

INTERNATIONAL SCHOOL AWARD
 ACTION PLAN FOR INTERNATIONAL WORK: APRIL 2012 - MARCH 2013
 THE HERITAGE SCHOOL

Curriculum activity Please include a brief description of each activity in your own school.	Teacher Responsible Name and title of the Person responsible for each activity in your school	Subjects Please include all subject areas involved	Participants Please include number of pupils, their ages and the partner countries.	Dates Timing and duration of activity	Evaluation method A brief statement to explain how the success of the activity will be analysed	Learning outcome A brief description of the result of the activity
<p>PROJECT 1 Title : MY FAMILY (Sharing how my family dresses with the partner country)</p> <p>1.1) Members Of My Family.</p> <ul style="list-style-type: none"> • Identifying family members • family tree. <p>Activity: My Family Tree (Children list out their family members and prepare a family tree.)</p> <p>Source of information:</p> <ul style="list-style-type: none"> • Interviews with 	<p style="text-align: center;">Shalini Mathur</p>	<p>Language</p> <p>EVS</p> <p>Number Work</p> <p>Music</p> <p>Craft</p> <p>Dance</p>	<p>460 students</p> <p>Ages 4 to 5 years.</p> <p>Countries: UK Australia Indonesia Bhutan Sri Lanka</p>	<p>July 2012 To Dec. 2012</p>	<p>1) Students work.</p> <p>2) Projects will be exhibited.</p> <p>3) Photographs/ pictures/actual samples.</p> <p>4) Feedback from parents on exhibition.</p> <p>5) Comments from partner country/countries.</p> <p>6) Comparative study of clothes in</p>	<p>1) Children are able to identify members of the family. eg. chacha, mama etc.</p> <p>2) Children are able to understand family relationships in partner countries.</p> <p>3) Children understand how interpersonal relationships are important.</p> <p>4) Ability to identify different types of clothing.</p>

<p>family members: observation etc. (They will then be provided with the family trees of children in partner country/countries. Children can compare/contrast between them. All family trees will be displayed/exhibited.</p> <p>1.2)Everyday Wear.</p> <ul style="list-style-type: none"> • Women • Men <p>Source of information: (observation; photographs; books; magazines & letters/ pictures from partner countries)</p> <p>Activity:Dress Me Up Blank cardboard cutouts of human figures will be provided. Children will choose cutouts of various faces, hairstyles, dresses etc. (kept in trays) and dress the figures as family members of their choice. eg. papa going to office or mummy going to the market. Also how a partner country's parent dresses – for eg.</p>	<p>Rachna Sethi</p> <p>Sukanya Banerjee</p>				<p>our country with partner country/countries.</p> <p>7) Interchange of childrens' work with partner countries.</p> <p>8)Photographs of the activity in progress.</p> <p>9)Quiz : Guess my country.</p>	<p>6) Understanding the way people dress in the partner country 7) Will be able to compare/ contrast different types of clothing.</p> <p>8) Enhance language and communication skills.</p> <p>9)Hone observation skills.</p> <p>10) Development of analytical skills.</p>
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<p>father may be a policeman.</p> <p>1.3) Festival And Party Wear Sources of information : same as 1.2.</p> <ul style="list-style-type: none"> • Women • Men <p>Activity :a) Costume Parade Children will wear costumes depicting their family members & those of partner countries.</p> <p>b) Dance Show Children will perform two Indian group dances (Bhangra and Rajasthani) & two dances from partner countries (eg.U.K. – ballroom dancing; Bhutan – Chaam dance) This activity will provide an opportunity to learn about various costumes and traditions in India and partner countries.</p>	<p>Rakhi Dutta</p> <p>Divya Aswani</p>				<p>10)Video of a) costume parade, b) dance show will be taken for viewing.</p> <p>11) Comparing costumes .</p>	<p>11)Children will appreciate and value diversity in cultures.</p> <p>12) Children will enjoy learning traditional dances of India and partner countries.</p> <p>13)Improve agility, grace, balance & coordination of the body.</p>
