



**CONTINUOUS AND COMPREHENSIVE EVALUATION**

**CO - SCHOLASTIC AREAS**

**TEACHER'S MANUAL**

**IX STANDARD**

**PREPARED BY**  
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## Preface

The Government of Tamil Nadu, in a pioneering initiative to reach the goal of quality in education, introduced Continuous and Comprehensive Evaluation (CCE) and Trimester Pattern in 2012-13 for class I to VIII. Subsequently, CCE is being introduced in Std IX from the year 2013-14 in all the High and Higher Secondary Schools of Tamil Nadu.

This strategic combination of CCE with Trimester has been implemented only in the State of Tamil Nadu in India with the intention of reducing the book load, learning load and subsequently the load of miscomprehension. This has impacted not only the learning styles of the students but also enthused the teachers to assess students for learning. Incidentally the teachers have become co-learners in the process of administering CCE to students. This transformation has inspired the teachers to become reflective practitioners and students enthusiastic constructors of knowledge from their own past experiences, peers, teachers, elders, community, library and digital resources. CCE has opened the avenues for student community to seek knowledge from diverse resources and learn to stand on their own legs.

SCERT has prepared Training Manuals on General Guidelines for CCE and Subject-Specific Guidelines to help teachers implement the student-friendly - CCE and Trimester system effectively. SCERT proposes to train all the teachers at the secondary level to assimilate the strategies involved in the implementation of both Formative and Summative Assessments. The assessment Activities have been designed so meticulously that teachers would naturally find it easy to use, adopt or create their own activities to witness and assess the miracle of learning happening in the class room in a fear-free, friendly and enabling environment.

The manuals deal with Scholastic and Co-Scholastic activities and also assessment of values, attitudes and life skills in each subject including Physical Education which has now been brought under curricular subjects.

Formative and Summative Assessments are carried out while learning and after learning respectively. The former assesses for learning and remedial activities are given for ensuring relearning and the latter is of learning and it has no scope for remedial measures.

In this radical method of assessment, Teachers assess not only the learning and achievement but also the students' social graces, their knowledge and application of social skills through Co-Scholastic assessment activities.

This assessment method facilitates the identification and nurturing of the innate potential of students. Teachers get to know the all-round development of students. Besides, the Training Manuals have included strategic suggestions to develop assessment activities for the differently-abled learners appropriate to their level of understanding and learning capacity.

Teachers are hereby requested to undergo the training earnestly and assimilate the ideas and strategies discussed in a positive way and implement CCE and Trimester effectively in their respective classrooms. Then only the teachers can ensure the transformation of the younger generation into well-rounded personalities and responsible citizens of this country capable of shaping the future destiny of this country. Teachers shall take into consideration the fact that destiny of a country is shaped inside the four walls of a class room. Hence SCERT and the manual development team expect the teachers to realize their precious responsibilities to the students and to the Society and implement CCE and Trimester in all academic seriousness and involvement in their Schools.

SCERT

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## Co-Scholastic Areas in Std IX- An introduction

*"We can only determine what we need, look at us from our perspective"*

*A student.*

*"Today's students do not give respect to elders; They don't help others. They grow with indiscipline"*

*- A teacher's worry*

*"Today's children do not welcome guests at home. They don't help parents in doing domestic chores. They do what is essential for their own happiness"*

*- Anxiety of parents*

Education completes man. Students need quality education suitable for life. Perceiving the needs of the learners, appropriate changes are made in the curriculum, syllabus and textbook on a need basis. Currently changes have taken place in the evaluation system. The long-practised marking scheme has been done away with and grading system has been brought in its place. The students are assessed not only during examinations but all through the term. Evaluation is conducted through activities, observation and group discussion. The evaluation is done under two parts namely scholastic and co-scholastic activities. Scholastic activities have been further classified into two parts viz. Formative and Summative Assessments. Students get knowledge of the subjects through scholastic activities. They get knowledge of the society through co-scholastic activities. The co-scholastic activities are classified into five parts. They are viz.

1. Life Skills,
2. Attitude and Values,
3. Wellness,
4. Service Activities and
5. Art and Work education.

## **Part – 1 : Life Skills**

### **1. Life Skills**

Life Skills are those skills which enable an individual to keep his / her body, mind and emotions healthy.

