this way, he earned a lot of money.

Every morning he went out to see the shopkeepers and came home at midday. The miser had a watchman to look after his house. The watchman lived in a hut near the gate. He liked fish, and his wife cooked it for him every day. The watchman told his wife, "Cook the fish before midday. Our master will be out then. He doesn't eat meat or fish, and he will not like the smell of fish."

One day the master came home early. He walked past the watchman's hut and caught the smell of fish. It was a nice smell and he liked it very much.

That afternoon, he called the watchman and asked him, "What were you cooking today?"

The watchman said quickly, "I won't do it again, sir. Please forgive me."

The miser said, "Don't be afraid. I am not angry. What was your wife cooking? Please tell me."

The watchman said, "We were cooking fish."

The miser said, "Please cook it every day. I like the smell very much."

The watchman and his wife thought, "Our master is mad." But they cooked fish every day.

After a month, one evening, the watchman and his wife came to see their master.

"Sir, you like the smell of fish," the watchman said to his master, "so we cook it every day. But fish is not cheap. It is very expensive. It costs us a lot of money. I earn only thirty rupees a month. You ordered us to cook fish even though we cannot afford it. So please give us money for the fish."

The miser thought for a while. Then he said, "Oh, all right. Wait here." He went into his room and shut the door behind him. He took out some silver coins from a bag. He

dropped them one by one on the floor. The watchman and his wife heard the tinkle of the coins and were very happy. They said, "He is going to give us all that money!"

After some time their master came out and sat down on a chair. He then asked the watchman and his wife, "Did you hear the tinkle of the coins?"

"Yes, sir, we did," said the watchman.

"Did you enjoy it?" asked the miser.

"Yes, sir," said the watchman and his wife.

The miser then said, "All right. I enjoyed the smell of your fish and you enjoyed the sound of my coins. I didn't ask for your fish, so don't ask me for my money. Now go away."

Unit – 5

Gulliver in Lilliput

Gulliver was a doctor on a ship. He was an Englishman. There was a bad storm and the ship hit a rock and broke into two pieces. It was night time. However, Gulliver swam forward and at last reached an island called Lilliput. The people were called Lilliputians. Gulliver was too tired. He could not open his eyes. He soon went to sleep. Next morning when he woke up he could not move. He was held down by some ropes. His long hair was also pinned to the ground. Then something climbed on to his leg and came up to his chin. It was a little man about fifteen centimetres high. He carried a bow and an arrow in his hand.

Then forty more little people climbed onto Gulliver's body. He was very surprised and gave a loud shout. Immediately all the little men ran away. But they came back soon.

At first the ropes were too strong for him to break. But somehow, after a long struggle Gulliver broke some of them. He could move one of his arms. When they saw this, the little people shouted and shot their little arrows into him. But the arrows did not hurt Gulliver very much. They were like little pins.

Gulliver lay still. He did not move. After some time the little people stopped shooting arrows at him. Gulliver asked for some food. Over a hundred people brought baskets full of meat and loaves of bread. Gulliver ate them and fell asleep.

The little men took Gulliver to their king. The king liked Gulliver very much. He told his officers to take Gulliver to the biggest building in the land. No house was big enough for Gulliver to live in, but he was able to creep inside the building and lie down. The beds were too small for Gulliver, so they took hundreds of beds and joined them together!

Gulliver lived among the little people for some time. He wanted to go home. Fortunately, one day Gulliver found a boat floating near the seashore. He sailed out to sea in that boat. Later a big ship found him and took him back to England.

Unit – 6

Carried Away by an Eagle

We often speak in fun about a bird carrying away a child. A mother might say to her little one, “Don’t be naughty, or a crow will carry you away.” But do such things really happen?

The following story however, is from real life. The place was a farmhouse near Trondheim in Norway. It was June 1932. A four-year-old child, Svenhild Hansen, was playing in the yard in front of the farmhouse. Suddenly a large eagle came down. It caught hold of the child in its claws and flew up. Luckily, only the child’s dress was held in his claws, so the child was not hurt.