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<p>PROJECT 2 Title: ANIMAL LIFE. (In India and our partner country)</p> <p>2.1) BIRDS: Our Feathered Friends.</p> <ul style="list-style-type: none"> • Domestic Poultry farm Home • Wild: Forest Neighbourhood (nature walk in and around our school.) • Calls - Mimic from nature, T.V., recorded bird calls etc. (Children will learn to identify birds through teacher & parental guidance, books, T.V. etc.) <p>Activity: a) Let's make a bird table. Children, with the help of teachers will choose a suitable place in school where a bird table can be set up. Things needed : 4/6 bricks to make a platform; an earthenware plate and bowl; different types of bird seeds.</p> <ul style="list-style-type: none"> • Remember to feed the birds and give them water everyday. <p>Activity: b)Storytelling with the help of pictures and props. eg. The Nightingale; The Thirsty Crow ; Robin Redbreast etc.</p> <p>Activity: c)</p>	<p>Wendoline Rebeiro</p>	<p>EVS Language Number work Comprehension Craft/art Songs Poems Stories</p>	<p>210 students Age 6-7 years.</p> <p>Countries: Kenya Argentina Australia UK Canada</p>	<p>April 2012 to Jan. 2013</p>	<p>1) Identification of birds & animals. 2) Quiz 3) Feedback forms 4)Mimicing calls. 6)Assembly: (drama/songs/dance with costumes and props of birds & animals.) 7) Board display. 8)Photographs. 9)Worksheets.</p>	<p>1)Ability to identify birds and animals of India and Partner country. 2)Inculcating observation skills. 3) Improving listening skills. 4) Enhancing speaking & language skills. 5)Enhancing reading and Comprehension skills . 6)Responsibility & caring for the needs of birds in the neighbourhood. 7) Enhancing listening skills.</p>
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<p>The movie Happy Feet will be shown. (To know about birds in other countries) Activity: d) Worksheet on Indian and foreign birds : Choose the correct name and colour.</p> <p>2.2)ANIMALS: Our Hairy Friends.</p> <ul style="list-style-type: none"> • On the farm. <p>With the help of class displays, ICT etc. children will find out about farm animals in India and partner countries. Activity: song, ‘The Farmer’s In The Dell’ will be taught with eurhythmics.</p> <p>The song, ‘Old MacDonald Had A Farm’ will be an opportunity for the children to mimic the calls of farm animals.</p> <ul style="list-style-type: none"> • In the Wild • In the Sea <p>Will share learning experiences from class displays, ICT, movie clips, with partner countries. (Example: ‘Finding Nemo’)</p> <ul style="list-style-type: none"> • Names • Babies • Food • Cries • Homes 	<p>Shilpi Ganguly</p>				<p>10)Video of activities.</p> <p>11)comments and related work from partner countries.</p>	<p>8)Gaining knowledge about animals in foreign countries.</p> <p>9) Understand the difference between domestic and wild animals.</p>
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<p>2.4)A trip to the Zoo.</p> <ul style="list-style-type: none"> • Cut and paste pictures of Zoo animals. • Sharing drawings/craft/photographs with partner countries. <p>2.5)Did you know: (amazing facts about birds and animals.)</p>	<p>All class teachers.</p> <p>Nabanita Banerjee</p>				<p>12)Parent feedback.</p>	<p>10) create awareness about the importance of animals and the need to protect them.</p>
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<p>PROJECT 3: Title : FUN FOODS OF INDIA AND THE PARTNER COUNTRY Taste vs. Value (Sharing of the pupil's snack food choices between India and the partner country.)</p> <p>3.1) My Favourite Snack.</p> <ul style="list-style-type: none"> • Place of origin/description. • photo/pictures/drawings • How often do I like to eat my favourite snack? • How often am I allowed to eat my favourite snack? • How will it affect my health? • Step – by – step recipe. <p>(These will be displayed during PTM, put in a file and kept in the class library.)</p> <p>3.2) Tasty Bite: Regional Delicacies. (of the pupil's home town)</p> <ul style="list-style-type: none"> • Savoury snacks. • Sweet snacks. • Tangy and Spicy snacks. • photo/drawings/craft <p>(Pupils will be divided into 4 groups representing Northern., Southern., Western. & Eastern. regions of India. Each group will have to decide on one item belonging to their region. On a fixed date the groups will bring the food and display it during lunch break. Head Mistress, coordinators, class teachers of all sections will be invited to view, taste and write their comments.)</p>	<p>Supriya Rudra Margaret Williams</p> <p>Suparna Sarkar</p> <p>Rosemary</p>	<p>Language, Social studies, Number work, Science, Art/Craft, Life skills.</p>	<p>210 pupils. Age 7-8 years.</p> <p>Countries: UK USA Thailand Bhutan</p>	<p>April 2012- Jan-2013</p>	<ol style="list-style-type: none"> 1. Emails 2. Student's letters. 3. Student's work. 4. Photographs/ Drawings/Crafts. 5. Board displays. 6. Feedback forms. 7. Video or slide show. 8. Teachers' comments. 9. Conducting a food festival. 10. Articles in the school magazine. 	<ol style="list-style-type: none"> 1. Appreciate & value diversity of cultures. 2. Develop intercultural bonding. 3. Celebrate diverse culinary skills of the world. 4. Build Team Spirit. 5. Understanding Geographical effects on world cuisines. 6. Enhance creative & innovative abilities. 7. Create opportunities to practically demonstrate the concept of fusion foods. (Adult help necessary) 8) Create & enjoy new flavours.