Schools need to design scholastic and co-scholastic activities in such a way as to facilitate students acquire skills to face day to day problems in their life. These life skills help students to understand them and use the life skills and prosper in life. These skills not only help students understand themselves but develop rapport with peers and others. Proper utilization of life skills enable students to design and do their activities efficiently, develop positive attitude and self-reliance. These activities are creative in nature give a scope for optimum utilization of one's imagination and communicative skills and hence empower students to overcome stress and handle emotions appropriately.

Life skills contain various skill sets. So, World Health Organization explains life skills in the following manner. It is indispensable for children have positive thoughts and proactive behavior to face day today events and address emerging needs of life. It implies the development of the innate potential in compliance with the demands of the society.

Ten life skills have been incorporated in the co-scholastic areas to insist on the importance of life skills among students. These ten skills are given under three classifications viz. 1. Thinking skills, 2. Social skills, 3. Emotional skills.

Sub-divisions under "Thinking Skills"

1. Self-awareness
2. Problem-solving and decision making
3. Critical thinking
4. Creative thinking

#### **1.1 Self Awareness**

Knowing one's own likes, dislikes, strength, weakness, behaviours, stressful situations and act appropriately is self-awareness. Self-awareness helps one to know self and get along well with fellow beings.

## **Assessment Parameters**

1. Be aware of one's own emotions and the way one expresses them.
2. Knowing one's true self.
3. To react and change one's stand if needed.
4. Reveal oneself appropriately.
5. Realizing one's own mistakes and try to change.

### **1.2 Problem-solving and decision making**

Students need to identify day to day problems and gather information to solve them. They have to discuss in groups the strategies to solve the problems. They can also select alternative or divergent solutions. They can plan for the activities, seeking the cooperation of the peer group. Judge the course of action and continue with a satisfying decision. There are the various states of problem-solving.

## **Assessment Parameters**

1. Identifying the problems appropriately.
2. Analyse the cause and effect of every issue.
3. Analyse opportunities for diverse solutions.
4. Select the suitable stages.
5. Take support / decision based on the available opportunities or probable effect.

### **1.3. Critical thinking**

Critical thinking involves impartiality, analysis, information with a purpose, evaluation of the pros and cons, continuation with a contented decision and getting the support of the peer group.

## **Assessment Parameters**

1. Analysis of data / information.
2. Exploring the alternative ways.
3. Evaluate pros and cons.
4. Continue with a satisfactory decision.
5. Get the support of peers and do the work.

#### **1.4. Creative thinking**

Creative thinking distinguishes a person from the conventional or ordinary thinkers. This usually results in tremendous impact. This enables students to express themselves to bring out their innate capacity in a composed and flexible manner.

##### **Assessment Parameters**

1. Positive thought
2. Bring out alternative strategies
3. Act flexibly
4. Accepting other's ideas gracefully
5. Working along with a team

#### **2. Social Skills**

Social skills are required for creating a rapport with others and for sharing information with peers and elders appropriately. Such social skills, in addition to helping students in learning substantially, help them in interacting with others without anger and fear and also help them to develop the capacity to say "No" emphatically.

There are four sub-divisions in social skills

1. Strengthen relationships
2. Right information and communication
3. Empathy
4. Telling one's views boldly and saying 'no' with determination

##### **2.1 Strengthening Relationships**

To strengthen the relationship, it is essential to develop a rapport with others, excellent communication skills, assert self and participate in all the activities with confidence.

##### **The assessment parameters**

1. Have an emotional bonding with others
2. The tendency to accept and tolerate others
3. Non-controversial and kind speech

4. Being assertive
5. Open mindedness with an equanimity of mind.

## **2.2. Right information and communication**

Communication is expression of one's inner ideas clearly either through speech or in written modes. The important features of communication are viz. expressing one's thoughts, wishes, needs and fears in a simple language, sharing relevant ideas, respecting ideas and listening to others.

### **Assessment Parameters**

1. Clarity in expression
2. Appropriateness in communication
3. Respecting ideas of self and others
4. Expressing one's ideas in such a way as to ensure acceptance
5. Learning from one's own mistakes.

## **2.3. Being assertive and saying "no"**

In this world with diverse backgrounds, we live together, care and share. So, it is indispensable to understand others and conduct ourselves in such a way that we don't hurt the feelings of others even inadvertently. To achieve this, we need to assert the correctness of our ideas in a mild manner and disagree with others without ever hurting their ego or sense of pride. We need to say "No/ impossible" with appropriate reasons or justifications.