The big bird carried the child for more than a kilometre. It was flying towards its nest. Eagles build their nests on high rocks. This one’s nest was on the side of a mountain. Growing tired, the bird put the child down on a flat rock. This rock was eight hundred feet high on the side of the mountain. The bird’s nest was just fifty feet away.

But by this time, the child’s mother and father, and a large party of men had set out to look for the child. They noticed the eagle flying round and round over a rock in the mountain. They thought that the child might be there, and climbed quickly to the place. But they did not have much hope that they would find her alive.

When they finally reached there, the little Svenhild was fast asleep. She was not even hurt except for a few scratches.

People say that usually, an eagle kills the animal it catches, before taking it to its nest. Why didn’t the eagle kill the child? We do not know. We can only say that the child was very, very lucky.

Svenhild is now a grown-up woman. She is married. But she still keeps the torn dress she wore during this amazing adventure.

Unit – 7

Health and Strength

Hello children! My name is Health and my husband’s name is Strength. The world is our home. We have two daughters. Their names are Games and Sports. They are twins. They look alike. People often mistake Games for Sports and Sports for Games. But if you observe carefully, you will know who is who.

Sports has grace and dignity in every movement and she likes a lot of physical activity. She is not proud, but she doesn’t like the company of others much. Therefore, you hardly find anybody with her except on festive occasions.

Games, unlike her sister, likes the company of others. You will find at least 2 or 3; and sometimes, as many as 11 people with her. They talk to each other, encourage one another, and enjoy themselves by taking sides and playing against each other. One day Games told me that she wanted to marry Pleasure, who loved her so much. I remember his name. He is the son of my close relative Entertainment. I performed

their marriage in a big stadium. Soon, they had a lot of children (some of them are twins). She gave her wonderful names. I'll just tell you the names as they come to my mind. OK.? Here you are. Volleyball, Football, Cricket, Carrom, Kabaddi, Hockey, Table-tennis, oooooom Ah! Yes, Chess. That's it for now.

OK. Now, let me tell you about my second daughter. One day, as I was taking my evening walk, I found her with a young and energetic boy called Confidence. He is the son of my distant relative from my husband's side. "They will make a good couple," I thought. Soon they were married in a very big place called Olympiad. They too had children. In fact as many as Games had. Confidence, my son-in-law, is very much interested in giving children fancy names. I can never tell you all the names unless you give me enough time. For now, I'll give you a few. Right! Here you are. Where can I start?.oooooom. Let me start with my dynamic girl Running. Yes, then you have High Jump, Long Jump, Hurdles, Discus Throw, Swimming, Javelin Throw...Ah! My memory fails me. OK children. Though I cannot give you the names of all my grandchildren, I can show you some pictures of them. I'm sure you will recognize them since they have become popular all over the world. O.K. That's it for now. Bye!

Unit – 8

The Farmer and the Cobra

At the far end of the village lived a poor farmer. He lived in a small hut, in the middle of a small piece of land. Years before, when he had come to live in the village, people had tried to be friendly. But the farmer was a strange man. He did not talk much to the people. Soon they went about doing their own work and left him to himself.

Near the farmer's hut was an old tree. The tree had a hole, and in the hole lived a cobra. When the days were hot, the cobra would come out of its hole and coil itself up in the shade of the tree. The farmer sat on the ground nearby until the sun had set and he would then return to his house.

One day, the man who owned the place came to the farmer and said to him, "I must have firewood for my home. I want you to cut down the tree. Tomorrow I will ask a man to come and help you with the cutting." And then the land owner left. The farmer watched him as he disappeared down the road.

The farmer stood there thinking. His tree was to go - his tree which gave him shade and comfort! And the cobra? Yes, what about the cobra? If the tree were cut down, he would lose more than shade. He would lose the cobra too, his friend of the summer days.

The farmer sat on the ground in the cool shade of the tree to think. Near the opening of the hole, the cobra lay coiled and the two remained in complete stillness. The sun set, but the man did not return to his house. The cobra sank into its coils as if it understood the great trouble of its friend. The next day, a man came to the farmer's hut. "I've been sent by the land owner to help you cut down the tree, he said." "Well," the farmer said sadly, "if it must be so, let's begin."