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<p>3.3) Fusion Food- The World On My Plate. (Pupils' innovation as a result of exchange of ideas)</p> <ul style="list-style-type: none"> • Plan a food festival in school. • Best fusion recipe prize. • Best presentation prize. • Best tasting entry prize. <p>(This activity can be done during activity week.)</p> <p>All sections of class 2 will take part. Prior notice will be given to bring Rs. 25 each, on the fixed dates. On the first day, section A, B, C and D will bring food (decided with the help of respective teachers.) Sections E, F and G will buy .On the second day, E,F and G bring food and sections A, B, C and D buy.</p> <p>Sales proceeds will be used to buy cup cakes, biscuits, sweets etc. for Surya Kiran, our evening free school for children.</p>	<p>Deeppal Kaur</p> <p>Bandana Chakaravarty</p> <p>Kerrily Gabriel</p>					<p>9) Foster a spirit of healthy competition.</p> <p>10) Will give rise to feelings of sharing and caring for underprivileged children.</p>
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<p>PROJECT 4 Title: Colours Of The Seasons. (Showing the changes in the plant world in India & our partner country during different seasons).</p> <p>4.1) Spring And Summer (Sharing the beauty of nature in our country with partner countries)</p> <ul style="list-style-type: none"> • Colour palette.(showing the colours of nature in this season) • Names of flowers, plants & trees. • Photographs/Drawings/craft work • Collage with pressed flowers & leaves. (will be displayed) • Leaf rubbing.(compare with partner countries) • Visit to the florist.(Find out the most expensive and the cheapest flower. Why?) • Uses of some flowers & leaves Eg. floral colours, dyes, perfumes etc.(project to be displayed) • My balcony. 	<p>Debahuti Das</p> <p>Paramita Dutta Roy</p>	<p>Language Science Social studies EVS Art/Craft Music Photography Computer</p>	<p>210 pupils Age: 8-9 years</p> <p>Canada</p> <p>UK</p> <p>Kenya</p> <p>Peru</p>	<p>April 2012- Jan-2013</p> <p>March to June.</p>	<ol style="list-style-type: none"> 1. Emails 2. Student's letters. 3. Student's work. 4. PPT. 5. Quiz 6. Excursions 7. Project work 8. Board display 9. Craft work. 10. Collage will be displayed & evaluated. 11. Parent feedback. 12. Comments from partner countries. 	<ol style="list-style-type: none"> 1. Appreciate the beauty of nature. 2. Identifying different plants & flowers. 3. Understanding the requirements of different plants. 4. Improve Language skills. 5. Enhance creativity. 6. Improve motor skills. 7. Learning methods of preservation. 8. Learning to care for plants. 9. Develop a sense of responsibility. 10. Gaining knowledge about the usefulness of plants.