### **Assessment Parameters**

1. Asserting oneself among others
2. The ability to interact well with others
3. Objecting to bad words, bad intention and bad touch firmly
4. Stay away from undesirable activities
5. Be cautious with strangers and seek help only when it is absolutely necessary.

### **3. Emotional Skill**

Emotional thinking skills are those skills which enable one to realize the emotions and their impact in their interpersonal behavior with others. These skills are useful in handling one's own emotions.

#### **3.1. Coping with Stress**

Providing one knowledge and awareness of stressful situations, the impact of stress, the ways to cope with stress and activities which reduce the agitation caused by stress are the basic features of this skill.

##### **Assessment Parameters**

1. Awareness on factors which cause agitation or restlessness
2. Behave realizing the impact of agitation or restlessness
3. Positive approach
4. Attitude to know various strategies
5. Implement the most relevant decision

#### **3.2. Handling emotions**

The skill of handling emotions enables one to perceive the impact of expressing one's emotions to others and to oneself. One should know how to express emotions and how they would affect the health if they are suppressed. The skill can benefit an individual only when he / she learns the ways to control the effect of emotions on one's physical health and mind.

##### **Assessment Parameters**

1. Awareness about one's feelings
2. Behave perceiving the impact of one's emotions on self and on others.
3. Positive approach in the control of emotions
4. The attitude to learn different strategies when the opportunities are available
5. Implement relevant decisions.

##### **Places / activities for assessing life skills**

Teachers can assess the life skills of students by observing many activities done by students and during interactions and discussions.

## **Places of Observation**

- ❖ Bus stand
- ❖ Bazaar street
- ❖ Play ground
- ❖ Festival
- ❖ Morning assembly
- ❖ School functions
- ❖ Dining places
- ❖ Classroom
- ❖ Exhibitions

## **Activities**

- ❖ Discussion, debate
- ❖ Games
- ❖ Their point of view after seeing a video clip
- ❖ The feelings they express after they read news / event / information
- ❖ Effort to find solutions for day to day problems
- ❖ Role play
- ❖ Involving in the arrangements for organizing school functions
- ❖ Coordinating / participating in school functions
- ❖ Involvement and enthusiasm shown in morning assembly activities
- ❖ Coming forward to participate in competitions
- ❖ Being supportive to teachers in doing experiments and in operating OHP / LCD or using ICT
- ❖ Club activities
- ❖ Interaction with people in the market place
- ❖ Behaviours observed at the bus stand / during bus travel
- ❖ Students' feelings during games.
- ❖ The capacity to treat both success and failure alike
- ❖ Daily interaction with fellow students
- ❖ Rapport with fellow students, common public and teachers.

- ❖ The ability to communicate on different occasions
- ❖ Competitions / Acting in dramas and giving solo performances in which individual talents can be demonstrated
- ❖ Classroom management, decoration, cleaning activities
- ❖ Activities revealing aesthetic sense. (Map, Science Record, Geometry, Drawing, Tailoring)
- ❖ Preparing projects / Presentation of project work
- ❖ Mind Maps
- ❖ Student's behavior during crisis situation

## Activity

### Objective of the Activity

Knowing how language is used in various ways

- ❖ Thinking as to how our individuality or uniqueness affects own perception and understanding

### Life Skills

ICT, building rapport, self-awareness, critical thinking

### Activity

Discussion on stories, events and pictures

### Life skills imbedded in Std IX Tamil book

Unit	Page (includes three terms)	Life skill	Value Education
1	27, 28	Self-awareness	Duty
2	52, 53	Decision making skill	Respecting parents, supporting them & punctuality
3	80, 87	Empathy	Compassion
4	103, 104	Ability to relate to others	Dignity of labour
5	122, 123, 124	Face situations	Participating in social work and simplicity
6	149, 150	Coping with stress	Frugality

7	175, 176	Say "No"	Stay away from bad company
8	196, 197	Facing stress	Persistence
9	220, 221	Excellent communication skill	Self-confidence
10	239, 240	Critical thinking	Protecting environment untouchability

### Life skill assessment chart

Reg. No	Name of the student	Self awareness	Problem solving / decision making	Critical thinking	Creative thought	Strengthen relationship	Communication skill	Empathy	Be assertive & say "No"
Mark		5	5	5	5	5	5	5	5
Eg.									
09	Parithi	2	1	4	5	3	2	5	4

## **Part II : Attitude and Values**

Student-hood is the most appropriate period in life for inculcating healthy attitudes and values. It is so because these are the indicators which determine the quality of life the child desires to live. Diverse stories, songs, historical events and day today events only inculcate great thoughts and exemplary values among young children. The attitudes and values thus inculcated manifest themselves in their desirable behaviours which need to be assessed both within and outside the classroom. The values and attitudes of students have been brought under five dimensions at the secondary level.