They walked from the hut towards the tree, the farmer stopped suddenly and his heart sank. In front of its hole lay the cobra, cold and dead.

Appendix - II

A Note to the Teacher

‘Our World Through English’ has been prepared in accordance with the syllabus for a ten year course in English as a second / third language. This is an integrated textbook. It has in it the workbook component as well as the supplementary reader component. We hope you would supplement or complement this textbook with some other materials of your choice for effective teaching / learning of English.

THE GOALS

After the completion of the course, the students are expected;

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes,
- to develop his/her linguistic competence into an instrument for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, dramas, posters, slogans, letters, etc.

Each unit starts with a picture / quotation / poem followed by some questions. This is to warm-up the students and to generate genuine interest towards what they are going to learn in the unit. This is followed by nine sections as shown below:

- A. Reading: This section contains some pre-reading questions, the main reading text, glossary, and some comprehension questions. You will find stories, narratives, biographical sketches, short plays, and essays related to the theme of the unit. You will find questions that help students think critically, reflect on what they have read, and interpret the text in their own words.
- B. Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find word puzzles, matching questions, finding synonym / antonym tasks, word-formation activities, etc.
- C. Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore language. You will also find activities that help students identify grammatical errors and correct them.
- D. Writing: This section contains some writing tasks/activities/exercises. You will find the tasks that help your students write a short message, a diary entry, a letter, a paragraph, an essay, and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and they write a piece collaboratively.

- E. **Study Skills:** This section contains some tasks/activities/exercises to improve study skills. You will find some tasks / activities that involve the use of dictionaries, encyclopaedias, thesauruses, etc. You will also find some tasks that involve the use of bar charts, pie-diagrams, route maps, tables, etc.
- F. **Listening & Speaking:** This section contains one or two listening texts (given in Appendix-I), and some tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to. You will also find some activities that encourage the children to participate in the discussions, debates, seeking and giving information, etc.
- G. **Poem:** This section contains one or two poems followed by a glossary and some comprehension questions. You will find interesting poems related to the theme of the unit. The aesthetic appreciation is facilitated with the help of some interesting questions. The students are encouraged to write their own poems. They are also encouraged to sing / recite / choreograph the poems they learnt.
- H. **Project:** This section contains one or two projects related to the theme of the unit. They require students to find resources, to work on the project for more than a week, to organize their work, and to present what they have found out before the class.
- I. **Extensive Reading:** This section contains a reading text and some comprehension questions. You will find texts of different genre related to the theme of the unit. The comprehension questions require the students to reflect on what they have read.

CHECKLISTS: There are a few checklists given in each unit for helping the learner to assess his/her own learning. The self- assessment tools include those related to reading and constructing various discourses.

The Methods

Unless we clearly understand the concept of language and the process of language acquisition, we will not be able to identify the right kind of pedagogy for second languages. If we equate information to knowledge of language and assume that learners are destined to receive this information, we will focus on how the information given in the course books can be transmitted. On the other hand, if we believe that knowledge of language is different from information about language, and that every child constructs this knowledge through interpreting the world around her, we will define this knowledge unambiguously and will identify the process by which it is constructed.

The Classroom Processes

You may have noticed that the new textbooks have a few features which make them different from the ones that we have been using.

- Units are thematically organized with passages meant for listening, reading, reading for pleasure, and activities focusing on comprehension, expansion of vocabulary, grammar and study skills.

- Measures have been taken to help learners getting familiarised themselves with different genre of authentic discourses such as narratives, essays, biographical sketches, dramas, poems, etc. and construct them in oral as well as written forms.
- Though units have been organised as listening, speaking, reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment of these.
- A few questions and activities have been highlighted (marked with * mark) from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead, they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercises are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The general design of classroom transaction will be something like the following:

The pre-reading session:

- i. The teacher interacts with the learners in an informal way in order to instill in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. This can be done based on something (say a photograph, a visual clipping, a news report, etc.) that will work like a trigger for sensitizing the learners on the theme around which the entire classroom activities are woven. The facilitator can ask a few analytical questions that will elicit individual perceptions on the trigger.
- ii. The facilitator presents a narrative or initiates a discussion that will further sensitize the learners on the theme.
- iii. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

Reading

This involves a number of micro-processes:

- i. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronted with a few barriers - barriers caused by the unfamiliar words or structural complexities.
- ii. Collaborative reading: Children sit in groups and share within the group their reading experience in terms of things like the following:
 - What they understood from the passage which they have read;
 - What they did not understand; and
 - The parts that they liked most in the passage.