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<p>4.2) Monsoon:</p> <ul style="list-style-type: none"> • Colour palette. • Names of flowers, plants, & herbs. • Photographs/drawings/crafts • Poems/songs. • My school plant nursery. <p>Planting seedlings. (Vanmahotsav – forest tree planting ceremony)</p> <ul style="list-style-type: none"> • My balcony 	<p>Sarmishta Bhattacharya</p> <p>Chittarupa Banerjee</p>			<p>July to September</p>	<ol style="list-style-type: none"> 1. Students’ letters. 2. Photographs 3. Tree planting around the school. 4. Slide show. 5. Poetry writing & recitation. 6. Monsoon board display. 7. comments for partner countries 	<p>11. Learning about plants & flowers in the partner country.</p>
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<p>4.3 Autumn:(sharing the natural beauty of our own and our partner countries, specially Canada during ‘Fall’.)</p> <ul style="list-style-type: none"> • Colour palette • Greenery around me. • Photograph/drawings/craft • Letters/Email • My balcony <p>4.4 Winter:(Sharing the colours of nature in this season with partner countries.)</p> <ul style="list-style-type: none"> • Colour palette • My school garden • Names of flowers(Poems and songs on flowers) • Photograph/drawings/craft • Trip to the Horticultural Garden – Flower Show. • My balcony <p>Board displays of each season showing the differences in flora, between partner countries; with the help of shared photographs/drawings, rubbings, pressed flowers/craft etc. will be put up.</p>	<p>Vanita Basu</p> <p>Ishvita Trivedi</p> <p>Manisha Punjabi</p> <p>Tanusree Dasgupta</p>			<p>Oct. to mid Nov.</p> <p>Mid. Nov. to Feb.</p>	<p>1. Students’ letters 2. Photographs/craft work 3. Board displays. 4.</p> <p>1. Students’ letters 2. Photographs/craft 3. Garden walks 4. Trip to the Horticultural Garden 5..Class Assembly – “The Grand Old Tree”</p>	<p>12. Will understand how geographical factors like climatic zones, altitude, nearness to the sea affects plant growth.</p>
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<p>PROJECT 5: Title: Fibres to Fashion (in our country & partner country)</p> <p>5.1 Kinds of Fibers NATURAL:(Identification from actual raw materials eg. silk cotton bolls(pods), cocoons etc.)</p> <ul style="list-style-type: none"> • Cotton from the cotton plant • Silk from the cocoons of silkworms. • Wool from sheep <p>Activity: a. Show & Tell. (Children will bring things made of Natural Fibres which they value and show and talk about it. eg. a silk scarf that belonged to her grandmother etc.)</p> <p>Activity: b. Scrap book</p> <p>Activity: c. Visit to the silk printer</p> <p>Activity: d. Weaving (handloom).</p> <p>Similar activities will be done by and exchanged with partner countries.</p> <p>SYNTHETIC:</p> <ul style="list-style-type: none"> • Polyester • Georgette • Chiffon • Blended fabrics <p>Activity: e. Couture Collage (Board display; Created with different kinds of Fabrics cut, folded, pasted, pinned (not stitched) to form</p>	<p>Sakuntala Sen</p> <p>Srisma Sen</p> <p>Mandira Basak</p>	<p>English (Communication, reading)</p> <p>Social studies</p> <p>Science</p> <p>Number Work</p> <p>Craft</p> <p>Art</p> <p>Computer</p>	<p>35 pupils</p> <p>Age group 9+ Years</p> <p>UK Thailand China Japan Indonesia Myanmar Kenya Peru Bhutan</p>	<p>April 2012 to Jan 2013</p>	<ol style="list-style-type: none"> 1. Project 2. Students' letters 3. Industry visits: interviews & PPT. 4. Photographs/ Drawings/Crafts. 5. Class activity: Show & tell 6. Curriculum assessment. 7. Board displays 8. Fashion show depicting fashion timeline of India & Fusion fashion trends - to be done as an activity celebrating 'Internationalism at The Heritage School) Video to be taken and sent to the partner country. 9. Comments of teachers and students on the show. 	<ol style="list-style-type: none"> 1. Children will gain knowledge about different raw materials of fabrics. 2. Will be able to identify natural fibres. 3. Will know about different methods of printing & dyeing. 4. Will be able to differentiate between hand-loom & power-loom. 5. Will know about traditional and modern fibres in India and partner countries. 6. Compiling & documenting the knowledge gained. 5. will know about different weaving and printing
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<p>6.3 Golden Hands- “Creatathon” (Group work) (Each group will be given a packet containing assorted raw materials. Eg: Old coloured paper, old newspaper, waste fabric, wool etc). The groups will make their own creations with the materials given.</p> <p>6.4 Helping Hands-</p> <ul style="list-style-type: none"> • Step-by-step instructions on how to make a_____. (It could be any activity where the children would show the steps involved in making something.) <p>(Sharing of ideas between students of partner countries through letters, emails, photographs, samples.</p>	<p>Sushmita Gangoli</p> <p>Sushmita Ukil</p> <p>Kasturi Sen</p> <p>Chandrima Datta</p>					