1. Improving citizenship values
2. Respecting culture and traditions
3. Contributing to the social integrity and communal harmony
4. Gender awareness
5. Being humane

### **Assessment parameters of these dimensions**

#### **1. Respecting citizenship values**

- Respecting the State and National symbols
- Participating in the flag hoisting ceremony with due reverence
- Participating in Republic day and Independence day celebrations with enthusiasm
- Reading the biographical sketches of freedom fighters and respecting their sacrifices for the nation
- Being proud of being an Indian citizen.

#### **2. Respecting Indian Culture and Traditions**

- Awareness about the diversity of Indian culture
- Appreciating the social practices that reflect the diversity of our cultural legacy
- Protecting the public property (school and property of the community) with a sense of ownership and pride

- Cherishing the historical monuments of the country as precious possessions and not damaging them
- Respecting the different opinion of others and listening to it

### **3. Contribution to the social integration and communal harmony**

- Joining all the social activities with interest
- Helping the section of people whose opportunities are denied
- Active with passion and responsibility during crises
- Being kind to peers and assist them
- Participating in social service activities organized by the school with interest

### **4. Gender Awareness**

- Giving due respect to the other gender
- Involve in all learning activities without showing any gender discrimination
- Speaking on occasions when demanded at school
- Sharing learning tasks
- Act with initiates

### **5. Being Humane**

- Being positive in thoughts
- Volunteer to help others
- Try to protect other's life
- Have the value not to hurt any living thing
- Looking at issues from the perspective of opportunity denied groups

## **Attitudes and Values inculcated through Std IX Social Science Lessons**

- Protecting public property
- Maintaining world heritage sites and protecting them
- Cherishing the memories of the forefathers
- Respecting elders
- Knowing our cultural arts and preserving them through practice
- Respecting other religions
- Improving the character of individuals
- Protecting animals
- Celebrating nature
- Respecting others
- Students realize the integration of success and valour
- Realizing the indispensability of hard work and patriotism
- Respecting mother tongue
- Following Tamil culture
- Respecting State symbols
- Protecting the environment
- Growing trees and ensuring rainfall
- Using resources judiciously
- Respecting the constitutional values and act accordingly

## **Activities required for bringing out the desirable attitudes and values**

### **1. Enhancing Constitutional Values**

- Making students realize the significance of national symbols
- Extending opportunities to a large number of students to participate in the national festival
- Giving opportunities to enable children to express their pride of being Indians in school functions and public celebrations

## **2. Respecting Culture and Traditions**

- During field trips to historical monuments and culturally rich sites, encourage students to discuss the strategies to preserve them
- Knowing the local places that reflect the local culture
- Making students realize their role in protecting public property

## **3. The role for ensuring social integration and communal harmony**

- Involving in social service
- Lead school functions
- Have the desire to seek solutions for social issues
- Put out the street lamps in time
- Repairing leaky street taps or taking appropriate steps to have them repaired
- Eradication of mosquitoes / removing garbage

## **4. Gender Awareness**

The compatibility of job for both the sexes – make students understand that persons of both the gender are involved in all jobs. Insist that the difference is only physical and not in terms of efficiency or proficiency. (LSEP Training activity)

### **Opportunities for both the sexes**

- Family
- Society
- Politics
- Profession

### **Discussion / Debate / Drama**

- Through video and newscast facilitate the understanding among students that they need to relate to male, female and transgender with

kindness and respect. The physical differences are caused by secretion of hormones but persons are the same by birth.