- iii. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
- iv. When collaborative reading is over, the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions, and so on.
These questions help the learners assimilate the text by virtue of localising and personalising it.
- v. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
- vi. A mind mapping activity may be carried out which will act as a tool for tracking the thinking process of the learners. They can describe the mind maps they have developed.

The Post Reading Session

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading, they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- individual construction;
- presentation by a few individuals;
- sharing in group for refinement;
- presentation by the groups; and,
- the presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading activities also include activities that make use of various study skills and those related to undertaking projects.

Apart from the main reading passage, each unit contains a poem and a passage for extensive reading. The interaction based on these also is very important for generating language.

The Plan

In an academic year, we get at least 180 periods for teaching English. Since there are 8 units, each unit can be taught in 21 periods saving 12 periods for revision. You can further divide these 21 periods among the nine sections. Here is a rough scheme of work.

Section		Periods
A.	Reading:	4 periods
B.	Vocabulary:	2 periods
C.	Grammar:	3 periods
D.	Writing:	3 periods
E.	Study Skills:	1 period
F.	Listening & Speaking:	2 periods
G.	Poem:	2 periods
H.	Project:	2 periods
I.	Extensive Reading:	2 periods

Depending upon the complexity of a section, the number of periods for each section can be increased or decreased.

Sometimes, it may so happen that you finish a section much faster than expected, so while planning a unit, design some additional tasks / activities / exercise beforehand. It is also possible that some exercises are too easy / difficult for your students. In this case you have to adapt the tasks / activities / exercises or design new tasks to suit the needs of your students.

The Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and reading authentic texts and responding to them. None of the grammatical concepts and vocabulary

items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Self - Assessment tools given in the TB (e.g. English VII,V) for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
3. Recording assessment in terms of the indicators

Some Dos and Don'ts

Dos

- It is good to ask students to take dictation on alternate days. Let the students exchange their work, assess each other's work, and report to the group leader. You can supervise the process and intervene whenever necessary.
- Encourage collaborative learning by dividing the class into mixed ability groups.
- Some comprehension questions / tasks / activities are star marked. They have no fixed / correct answer, so never try to take sides and decide on a correct answer. Never insist on

memorising answers to comprehension questions or memorising chunks of the texts given for reading / listening. However, you can ask students to say their favourite dialogues / lines / quotations.

- You can ask them to memorise and recite at least two poems of their choice. Encourage them to read and recite poems from library books / magazines / newspapers.
- Every lesson you teach should help students to read more, to learn more, and to become an autonomous learner. To achieve this, encourage students to use and contribute to 'Reading Corner', 'Poetry Corner', 'Wall Magazine', and 'English Club'.

Don'ts

- Never read and explain (in either English or the students' mother tongue) each and every sentence in a reading / listening text.
- Never follow the age-old practice of 'read a sentence and ask a question'.
- Never speak for more than three minutes at a stretch. The teacher talk should be interspersed with the learner talk.
- Allow students to speak in their mother tongue when they are stuck in the middle of a conversation / talk but never allow them to use it as liberally as they do outside the classroom. Encourage them to speak in English by supplying them with essential vocabulary.
- Encourage students to explore English by comparing it with their mother tongue or some other languages available in the classroom.
- Never use a guide and never allow the students to use one, since it arrests the teaching learning process resulting in no learning whatsoever.

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, movies, models, art, craft dance, drama, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that. Happy teaching!