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<p>PROJECT -7</p> <p>Title: My wonderful land of books.</p> <p>Brief description: The project aims in developing reading skills, sharing and increasing knowledge on different subjects.</p> <p>7.1 Sharing the class/school library</p> <p>- sharing the reading list of English literature/ regional literatures (which is available in translation), with the partner school.</p>	<p>-Ritu Singh</p> <p>-Barnali Rai Pal</p> <p>-Priti Sara George</p>	<p>Social studies</p> <p>Science</p> <p>Language-</p> <p>-English</p> <p>-Hindi</p> <p>-Bengali</p>	<p>180 pupils</p> <p>Class VI</p> <p>Age: 11yrs</p> <p>Countries:</p> <p>The U.K, Australia, The U.S.A</p>	<p>April to December</p>	<p>1.Feed back forms</p> <p>2. Quiz</p> <p>3. Display of news clippings on the bulletin board weekly.</p>	<p>1. To develop team work.</p> <p>2. Develop creativity and research skill.</p> <p>3. To share responsibility.</p> <p>4. Gain knowledge of fiction and non fiction books.</p> <p>5. Learn how to look after a library.</p> <p>6. Will Gain confidence by writing their own stories and getting it published.</p> <p>7. Becoming aware of what children in other parts of the world like to read(Partner-countries) and enhancing one's knowledge of literature/stories</p>
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<p>7.2 Create your own class library.</p> <p>7.3 Collection of books, Magazines, Newspapers – News at your fingertips: collecting daily important national and international news clippings.</p> <p>7.4. Exchange with partner countries:</p> <ul style="list-style-type: none"> -Sharing stories -Rewriting stories -Creating stories - Designing their own book covers 						<p>produced in the partner country.</p> <p>8. Familiarizing partner schools with Indian stories/ literature</p>
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<p>PROJECT - 8 Title -Music – The universal language that binds children throughout the world.</p> <p>Brief description: The project will enable the students to understand music, attract, influence and inspire them to come on a common platform.</p> <p>8.1 Popular music and music bands.</p> <p>8.2 Organizing interschool music fest.</p> <p>8.3 Creating fusion in music between India and partner</p>	<ul style="list-style-type: none"> - Supriya Pathak - Srimanti Sinha. 	<p>History music</p>	<p>180 pupils</p> <p>Class – VII</p> <p>Age: 12yrs.</p> <p>Countries: The U.S.A, The U.K, South Africa.</p>	<p>April to December</p>	<ol style="list-style-type: none"> 1. Interacting with partner school through e mail and exchanging work through music CD’s and MP3 files. 2. Questionnaire. 3. Connecting through Skype. 4. Organizing intra class music competitions. 5. Feedback from : <ol style="list-style-type: none"> a. Teachers, b. Parents, c. Students. d. Professionals in music. 	<ol style="list-style-type: none"> 1.Appreciate and value music across cultures. 2. Knowing and understanding the culture, tradition and taste of music 3. Understanding how music has changed over time. 4. Talking to and sharing information with Grandparents, Parents and peers about their music preferences.

<p>country .</p> <p>9.4 Graphical representation of data or comparative analysis of data from schools of other countries</p> <p>.9.5 Solar cooker and solar lanterns.- Learn how they work.</p>						
<p>PROJECT 10</p> <p>Title- Opportunity for all – Vocational training.</p> <p>Brief description:</p> <p>Inculcating values of respect for all professions and sections of society in India</p>	<p>Chandrima Bhattacharya</p> <p>Rupashree Ghosh.</p> <p>Rakhi Biswas</p>	<p>English</p> <p>Maths</p> <p>Economics</p> <p>Business studies</p> <p>EVS</p>	<p>20 pupils</p> <p>NIOS(National Institute of Open Schooling)</p> <p>Age: 12yrs to 16yrs</p> <p>Countries:</p>	<p>June to December</p>	<p>1.Questionnaire</p> <p>2. Survey results</p> <p>3. Reports</p> <p>4. Feedback from:</p> <p>a. parents</p> <p>b. Visitors.</p> <p>c. Professionals in this field.</p>	<p>1. Appreciate and value the diversities of work in India and partner country.</p> <p>2. Developing creative ability and team work.</p> <p>3. Develop inclusive approach.</p> <p>4. Sensitization</p>

<p>and partner country - A comparative study of vocations available in India and the partner country.</p> <p>10.1. Concept of vocational education for all – List of main vocations that students of special needs have.</p> <p>10.2 Survey – visit to vocational centers to understand vocations and their economic viability.</p> <p>10.3 Graphical representation of occupations: eg. Candle making,</p>			<p>Germany, The U.K</p>		<p>5. Drawing.</p> <p>6. Display board – Display of products made by the children</p> <p>7. Skype, E- mail, work exchanged through PPT.</p>	<p>and awareness about differential abilities.</p> <p>5 Develop general attitude towards vocational education.</p> <p>6. To tap the vast economic potential of students with special needs in our society.</p>