### Being Humane

- Once in a week students can take a collection among themselves and address the needs of students who need financial assistance
- Explain why Gandhi chose to wear half dress
- Protect stray animals with love

### Assessment of Values

Sl. No.	Name of the student	Enhancing Citizenship skills	Respecting culture and tradition	ensuring social integration & social	Gender Awareness	Being humane	Total	Average Grade Point	Grade
	Marks	5	5	5	5	5	26	5	

(While assessing attitudes and values all the above five life skills the assessment parameters need to be considered and the grades need to be recorder accordingly)

### **Part III : Wellness Education**

Now almost everyone knows that a disease – free life is boundless wealth. The young generation is increasingly becoming susceptible to new physical problems, due to social environment, such as obesity, anemia, diabetics. The early attack of such diseases causes both physical and mental changes among the adolescent students. But these students do not get accurate information on physical changes during adolescence. Tamil Nadu AIDS Control Society and SCERT have been collaboratively organizing Life Skill Education programme for adolescents studying in Std IX and XI since 2006. This training helps students to improve their life skills and also generates and awareness among them about the physical changes during adolescence and the importance of controlling the mind. Besides, students get to know about wellness, diseases and food habits through Science books and mass media. In spite of the increase in the awareness of students, it is found by Modern Science that our improper food habits and personal hygiene alone are responsible for many diseases. So, adolescent students need to have a deep insight into the functions of internal organs in the human body, physical exercise, rest, types of food, nutritious food, wrong food habits (junk food) changing environmental hazards, drug abuse and Health Centres. To realize the above, a hand book 'Total School Health Programme', prepared by Dr. Collins, which contains the basic activities can be used by the teachers. Teachers must observe how students carry out the activities discussed in the handbook and grade the learners accordingly.

## Content prescribed for wellness education

I Term	II Term	III Term
1. Human anatomy <ul style="list-style-type: none"> <li>• Factors influencing physical growth and those that ruin them.</li> <li>• The social changes and changes in thoughts during adolescence</li> </ul>	1. Safety & wellness <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Safety tools</li> </ul>	1. Food-related wellness <ul style="list-style-type: none"> <li>• Nutrition required during adolescence</li> <li>• Cleanliness maintained during food preparation and eating</li> <li>• Healthy ways of cooking food</li> </ul>
2. Wellness and sense of responsibility <ul style="list-style-type: none"> <li>• Respecting individual differences</li> </ul>	2. Environmental health <ul style="list-style-type: none"> <li>• Urbanization and environment</li> <li>• Minimising the environmental hazards</li> <li>• The need for toilets and drainage canals</li> <li>• Protecting public places which are shared by many people</li> </ul>	2. Consumer health <ul style="list-style-type: none"> <li>• Advertisement of goods and services</li> <li>• Identifying duplicate objects and knowing about them</li> </ul>
3. Social wellness <ul style="list-style-type: none"> <li>• Problems of adolescence</li> <li>• Drug abuse</li> <li>• Need of self-discipline</li> </ul>	-	-

The points expressed by WHO and UNESCO on wellness education must be shared with the students.

### 1. Human Anatomy

#### Activity for understanding physical changes and factors influencing health

- Changes in adolescence
- Reproductive system

## **Life Education Activities**

### **Discussion**

- Physical growth and nutrition
- Exercise and Health
- Reasons for physical changes during adolescence and their consequences

### **2. Wellness and sense of responsibility**

- Insisting on individual man's rights and duties
- Guiding the individuals to assert their own rights without violating or interfering with the rights of others.

### **Activity**

- Garbage management – Discussion
- 3 Rs – Reuse  
Recycle  
Reduce
- Emphasize on the use and maintenance of clean toilets
- Clean home “The home you like” – draw and explain

### **3. Social Health**

- Knowing about the myths and misconceptions widely prevalent in the society (LSEP activity)
- Emphasize on drug abuse and alcoholism

### **Activity**

Newspaper clippings, videos on such real life incidents – discussion

Students share real life incidents they know

### **4. Self-discipline**

- Knowing the need for self-discipline
- Reflecting on activities which require self-discipline
- Realizing the indispensability of self-discipline

### **Activity**

Drama / anecdote / stories / discussions

## 5. Safety and Wellness

- Giving sensitization on First Aid

F – First – Seek Aid

I – Immediate

A - Ambulance

R – Remedy

I - Involvement

S – Service

D - Doctor

T - Treatment

### Activity – Video Clip

- Lecture by trainer / expert
- Discussion on accidents
- Knowing about safety instruments and the methods of handling them

## 6. Environmental Health

- Emphasize the need for environmental health
- Know about avoidance of environmental pollution

### Activities

- Industries – Field trip – Discussion
- Imaginary dialogue – Interview with the Hon'ble Minister for Health
- Draw the drainage canal route map of your village
- The use of plastic carrier bags – boon or bane – Debate

### Protecting the Public Places

Make students realize the various ways in which public places such as lakes, rivers, ponds, public taps, bore wells, play grounds, places of worship and classrooms get polluted and the crying need for maintaining them cleanly.