Appendix - III

Expected outcomes at the end of the Class VII

The learner should attain the following competencies:

1. The competence to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately
2. The competence to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing
3. The competence to understand and use various words, idioms, phrasal verbs, proverbs, etc., in speech and writing
4. The competence to construct oral and written discourses in response to what is listened to or read.
5. The competence to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres
6. The competence to appreciate the beauty of literature and to develop a taste for literature
7. The competence to free their mind from prejudices against other cultures / religions and be sensitive to the issues presented in the textbook such as conservation of resources, population concerns, deforestation, and sustainable development
8. The competence to study language and explore it the way a scientist does by making use of the multilingual classroom
9. The competence to appreciate similarities and differences across languages in their classroom and in the society
10. The competence to understand the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm
11. The competence to use language as a tool for knowledge acquisition and its sharing
12. The competence to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment

CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

- I have the Right to express my views freely, which should be taken seriously, and everyone has the Responsibility to listen to others. [Article-12,13]
- I have the Right to good health care and everyone has the Responsibility to help others get basic health care and safe water. [Article- 24]
- I have to Right to good education, and everyone has the Responsibility to encourage all children to go to school [Article- 28,29,23]
- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. [Article-19]
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. [Article- 23]
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. [Article- 29,30]
- I have the Right to safe and comfortable home and everyone has the Responsibility to make sure all children have homes. [Article- 27]
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. [Article- 28]
- I have the Right to be well fed and everyone has the Responsibility to prevent people starving. [Article- 24]
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. [Article- 29]
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. [Article- 28, 37]
- I have the Right to be protected from economic exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. [Article- 32, 34]

These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children and young people have all over the world. The Government of India signed this document in 1992.

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental duties ... It shall be the duty of every citizens of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years.

SAVE THE PLANET EARTH

Reduce, Reuse and Recycle the Materials

Reduce:

- o Buy permanent items instead of disposables.
- o Buy and use only what you need.
- o Buy products with less packaging.
- o Buy products that use less toxic chemicals.

Reuse:

- o Repair items as much as possible.
- o Use durable coffee mugs.
- o Use cloth napkins or towels.
- o Clean out juice bottles and use them for water.
- o Use empty jars to hold leftover food.
- o Reuse boxes.
- o Purchase refillable pens and pencils.
- o Participate in reuse programs.
- o Donate extras to people you know or to charity instead of throwing them away.

Recycle:

- o Recycle paper (printer paper, newspapers, mail, etc.), plastic, glass bottles, cardboard, and aluminum cans. If your community doesn't collect at the curb, take them to a collection center.
- o Compost food scraps, grass and other yard clippings, and dead plants.
- o buy recycled products and products that use recycled packaging.

Mid Day Meal Scheme

Upper Primary Classes (VI - VIII)

I. Menu :

<i>Day</i>	<i>Menu</i>
Monday	Egg and Sambar
Tuesday	Vegetables
Wednesday	Dal and Green leaves
Thursday	Egg and Sambar
Friday	Vegetables
Saturday	Dal and Green leaves

II. Food Norms :

<i>Sl. No.</i>	<i>Food item</i>	Upper Primary (VI - VIII)		
		<i>Quantity (in gms.)</i>	<i>Calories</i>	<i>Protein content (in gms.)</i>
1	Food Grains (Wheat/Rice)	150	510	12
2	Pulses	30	100	4
3	Vegetables	75	30	—
4	Oil & Fat	7.5	55	4
5	Any other item [Egg/Banana]	Twice a Week	160	12

III. Cooking cost w.e.f. 01-04-2012 :

Upper Primary		
<i>Central</i>	<i>State</i>	<i>Total</i>
3.49	1.16	4.65

IV. Age-wise Height and Weight for Boys and Girls :

<i>Sl. No.</i>	<i>Class</i>	<i>Boys</i>		<i>Age in years</i>	<i>Girls</i>	
		<i>Height (Cm.)</i>	<i>Weight (Kg.)</i>		<i>Height (Cm.)</i>	<i>Weight (Kg.)</i>
1	VI	137.5	31.4	11	138.3	32.5
2	VII	140.0	32.2	12	142.2	33.5
2	VIII	147.0	37.0	13	148.0	38.7