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<p>Paper bags, wood work.</p> <p>10.2 Promotion of an inclusive society –Study and research to find areas where differently abled people can be trained and absorbed in mainstream industry in India and partner country.</p> <p>10.3.Learning things for sustenance – Promoting different handicraft designing and making packaging material.</p>						
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<p>PROJECT 11 Title: Desktop Diaries: Teenage reflection on the personal computer and use of digital devices</p> <p>Brief description: Sharing ideas and experiences on how Facebook, Twitter, Google Plus and other such social networking sites, or applications like Skype have changed the way people today come together and try to make this world a better place.</p> <p>11.1 Social issues like</p>	<p>Abir Mukherjee</p> <p>MonaJhunhunwala</p>	<p>Maths, Computers, Photography, Films.</p>	<p>180 pupils</p> <p>Age: 14yrs.</p> <p>Countries: The U.K, Australia, The U.S.A</p>	<p>April to December</p>	<ol style="list-style-type: none"> 1.Feedback forms 2. Questionnaire. 3. The students will create a common blog for communication and sharing of ideas, pictures, videos and the like with the partner schools. 4. Skype – The schools can create a page/ group on Facebook and use it to interact. 5. Debate – PC – self boon or self doom. 6. Graphical representation of data collected on social issues which have been highlighted using social networking sites in the 	<ol style="list-style-type: none"> 1.Comparison between the difference in time and duration spent on networking in India and partner country. 2. The students become aware of how to use the different sites with greater responsibility. 3. Enhance communication skills. 4. Develop research skills. 5. Develop social/ interpersonal skills.
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<p>educating the underprivileged children or pollution control are highlighted through social networking sites and help young people to become more aware and find solutions.</p> <p>11.2 Create games, Digital designing, access homework through website.</p> <p>11.3 Access schools through website and connect with partner schools.</p>					<p>last one year.</p> <p>7. Use networking sites to connect with people and find solutions to global problems.</p>	
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<p>PROJECT 12 Title – Creating the text: Restructuring of the language according to convenience in the age of global communication.</p> <p>Brief description: How young people write today using language which is very different from the language they formally learn in the classroom.</p> <p>12.1 The functional use of language in daily life as opposed to its academic use in the school</p>	<p>Soumi Chattopadhyay</p> <p>Sujaya Sen</p>	<p>English, Bengali, Hindi, French, German.</p>	<p>10 pupils</p> <p>Age 16yrs to 18yrs</p> <p>Countries: The U.K, Italy</p>	<p>June to December</p>	<ol style="list-style-type: none"> 1. Questionnaire. 2. E mail, letters 3. Survey- sample analysis of text messages and e mails in India and the partner country. 4. Compiling words used in ‘sms’ language or in e mail. 5. Making a list of words that have gained acceptance and are used universally. 6. Skype 	<p>1.learn how language changes with the times- what is slang in one generation becomes the normal, acceptable language of another generation.</p> <p>2 Develop an understanding of language as an evolving phenomenon and not as something which is static or given.</p> <p>3. Understand how this new language can be used as an effective instrument of inclusion/exclusion</p>
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<p>(SMS, e-mail, fb, posts).</p> <p>12.2 The kinds of texts created by students in and understanding India and the partner country – sharing the text – use of words- similarities and differences</p> <p>12.3 To what extent is the new language affecting the use of formal language in India and the partner country.</p> <p>A comparative study of language used in India and in the partner countries.</p>						<p>by young adults.</p> <p>4. Exposure to the different kinds of informal writing in use today.</p> <p>5. Language as an indispensable tool of communication</p> <p>6. To learn - to what extent the older generation is influenced by the new technology (Language) and to what extent they are willing to learn their language.</p>
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<p>12.4 Recognizing words which have gained acceptance and are part of formal language today (and are part of the OED)</p> <p>12.5 Understanding the new communication as a part of popular culture ways of - text msg, e-mails,and the language used in networking.</p>						
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