### Activities

- Field trip
- Awareness rallies
- Posters / slogans
- Giving petition to the competent authority and request the competent authority to take necessary action to keep the public places clean

- Drama
- Sharing thoughts on the need for maintaining cleanliness of public places during morning assembly

## **7. Nutrition**

### **Activities**

1. 'Nutrition needed for adolescence' Seminar – Food and Health Food habits for ensuring a healthy life
2. Cleanliness in preparing food and eating it
  - Debate
    - Which is great?
    - Food cooked at home / Hotel food
  - Natural food, cooked food, fast food
  - Which is suitable for us?

Food most suitable for Health (prepare a poster and display it permanently in the classroom)

3. Healthy ways of cooking food
  - Wash hands
  - Cut vegetables in big size
  - Close the lid of the vessel and cook
  - Traditional style of cooking
  - Cooking in non-stick cookware
  - Vessels used for cooking and their effect on the quality of food

### 4. Consumer Health

1. The duties of Institutes and Consumers
  - Awareness about medical health service organizations
  - Knowing about rights of the consumers
  - Gathering information about food quality control organizations
  - Details to be perused before buying preserved (packed) food items
2. Advertisements about goods and services
  - Advertisement – Acting

- Awareness on the false information provided in the attractive advertisements
- Awareness about drugs and other consumable items
- Awareness on local health care delivery services
- Inoculation table – preparing posters

### Wellness Education

Sl. No.	Name of the Student	Awareness on Wellness ideas	Implementing ideas of wellness	Interest in the welfare of the society	Understanding Individual and social health	Being a guide in wellness programme	Grade
1.							
2.							
3.							

The activities recommended in wellness education and Science textbooks can be conducted and teacher can record the grades of students as per the suggested assessment parameters in each term.

## Part IV : Service Related Activities

Service unit such as NCC, NSS, JRC, RRC and NGC generate social consciousness and social concern among adolescent students. The Headmaster shall ensure that each student is a member of any one of the above service units within the school.

### Junior Red Cross (JRC)

The District President	:	District Collector
District Organizer	:	Nominee of the District Educational Officer (will act within the Educational District)
School President	:	Headmaster
Counsellor	:	School Level Activist
Motto of JRC	:	'I serve'
Members of JRC in School	:	6 to 10 <sup>th</sup> studying students
Team	:	Comprises of 40 students

### Conditions

1. The school can have as many units in proportion to the student strength.
2. HM must ensure that the members of JRC represent a minimum of 1% of the total student strength
3. No need for uniform, for this

### Activities

1. Training based on cleanliness, sanitation, friendship and service
2. First Aid training
3. Disaster Management Training
4. Child Sex abuse Protection Training
5. Medical treatment training (Minor ailments and injuries treatment)

6. Prevention of fire training
7. Road safety training
8. Training on cultural exchange
9. Opportunities to participate in camps conducted in other States and Countries
10. Field trips

**Assessment format for service activities**

Sl. No.	Name of the Student	Effort	Initiative	Persistence	Interest	Consistency	Grade
1.							
2.							
3.							

Teachers to follow up and ensure that each student is a member of one of the service units in the school and assess her / his service in the above format conforming to the assessment parameters provided.

## **Part V : Art Education and Life Education**

Life education enables students to acquire not only knowledge of subjects but also the vocational education which would help the students in life after school as well.

Arts and Life Education is introduced with the intention of bringing out the innate potential of secondary level students through assessment of co-scholastic activities under CCE and also enrich their talents.

This has already been introduced in Std I to VIII as formative assessment activity. It is a well known fact that students in the adolescent age group students have tremendous talents and have the natural capacity to absorb any new learning and express themselves in an aesthetic manner. To mainstream such talents, and make their leisure hours worth while these activities would help. Besides, these activities shall mould the students in such a way that they willingly use their human resources for the development of the future society.

### **Objectives**

- Identify the artistic skills in every student
- Give training to enhance the identified talents
- Give opportunities to students to express novel thoughts
- Enable students to realize the dignity of labour by making them do labour using their optimum physical strength
- Give a platform to express their sense of beauty (aesthetic sense)
- Give opportunities to all including the differently abled students
- Providing the opportunity to each student to express his creative potential in a way he / she wishes to express
- Give maximum opportunity for the student to develop self-esteem and self-confidence

## **Conditions**

- Each student must undergo any three of the following activities in a semester
- The activities selected for training the students must conform to the desire and choice of the student
- It is wise for the expert trainer to utilize local resources depending on the availability of funds and materials and provide relevant training to the students.

## **Recommended Vocational Activities**

- Tailoring practice
- Making ornaments (using beads and stones)
- Making soft toys using various raw materials
- Preparing files and paper covers
- Book binding
- Screen printing
- Fabric printing
- Origami
- Making things using waste paper
- Embroidery and flower pattern with needle work
- Running book banks
- Repairing electric gadgets (with necessary safety methods)
- Repairing cell phones
- Preparing handicrafts
- Creating and maintaining a garden
- Making hand bags, flower vases and wall-mounted decorative pieces using plastic wire and beads
- Using computers and maintaining them properly
- The art of photography
- Preparing greeting cards
- Practice for playing musical instruments
- Singing practice
- Bow song

- Mirror painting
- Vegetable carving

### Syllabus for Art Education

Month	Week	Content
June	I	Explanation of lines
	II	Explanation of colours
	III	Line drawing
	IV	Drawing on the Computer – exhibit
July	I	Leaves – painting
	II	Drawing natural scenery
	III	Natural scenery – animals
	IV	Pencil sketches of human faces shadowing with pencil – exhibition
August	I	Fruits – painting with water colours
	II	Vegetables – colouring with colour pencils
	III	Flowers
	IV	Birds – painting – exhibition
September	I	Paper Collage
	II	Paper Collage using waste paper
	III	I term end examination
	IV	
October	I	Prepare models using types of soils
	II	Making vegetables in clay
	III	Making flowers using clay
	IV	Clay model making – exhibition
November	I	Giving topic and asking students to paint
	II	Giving a theme and asking students to paint
	III	Giving a theme and asking students to paint

	IV	Drawing cartoons in the computer
December	I & II	Prepare posters Prepare greeting cards
	III & IV	II term end examination
January	I	Design work
	II	Cutting according to designs / shapes
	III & IV	Cloth print out Stencil work
February	I	Letter lay out
	II	Cutting the shapes of Tamil and English letters
	III & IV	Computer lab, Visual Communication activity, prepare annual bulletin in computer
March	I	Handicrafts Soap carving and making images
	II	Preparing images in chalk pieces Prepare images from waste materials
	III & IV	III term end examination and exhibition

### Art Education and Life Education Assessment Format

Sl. No.	Name of the Student	Attitude to do work	Skill to judge quality	Skills	Creativity	Regularity in work	Grade
1.							
2.							
3.							

## Time Table

Subject	Existing Periods	Suggested
• Tamil, English, Maths, Science	4 x 7 = 28	4 x 7 = 28
• Social Science	1 x 5 = 5	1 x 5 = 5
• Physical Education	1 x 2 = 2	1 x 2 = 2
• Drawing / Tailoring (Art & Work)	1 x 2 = 2	2 x 1 = 2
• Value Education (Attitude & Value)	1 x 2 = 2	1 x 1 = 1
• Life Skills	1 x 2 = 2	1 x 1 = 1
• ICT / Music / EVS	1 x 1 = 1	1 x 1 = 1
• Wellness		
<b>Total</b>	<b>40</b>	<b>40</b>

## Assessment

- A note book must be kept in each classroom
- Each teacher / special teacher must record assessed co-scholastic item against the student's name or remarkable attitude or value observed during the classroom process
- At the end of the term grades must be given to each student in consultation with all the other students
- Assistant Headmaster has to monitor if all the co-scholastic activities are being assessed in a useful manner and if these co-scholastic activities are designed in a way to enhance the skills of students. The Assistant Headmaster must provide appropriate guidance to the teachers in implementing co-scholastic activities at the secondary level.